



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, June 15, 2026 @ 7:00pm

Executive Session @6:20pm (personnel)

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on June 15, 2026 in the District Administration Board Room.

School Board Members:

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

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 (not in attendance)
Dr. Daniel O'Rourke, Director of Elementary and Middle Level Education (in-person)
Mr. Daniel Snyder, Director of Operations & Facilities (in-person)
Dr. Timothy Wagner, Director Secondary Education (in-person)
Mr. Bradley Wilson, Director of Strategic Initiatives (not in attendance)



Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Ms. Tina Vojtko, Communications (virtual)

Call to Order

(Mascaro, School Board President)

Mr. Mascaro called the meeting to order at approximately 7:03pm.

Pledge of Allegiance

(Mascaro, School Board President)

The School Board and Administration said the Pledge of Allegiance.

Roll Call of School Board

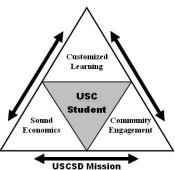
(Solicitor, Kramer)

Solicitor Kramer took a roll call vote, eight members were present with three virtual (Mrs. Bolas, Ms. Petersen, and Mrs. Schnore), and one absent (Dr. Wetzel).

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.

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 during this time.



Approval of Minutes

(Mascaro, School Board President)

MOTION: BY HANNA: I move that the Board approve the Meeting Minutes of the June 1, 2026 Board Meeting, as attached. Seconded by Snyder and carried by unanimous voice vote.

Adoption of the 2026-2027 Budget

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

Mr. Burchill proposed the adoption of the 2026-2027 general fund budget, advising that there have been changes since the proposed budget adoption, with a 3% recommended millage increase.

a. Adoption of 2026-2027 Final General Fund Budget

MOTION: BY KYLE: I move that the Board adopt the General Fund Budget for the 2026-2027 school year, in the amount of \$111,566,288.00. Seconded by Hanna and carried by unanimous voice vote.

MOTION: BY KYLE: I move that the Board approve Resolution number 2026-06-15A, establishing a Real Estate Millage Rate of 32.4605 mills for the 2026-2027 fiscal year. Seconded by Hanna and carried by unanimous voice vote.

b. Approval of Capital Reserve Budget for 2026-2027

(Angelo, Director of Administrative Services)

Dr. Angelo recommended approval of the capital reserve budget, which has projects listed which were previously Board approved.

MOTION: BY LAMBER: I move that the Board approve the 2026-2027 Capital Reserve Budget in the amount of \$662,632.00, as attached. Seconded by Kyle and carried by unanimous voice vote.



c. Presentation of Future Capital Projects

(Angelo, Director of Administrative Services and Snyder, Director of Operations & Facilities)

Dr. Angelo and Mr. Snyder presented projected capital projects, planned to take place over the next two years, concentrated mainly on the elementary schools. Mr. Burchill noted that the projects may potentially be able to be set up and be funded through bond market refinance.

Ms. Petersen asked if the repairs can be placed on a rotation like the bus purchases are currently on a rotation. Her questions were answered by the team.

Mr. Mascaro thanked Dr. Angelo and Mr. Snyder.

d. Approval of Tax Resolutions for 2026-2027

(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of annual tax resolutions for 2026-2027.

i. Homestead and Farmstead Exclusion Resolution

MOTION: BY SNYDER: I move that the Board approve the Homestead and Farmstead Exclusion Resolution 2026-06-15B, for the 2026-2027 fiscal year. Seconded by Lamber and carried by unanimous voice vote.

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

MOTION: BY HANNA: I move that the Board reenact the Act 511 Tax Resolution 2026-06-15C for the 2026-2027 fiscal year. Seconded by Snyder and carried by unanimous voice vote.



Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo thanked the Board and Administration for another great year. He also gave several District updates, including about the summer capital projects, hiring, mission, vision, values, and the personnel listing.

b. Renewal of Contract with Director of Business & Finance

(Rozzo, Superintendent of Schools)

Dr. Rozzo requested approval to renew the contract with the Director of Business & Finance. He explained that it is a five year agreement and described how fortunate the District is to have Mr. Burchill, who is an excellent financial steward of the District.

MOTION: BY KYLE: I move that the Board approve a five (5) year employment agreement with Mr. Scott Burchill on terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

c. Approval of Extension of Allegheny Health Network (AHN) Sports Medicine Agreement

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

Dr. Rozzo and Mr. Burchill requested approval of an extension of the AHN Sports Medicine Agreement, advising that the extension is for one year.

MOTION: BY LAMBER: I move that the Board approve the extension of the AHN Sports Medicine Agreement, for an additional term of one year, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Kyle and carried by unanimous voice vote.



d. Approval of Expenses and Authorization of Superintendent or Designee to take necessary actions from June 15, 2026 through the Next Voting Meeting, to be ratified at the next Voting Meeting

(Kramer, Solicitor)

Solicitor Kramer requested approval for the Superintendent to take necessary actions from June 15th through next voting meeting for expenses and authorizations, advising it is an annual item that allows regular District business to take place during the summer break.

MOTION: BY SNYDER: I move to Authorize the Superintendent or Designee to take the following actions on behalf of the Board without prior Board action, if deemed necessary by the Superintendent, from June 15, 2026 through the next voting meeting to be considered for ratification at the next voting Meeting. Seconded by Lamber and carried by unanimous voice vote:

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

Administrator's Report

(Rozzo, Superintendent of Schools)

a. Approval of the following Staffing Resolutions

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

Dr. Rozzo requested approval of the below-listed staffing resolutions, explaining that the resolutions are repurposing existing staff with no additions with the exception of Southwood and Boyce Middle School positions.

- i. Decrease:** .4 High School Chinese Teacher (Resolution 2026-10)
- ii. Increase:** .4 High School Mathematics (Resolution 2026-11)
- iii. Decrease:** .10 High School Gifted Teacher (Resolution 2026-12)



- | | | |
|---------------|------------------|--|
| iv. | Increase: | .10 Fort Couch Gifted Teacher (Resolution 2026-13) |
| v. | Decrease: | .6 High School Spanish Teacher (Resolution 2026-14) |
| vi. | Increase: | .26 Eisenhower Spanish Teacher (Resolution 2026-15) |
| vii. | Increase: | .17 Streams Spanish Teacher (Resolution 2026-16) |
| viii. | Increase: | .17 Baker Spanish Teacher (Resolution 2026-17) |
| | | |
| ix. | Decrease: | .33 Eisenhower Tech Aide (Resolution 2026-18) |
| x. | Decrease: | .33 Baker Tech Aide (Resolution 2026-19) |
| xi. | Decrease: | .34 Streams Tech Aide (Resolution 2026-20) |
| | | |
| xii. | Decrease: | .4 Boyce Instrumental Music Teacher (Resolution 2026-21) |
| xiii. | Decrease: | .6 Fort Couch Instrumental Music Teacher (Resolution 2026-22) |
| | | |
| xiv. | Decrease: | 1.0 Streams Teacher (Resolution 2026-23) |
| xv. | Increase: | 1.0 Boyce Teacher (Resolution 2026-24) |
| | | |
| xvi. | Increase: | .5 Southwood Special Education Teacher (Resolution 2026-25) |
| xvii. | Increase: | .5 Boyce Special Education Teacher (Resolution 2026-26) |
| | | |
| xviii. | Decrease: | 1.0 High School Assistant Principal (Resolution 2026-27) |
| | | |
| | MOTION: | BY HANNA: I move that the Board approve the above-listed staffing Resolutions 2026-10 through 2026-27 (items i. through xviii.), as presented. Seconded by Snyder and carried by unanimous voice vote. |

b. Approval of Personnel Listings

(Mack, Human Resource Manager)

Mrs. Mack requested approval of the personnel listings.

Mrs. Schnore and Mr. Lamber abstained from the vote.

MOTION: BY KYLE: 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.



c. Approval of Affiliation Agreement

(Mack, Human Resource Manager)

Mrs. Mack requested approval of an affiliation agreement with the University of Pittsburgh for a clinical internship.

MOTION: BY LAMBER: I move that the Board approve the Affiliation Agreement with the University of Pittsburgh for clinical internships, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Kyle and carried by unanimous voice vote.

d. Approval of Spring Curriculum Recommendations

(Wagner and O'Rourke, Directors of Curriculum)

Dr. Wagner and Dr. O'Rourke presented the Spring Curriculum Recommendations for approval, which were presented at the June 1st meeting for the Board's review.

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

e. Second Reading and Adoption of Revised School Board Policies

(Pfender, Deputy Superintendent)

- i. **140** - Charter Schools
- ii. **204** - Attendance
- iii. **236.1** - Threat Assessment
- iv. **619** - District Audit
- v. **716** - Integrated Pest Management
- vi. **805.1** - Relations with Law Enforcement Agency
- vii. **805.2** - School Security Personnel
- viii. **810** - Transportation

Dr. Pfender presented the above-listed policies for a second reading and adoption, noting there have been no changes since the first reading on June 1, 2026.

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



f. Approval of Agreement with ACLD Tillotson

(Andler Plovic, Director of Special Education)

Dr. Andler Plovic requested approval of an agreement with ACLD Tillotson for extended school year services.

MOTION: BY KYLE: I move that the Board approve an agreement with ACLD Tillotson, for extended school year services, at fees and costs outlined in the agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

g. Approval of Memorandum of Understanding (MOU) with The Scoring Factory

(Angelo, Director of Administrative Services)

Dr. Angelo requested approval of an MOU with The Scoring Factory for them to use the District's facilities, specifically the Fort Couch Gymnasium, for basketball programs. Dr. Angelo noted that The Scoring Factory has been using the District's facilities for the past three years.

MOTION: BY LAMBER: I move that the Board approve the MOU with The Scoring Factory, to utilize the Fort Couch gymnasium at specified times throughout the year, for a term of three years, with payment to the District at a base amount of \$22,655.00, with annual increases of 5%, subject to final terms and conditions acceptable to the Superintendent and Solicitor.

h. Approval of the following Operations & Facilities Agreements

(Snyder, Director of Operations & Facilities)

- i. Orkin Pest Control:** Agreement for District Pest Control, at a total cost not to exceed \$7,201.56 per year, for a term of three years.
- ii. Nathan Constant Excavation & Plumbing:** Agreement for High School plumbing and lining project at a total cost not to exceed \$417,939.50, which includes a 10% contingency.
- iii. Escajeda Masonry, LLC:** Agreement for the Bollards project, for a total amount \$94,485.00, which includes a 10% contingency, partially funded through the PCCD grant.



MOTION: BY SNYDER: I move that the Board approve the above-listed operations and facilities agreements (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.

Business & Finance

(Burchill, Director of Business & Finance)

- a. Approval of Treasurer's Report - June 15, 2026**
Approval of Supplemental Report - June 15, 2026
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financial summary, 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 Snyder and carried by unanimous voice vote:

Fund 10 (General Fund): \$2,463,344.43

Fund 39 (Construction Fund): \$6,600.00

Fund 51 (Food Service Fund): \$980.00

- b. Approval to Declare Items Surplus or Obsolete**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval to declare items surplus or obsolete.

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



Committee Reports

(Mascaro, School Board President)

Mrs. Bolas gave an update from PSBA, including updates regarding a survey requesting input for legislative priorities and Fundamental AI for School Leaders conference.

Matters of Information/Other

(Rozzo, Superintendent of Schools)

Dr. Rozzo advised that there were no matters of information during this time.

Announcement Regarding Executive Session

(Mascaro, School Board President)

Mr. Mascaro made the following announcement regarding the Executive Session:

- a. Executive Session was held at 6:20 pm on June 15, 2026 for personnel.

Adjournment

(Mascaro, School Board President)

Mr. Mascaro adjourned the meeting at approximately 7:46pm 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:

Scott P. Burchill

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Scott P. Burchill, Secretary

BOARD OF SCHOOL DIRECTORS

DocuSigned by:

Sarah MacDonald

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Submitted by: Sarah MacDonald

SCHOOL BOARD STENOGRAPHER



UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

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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, June 1, 2026 @ 6:00pm

Executive Session @5:15pm (safety & security 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 June 1, 2026 in the District Administration Board Room.

School Board Members:

Mr. Michael R. Mascaro, President (in-person)
Mrs. Hallie H. Snyder, 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)
Dr. Danielle Z. Wetzell (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)
Dr. Daniel O'Rourke, Director of Elementary and Middle Level Education (in-person)
Mr. Daniel Snyder, Director of Operations & Facilities (in-person)
Dr. Timothy Wagner, Director of Secondary Education (in-person)



Mr. Bradley Wilson, Director of Strategic Initiatives (not in attendance)

Mrs. Jocelyn Kramer, Solicitor (in-person)

Mrs. Sarah MacDonald, Board Stenographer (virtual)

Ms. Tina Vojtko, Communications (virtual)

Call to Order

(Mascaro, School Board President)

Mr. Mascaro called the meeting to order at approximately 6:21pm.

Pledge of Allegiance

(Mascaro, School Board President)

The Board and Administrators recited the Pledge of Allegiance.

Roll Call of School Board

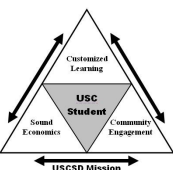
(Solicitor, Kramer)

Solicitor Kramer took a roll call vote. All nine School Board members were in attendance.

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.

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 May 4, 2026 Board Meeting, as attached. Seconded by Snyder and carried by unanimous voice vote.

2025-2026 Retirement Recognitions

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the 2025-2026 retirees, both those in attendance at the Board meeting and those that were not able to attend the meeting. Mr. Miller and Ms. Caragein both said a few words of thanks. The Board thanked the retirees for their years of service.

Curriculum Recommendations Presentation

(Wagner and O'Rourke, Supervisors of Education)

Dr. Wagner, Dr. O'Rourke and the Curriculum Leaders presented their Spring Curriculum Recommendations. The Recommendations will be voted on at the June 15, 2026 Board Meeting.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave several District updates, including reporting on Boyce and Fort Couch Middle Schools being designated Schools to Watch, as well as listing the many activities that will take place during the final week of school.



b. Approval of Collective Bargaining Agreement (CBA) with the Upper St. Clair Education Support Professional Association, PSEA/NEA (Bus Drivers and Bus Attendants)

(Rozzo, Superintendent of Schools and Kramer, Solicitor)

Dr. Rozzo reviewed the CBA with Bus Drivers and Bus Attendants, noting the CBA is a five year agreement.

MOTION: BY HANNA: I move that the Board approve the Collective Bargaining Agreement with the Education Support Professional Association, PSEA/NEA (Bus Drivers and Bus Attendants) effective July 1, 2026 through June 30, 2031, on final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

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

(Rozzo, Superintendent)

Dr. Rozzo requested approval of the salary adjustments and compensation for non-represented employees, supervisors, and administrators, noting the group consists of 57 employees.

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



Administrator’s Report

(Rozzo, Superintendent of Schools)

a. Approval of the following Staffing Resolutions

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

Dr. Rozzo requested approval of Staffing Resolutions, which are in relation to the District’s restructuring.

- i. Decrease:** 1.0 Eisenhower Aide
(Resolution 2026-01)
- ii. Increase:** 1.0 Baker Aide
(Resolution 2026-02)
- iii. Decrease:** 1.0 Human Resources Manager
(Resolution 2026-03)
- iv. Decrease:** 1.0 Supervisor of Middle Level Education
(Resolution 2026-04)
- v. Decrease:** 1.0 Supervisor of Secondary Education
(Resolution 2026-05)
- vi. Decrease:** 1.0 Supervisor of Elementary Education
(Resolution 2026-06)
- vii. Increase:** 1.0 Director of Human Resources
(Resolution 2026-07)
- viii. Increase:** 1.0 Director of Elementary and Middle Level Education
(Resolution 2026-08)
- ix. Increase:** 1.0 Director of Secondary Education
(Resolution 2026-09)

MOTION: BY KYLE: I move that the Board approve the above-listed staffing resolutions (items i. through ix.), as presented. Seconded by Schnore and carried by unanimous voice vote.



b. Approval of Personnel Listings

(Mack, Human Resource Manager)

Mrs. Mack requested approval of the personnel listings, noting that there are ten filled positions within the listing.

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

c. Approval of the following Independent Contractors

(Mack, Human Resource Manager)

Mrs. Mack requested approval of the following Independent Contractors for the 2026-2027 High School Marching Band.

- i. **RMS Visual Design Inc.:** Independent Contract for High School Marching Band Drill designs, at a total cost not to exceed \$2,175.00.
- ii. **Rob Traugh Music LLC:** Independent Contract for High School Marching Band custom arrangements, at a total cost not to exceed \$4,500.00.

MOTION: BY LAMBER: I move that the Board approve the above-listed agreements (items i. through ii.), subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Kyle and carried by unanimous voice vote. Ms. Schnore briefly stepped out during voting of this agenda item, so the final approval count was 8-0.



d. First Reading of the following Revised School Board Policies

(Pfender, Deputy Superintendent)

Dr. Pfender presented a first reading of the following revised School Board policies. The policies will be voted on during the June 15, 2026 Board Meeting.

- i. 140 - Charter Schools**
- ii. 204 - Attendance**
- iii. 236.1 - Threat Assessment**
- iv. 619 - District Audit**
- v. 716 - Integrated Pest Management**
- vi. 805.1 - Relations with Law Enforcement Agency**
- vii. 805.2 - School Security Personnel**
- viii. 810 - Transportation**

e. Approval of Agreement with Inspirit AI

(Pfender, Deputy Superintendent)

Dr. Pfender requested approval of an Agreement with Inspirit AI for Inspirit to come onsite and provide enrichment programs for regional students. She noted that the summer programs are not District programs, they are just utilizing the District's facilities.

MOTION: BY PETERSEN: I move that the Board approve entering into an agreement with Inspirit AI, for use of the District's facilities for a summer enrichment program, open to any students in grades 6-12 (District and non-District) on June 29th - July 10th, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.



f. Approval of the following Pupil Services Agreements

(Madia, Director of Pupil Services)

Dr. Madia requested approval of following annual pupil services agreements.

- i. **Pennsylvania's Education for Children and Youth Experiencing Homelessness** (ECYEH): Local Education Agency (LEA) Letter of Agreement, for the 2026-2027 school year.
- ii. **Allegheny Intermediate Unit (AIU) Memorandum of Understanding (MOU)**: for the 2026-2027 school year, to provide professional development, technical support, supplies, and partial reimbursement for supplemental services for English Language Development services.

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

g. Approval of the following Special Education Agreements

(Andler Plovic, Director of Special Education)

Dr. Andler Plovic requested approval of several annual special education agreements for the 2026-2027 school year and extended school year services:

- i. **Arc Human Services, Inc.:** Agreement for transitional vocational services, for a term of July 1, 2026 through June 30, 2027, at cost and fees listed on the agreement.
- ii. **Bellefaire Addendum:** Addendum rate adjustment to a previously approved student placement agreement.
- iii. **Goodwill of Southwestern Pennsylvania:** Agreement for extended school year services June 8, 2026 through July 10, 2026, for transition services facility-based training experience, at cost and fees listed on the agreement.
- iv. **Goodwill of Southwestern Pennsylvania Project Life:** Services Agreement, for 2026-2027 school year, for transition services facility-based training, at cost and fees listed on the agreement.
- v. **Leader Services - IEP Writer / Children Count / 504 Module / SIS Bridge:** Agreement for software subscription, for the 2026-2027 school year, at cost and fees listed on the agreement.



- vi. **Pressley Ridge Addendum:** Addendum to extend student services for the 2026-2027 school year, at costs and fees listed on the agreement.
- vii. **Wesley Family Services:** Professional Services Agreement for education services, for a term of May 7, 2026 through July 30, 2026, at cost and fees listed on the agreement.

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

h. Approval of COSTARS Contract with J.M Paving
(Angelo, Director of Administrative Services)

Dr. Angelo requested approval of a COSTARS Contract with J.M. Paving for the Fort Couch Middle School campus.

MOTION: BY HANNA: I move that the Board approve the COSTARS Contract with J.M. Paving (COSTARS #029-E23-118), to crack-fill, seal, and paint the Fort Couch Middle School Campus, at a total cost not to exceed \$26,880.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

i. Approval to Declare Items Surplus or Obsolete
(Berrott, Director of Technology)

Mr. Berrott requested approval to declare technology items surplus or obsolete.

MOTION: BY SCHNORE: I move that the Board declare the attached, listed equipment surplus/obsolete and be authorized to sell, exchange, dispose, or donate in accordance with the provisions in Board Policy 706.1 - Sale or Disposal of Surplus Property, Equipment, Supplies, and Textbooks. Seconded by Hanna and carried by unanimous voice vote. Mrs. Bolas briefly stepped out during voting of this agenda item, so the final approval count was 8-0.



j. Approval of COSTARS Contract with Allegheny Refrigeration

(Snyder, Director of Operations & Facilities)

Mr. Snyder requested approval of a COSTARS Contract with Allegheny Refrigeration for walk-in cooler and freezer equipment.

MOTION: BY KYLE: I move that the Board approve the COSTARS Contract with Allegheny Refrigeration (COSTARS #036-E25-059), for walk-in cooler and freezer equipment, at a total cost not to exceed \$96,694.18, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote. Mrs. Bolas briefly stepped out during voting of this agenda item, so the final approval count was 8-0.

k. Approval of the following Technology Contract Renewals

(Berrott, Director of Technology)

Mr. Berrott requested approval of the following renewal technology contracts:

- i. Microsoft:** Agreement for Microsoft Enrollment for Education Solutions, renewed through the IU13 Statewide Sales program, for a term of three years, at a cost not to exceed \$50,000.00 per year.
- ii. VMware:** Agreement for VMware Cloud Foundation, renewed through Allegheny Intermediate Unit3, for a term of three years, at a total cost of \$10,560.00 per year.
- iii. Eventbrite:** Agreement to renew Eventbrite for online ticketing and event registration, for a term of four years, at the contracted rates.

MOTION: BY WETZEL: I move that the Board approve the above-listed technology renewals (items i. through iii.), 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 Treasurer's Report - June 1, 2026**
Approval of Supplemental Report - June 1, 2026
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financial reports.

MOTION: BY LAMBER: 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 Wetzel and carried by unanimous voice vote: (voice vote)

Fund 10 (General Fund): \$2,149,619.71
Fund 32 (Capital Reserve Fund): \$3,812.92
Fund 39 (Construction Fund): \$9,092.55
Fund 51 (Food Service Fund): \$123,364.90

- b. Approval to Ratify Public Facility Grant Resolution**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval to ratify the public facility grant resolution.

MOTION: BY PETERSEN: I move that the Board authorize the ratification of the Public Facility Grant Amendment Resolution 3-2-2026, to change the Public Facility Improvement Grant amount to \$4,571,831.00. Seconded by Lamber and carried by unanimous voice vote.

- c. Approval of Resolution 2026-06-01A adding the District Flag Football Team as a School Affiliated Booster Group**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval to recognize the District flag football team as a booster group.

MOTION: BY SNYDER: I move that the Board approve Resolution 2026-06-01A adding The District Flag Football team as a School Affiliated Booster Group. Seconded by Petersen and carried by unanimous voice vote.



Committee Reports

(Mascaro, School Board President)

Dr. Wetzel gave a Committee Report from Pathfinder, advising that they recently had their graduation, and that there were no Upper St. Clair Students that graduated from Pathfinder this year.

Ms. Petersen gave a Committee Report from Parkway West, advising that the school year is virtually over for Parkway West students.

Mrs. Snyder gave a Committee Report from PTC, advising that they had their wrap-up meeting on May 12th, advising that there are still open positions within the parent teacher groups.

Mrs. Bolas gave several updates from PSBA, including that registration has opened for the PSBA annual conference.

Matters of Information/Other

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave details on the following items:

- a. **Final Budget Adoption and New Board Meeting Date:**
June 15, 2026
- b. **Baccalaureate and Graduation**
June 4, 2026: Baccalaureate @5:30pm and Graduation @7:00pm

Announcement Regarding Executive Session

(Mascaro, School Board President)

Mr. Mascaro made the following announcement:

- a. Executive Session was held at 5:15pm on June 1, 2026 for safety & security and negotiations.

Mr. Mascaro also noted that the Board would like to congratulate the District employees on their new positions of bigger and greater responsibility.



Adjournment

(Mascaro, School Board President)

Mr. Mascaro adjourned the meeting at approximately 8:18pm, on a motion from Mrs. Snyder.

Michael R. Mascaro, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

RESOLUTION NO. 2026-06-15A

UPPER ST CLAIR SCHOOL DISTRICT

TAX RESOLUTION

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

WHEREAS ... the District desires to increase its tax millage rate by .9455 mills which is within the allowable 2026-2027 index.

NOW, THEREFORE, BE IT RESOLVED ... that a real estate tax is levied and assessed at the rate of 32.4605 or \$32.4605 on each \$1,000 of assessed valuation of taxable property for the 2026-2027 tax year.

FURTHER, BE IT RESOLVED ... that a 2% discount be granted on taxes paid on or before August 31, 2026; and

FURTHER, RESOLVED... that taxes paid between September 1, 2026 and October 31, 2026 shall be paid at face; and

FURTHER, RESOLVED... that taxes paid on and after November 1, 2026 for the fiscal year beginning July 1, 2026 shall be subject to a penalty of 10% of the face amount thereof; and

FURTHER, RESOLVED... that all other taxes imposed by the District for the 2026-2027 tax year shall remain in effect as previously resolved.

DULY ADOPTED by the Board of School Directors of the Upper St Clair School District, in lawful session assembled, on June 15, 2026.

[SEAL]

UPPER ST CLAIR SCHOOL DISTRICT

ATTEST:

Secretary

President, Board of School Directors

UPPER ST. CLAIR SCHOOL DISTRICT

Homestead and Farmstead Exclusion Resolution 2026-06-15B

RESOLVED, by the Board of School Directors of the Upper St. Clair School District, that homestead and farmstead exclusion real estate tax assessment reductions are authorized for the school year beginning July 1, 2026, under the provisions of the Homestead Property Exclusion Program Act (part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006), as follows:

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

The following amounts are available for homestead and farmstead real estate tax reduction for the school year beginning July 1, 2026:

a. **Gambling tax funds.** The Pennsylvania Department of Education (PDE) has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.505(b), as a property tax reduction allocation funded by gambling tax funds, the amount of \$2,361,023.69.

b. **Philadelphia tax credit reimbursement funds.** PDE has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.324(3), as reimbursement for Philadelphia tax credits claimed against the School District earned income tax by School District resident taxpayers, the amount of \$5993.65.

c. **Aggregate amount available.** Adding these amounts, the aggregate amount available during the school year for real estate tax reduction is \$2,367,017.34.

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

a. **Homestead property number.** The number of approved homesteads within the School District is 5,980.

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

c. **Homestead/farmstead combined number.** Adding these numbers, the aggregate number of approved homesteads and approved farmsteads is 5,980.

3. **Real estate tax reduction calculation.** The school board has decided that the homestead exclusion amount and the farmstead exclusion amount shall be equal. Dividing the paragraph 1(c) aggregate amount available during the school year for real estate tax reduction of \$2,367,017.34 by the paragraph 2(c) aggregate number of approved homesteads and approved farmsteads of 5,980 the maximum real estate tax reduction amount applicable to each approved homestead and to each approved farmstead is \$395.82.

4. **Homestead exclusion calculation.** Dividing the paragraph 3 maximum real estate tax reduction amount of \$395.82 by the School District real estate tax rate of 32.4605 mills, the maximum real estate assessed value reduction to be reflected on tax notices, as a homestead exclusion for each approved homestead is \$12,193.89.

5. **Homestead/farmstead exclusion authorization – July 1 tax bills.** The tax notice issued to the owner of each approved homestead within the School District shall reflect a homestead exclusion real estate assessed value reduction equal to the lesser of: (a) the County-established assessed value of the homestead, or (b) the paragraph 4 maximum real estate assessed value reduction of \$12,193.89. For purposes of this Resolution, “approved homestead” and “approved farmstead” shall mean homesteads and farmsteads listed in the report referred to in paragraph 2 above and received by the School District from the County Assessment Office on or before May 1 pursuant to Act 1, 53 P.S. § 6926.341(g)(3), based on homestead/farmstead applications filed with the County Assessment Office on or before March 1. This paragraph 5 will apply to tax notices issued based on the initial tax duplicate used in issuing initial real estate tax notices for the school year, which will be issued on or promptly after July 1, and will not apply to interim real estate tax bills.

RESOLUTION NO. 2026-06-15C

UPPER ST. CLAIR SCHOOL DISTRICT

TAX RESOLUTION

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

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

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

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

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

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

DULY ADOPTED by the Board of School Directors of the Upper St Clair School District, in lawful session assembled, on June 15, 2026.

[SEAL]

UPPER ST. CLAIR SCHOOL DISTRICT

ATTEST:

Secretary

President, Board of School Directors

Board Meeting

Personnel Listing

June 15, 2026

ELECTION

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Avula Muneppa, Uday Kumar	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Capobres, Ethan	District Wide	Technology Student Worker	PT	06-09-26
Cheskawich, Lillian	High School	Marching Band: Guard (Auxiliary) Assistant	ECA	07-01-26 through 08-14-26
Cremonese, Frank	High School	Athletic Development Camp	ECA	06-22-26 through 08-06-26
Daniele, Steven	Ft. Couch	Coach: Middle School Football	Volunteer	8-17-26 through 10-16-26
Daum, Rachel	Eisenhower	Summer School Teacher: Elementary STEAM Camp	Summer	07-13-26 through 07-17-26
DeShields, Lauren	Baker	1.0 Paraprofessional	FT	08-13-26
Elias, Philip	High School	Assistant Coach: High School Football	Volunteer	08-17-26 through 10-23-26
Fedko, Katherine	Ft. Couch	Coach: Middle School Cross Country Co-ed	ECA	08-17-26 through 10-16-26
Hillman, Stacey	Baker	1.0 Health Services Nurse	FT	TBD
Jones, Sarah	Baker	1.0 Paraprofessional	FT	08-13-26
Kature, Rushikesh	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Kimukin, Sevcan	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Klym, Berit	Ft. Couch	Coach: Middle School Cheer	ECA	08-17-26 through 03-08-27
Kobeski, Christine	Substitute	Summer ESY Paraprofessional	Substitute	07-20-26 through 07-24-26
Lamber, Justin	High School	Assistant Coach: High School Football	Volunteer	08-17-26 through 10-23-26
Mathie, Elizabeth	Eisenhower	Summer School Teacher: Elementary Math Lab	Summer	06-15-26 through 07-02-26
McCluskey, Korey	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Merkert, Renna	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Mistry, Rakesh	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Paudel, Hari	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Ramasamy, Raja	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Schnore, Benjamin	High School	Technology Support Internship	PT	06-11-26
Schuster, Jacob	Ft. Couch	Summer School Teacher: Middle School Jazz Camp	Summer	07-13-26 through 07-17-26
Senneway, Michelle	Substitute	Summer ESY Paraprofessional	Substitute	06-15-26 through 07-10-26
Seybert, John	Ft. Couch	Summer School Teacher: Middle School Jazz Camp	Summer	07-13-26 through 07-17-26
Sinha, Ghanshyam	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Swiech, Katherine	High School	Marching Band: Guard (Auxiliary) Assistant	ECA	07-01-26 through 06-30-26
Tipton, Alexandra	Eisenhower	Summer School Teacher: Elementary STEAM Camp	Summer	07-13-26 through 07-17-26

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Beck, Daniel	Fort Couch	High School Assistant Principal	FT	Fort Couch Head Principal	FT	07-01-26
Boltz, Kaitlin	Boyce	1.0 Middle School Teacher	FT	1.0 Resource Teacher	FT	08-13-26

Elder, Earl	Bus Garage	Van Driver	PT	Bus Driver	PT	08-19-26
Froelich, Keith	Ft. Couch/High School	1.0 Communication Teacher	FT	.2 EA FC/.8 HS Communications	FT	08-13-26
Johns, Colton	Streams	.5 Elementary Teacher (TPE)	LTS	1.0 Paraprofessional	FT	08-13-26
Kang, Lixia	High School	.6 Chinese Teacher	FT	.2 HS Chinese/.4 HS gifted	FT	08-13-26
Lentz, Tammy	Streams	Substitute Teacher (ETC)	Substitute	1.0 Paraprofessional	FT	08-13-26
Mathie, Elizabeth	Eisenhower	Substitute Teacher (certified)	Substitute	1.0 Elementary Teacher (LTS- K. Bodamer)	LTS	08-13-26 through LDTR
McGuire, Brenna	Streams/Baker	1.0 Elementary Teacher (Streams)	FT	.5 Resource Streams/.5 Resource Baker	FT	08-13-26
Ober, Valerie	Streams/Baker	.33 Baker/ .33 Streams /.34 Eisenhower	FT	.5 Streams/.5 Baker	FT	08-13-26
Oshetsky, Lauren	Baker	1.0 Elementary Teacher - LTS (J. Covelli)	LTS	1.0 Elementary Teacher- (LTS- C. Hill)	LTS	08-13-26 through LDTR
Ostrowski, Alexandra	High School	1.0 English Teacher	FT	Personal Leave of Absence	Leave	10-16-26 through 01-18-27
Ressler, Michael	Boyce/Ft. Couch	FLL Volunteer Parent Coach	Volunteer	Assistant Coordinator Middle School Competitive Robotics	ECA	1st semester (7-01-26 through 01-15-27)
Scheel, Noah	Ft. Couch	Substitute Teacher (Certified)	Per-diem	1.0 Social Studies (LTS- J. Tobin)	LTS	08-13-26 through LDTR
Senger, Cara	High School	High School Assistant Principal	FT	High School Head Principal	FT	07-01-26
Sherrill, Aubree	Bus Garage	Bus Attendant	PT	Bus Driver	PT	08-19-26
Sichko, Amanda	Boyce	1.0 Elementary School Teacher	FT	1.0 Middle School Teacher	FT	08-13-26
Stone, Julie	High School	1.0 Special Education Teacher	FT	1.0 Resource Teacher	FT	08-13-26
Surguine, Laura	High School/Ft.Couch	1.0 Music Teacher	FT	.2 FC Music/.8 HS Music	FT	08-13-26
Vislosky, Julia	Boyce	.5 Spanish Teacher FC/ .5 Spanish Teach Boyce	FT	1.0 Spanish Teacher	FT	08-13-26
Vizzini, Antoinette	High School/Ft.Couch	1.0 Math Teacher	FT	.6 FC Gifted/.4 HS Math	FT	08-13-26

REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Agrawal, Animesh	High School	ROGO Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Allen, Elizabeth	Baker	Baker Robotics Integrator	ECA	1st Semester (08-19-26 through 01-15-27)
An, Ping	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Balasubramanian, Rama	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Barone, Vasthy	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Bhatnagar, Esha	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Beitler, Rich	High School	TeraBridges Volunteer Parent Coach	Volunteer	2026-2027 School Year

Beitler, Sarah	High School	TeraBridges Volunteer Parent Coach	Volunteer	2026-2027 School Year
Bowers, Andrew	Fort Couch	Fort Couch Non-Competitive Robotics Coordinator	ECA	1st Semester (08-19-26 through 01-15-27)
Caesar, Matt	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Caplan, Jacob	High School	Botsburgh Volunteer Parent Coach	Volunteer	2026-2027 School Year
Caplan, Shanna	High School	Botsburgh Volunteer Parent Coach	Volunteer	2026-2027 School Year
Charles, Evelyn	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Chen, Candi	High School	ROGO Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Chen, Kelly	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Chetlur, Srinivasa	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Devaki, Archana	High School	ROGO Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Gephart Shaner, Danielle	Boyce/Fort couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Gordon, Niall	Boyce/Fort couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Gordon, Tish	Boyce/Fort couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Goyal, Deepti	Boyce/Fort couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Gracie, Luke	High School	USC Dynamics Volunteer Parent Coach	Volunteer	2026-2027 School Year
Guarino, Erin	Boyce/Fort couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Gurkar, Aditi	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Halder, Indrani	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Hart, Denise	Eisenhower	Streams Robotics Integrator	ECA	1st semester (08-19-26 through 01-15-27)
Henderson, Matthew	Boyce	Boyce Non-Competitive Robotics Coordinator	ECA	1st semester (08-19-26 through 01-15-27)
Hirpara (Patel), Nimisha	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Hollihan, Bryan	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Hollihan, Sarah	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Inampudi, Rajesh	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Kakkad, Pinakin	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Krishna Kuppili, Vamsi	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Kumar, Rajesh	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Kumar Muthukumaran, Nirmal	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Kunapalli, Sastry	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year

LaSalle, Emily	Streams	Streams Robotics Integrator	ECA	1st semester (08-19-26 through 01-15-27)
Mali, Vinayak	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2026-2027 School Year
McCluskey, Alexandra	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Mukherjee, Siddhartha	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Nulwala, Batool	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Nulwala, Hunaid	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
O'Roark, Jason	High School	Non-Competitive Robotics Coordinator	ECA	1st semester (7-01-26 through 01-15-27)
Pandey, Sengeeta	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Rathore, Sanjay	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Rovner, Vyacheslav	High School	USC Dynamics Volunteer Parent Coach	Volunteer	2026-2027 School Year
Sattuluri, Srikanth	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Sattuluri, Sushma	High School	Botsburgh Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Schroeck, Jessica	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Seal, Jake	High School	ROGO Volunteer Parent Coach	Volunteer	2026-2027 School Year
Seal, Lindsay	High School	ROGO Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Shankar Sharan, Ravi	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Sharma, Anand	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Sharrow, Kate	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Sharrow, Scott	Boyce/Fort Couch	FLL Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Sundaram, Meenakshi	High School	USC Dynamics Volunteer Parent Coach	Volunteer	2026-2027 School Year
Tarcson, Brooke	High School	Friday Night Event Coordinator	ECA	2026-2027 School Year
Thacker, Dipti	High School	ROGO Volunteer Parent Coach	Volunteer	2026-2027 School Year
Wezowicz, Brian	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2026-2027 School Year
Wilson, Matthew	Boyce	Competitive Middle School Robotics Coordinator	ECA	1st semester (7-01-26 through 01-15-27)
Withee, Sarah	High School	ROGO Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Zhang, Qiangmin	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2026-2027 School Year
Zheng, Liying	High School	ROGO Volunteer Parent Mentor	Volunteer	2026-2027 School Year

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Weinheimer, Karen	High School	Assistant Cook	PT	08-31-26

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Carter, Lee	Substitute	Summer Substitute Custodian	Substitute	06-08-26
Hatfield, Nichole	Boyce	Nutrition Center General Worker	PT	06-05-26
Humes, Leah	High School	1.0 Social Studies Teacher	FT	06-09-26
Ioli, Joshua	Substitute	Summer Substitute Custodian	Substitute	06-10-26
Noriega, Isaiah	High School	Assistant Coach: High School Boys Soccer	ECA	06-02-26
Rossa, Carol	Substitute	ESY Paraprofessional	Substitute	06-03-26

Upper St. Clair School District
Spring 2026
Curriculum Recommendations
June 1, 2026



Counseling

Adopt MaiaLearning Platform at HS / Pilot MaiaLearning Platform in Fort Couch School Counseling curriculum



RECOMMENDATION:

Pilot MaiaLearning Platform in Fort Couch School Counseling curriculum in 7th and 8th grade.

Name: Dr. Lauren Madia, Dr. Jennifer Kirk	Level: 7-12	Subject Area: School Counseling / Career Education & Work Standards	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. USCHS piloted MaiaLearning (from Naviance) in the 2025-2026 school year. MaiaLearning is used 9-12 for career exploration, as well as postsecondary application submission.
2. The Postsecondary College Planning and Career Readiness Program for all 11th-grade students pilot has been successful, indicated by 100% career and education work standard artifact completion rate, career portfolio with postsecondary pathway indicators, and informal feedback from stakeholders (students, parents in Junior meetings).
3. Students have had an in-depth career unit in 8th grade in the school counseling curriculum historically.
4. The career unit has included using multiple supplementary resources to lead students in inventories and exploration activities.
5. Given the recent updates to PA's CEW Standards, the opportunity to revise existing career education activities is timely.
6. A pilot of MaiaLearning in 7th and 8th grade provides an opportunity to align practices and primary resources 7-12, including the collection of some required artifacts (including artifacts from other disciplines).
7. MaiaLearning provides PA Standard-aligned inventories and exploration activities that are appropriate for middle level, that spiral to high school. Using the same platform as USCHS at Fort Couch will enable students, families, and counselors to better track a student's development and post-secondary planning over time.

Implementation Steps

1. Administrative approval
2. Confer with the technology department regarding the integration of the application with student accounts (SSO)
3. Implementation training with school counselors and interested content teachers
4. Curricular planning through summer workshop time for the use of the platform in 7th and 8th grade counseling curriculum

Cost

1. Platform Application (\$4500)
2. Summer workshop time (up to 12 hours x 2 counselors x \$37.09 = \$890.16)

Administrative Reaction

The MaiaLearning platform is a strategic step toward centralizing our career and work standards, providing students with a sophisticated tool for pathway exploration while streamlining the collection of digital artifacts required for state compliance.

1 Year in Review

English Language Arts

Adopt a resource to support AP English Literature



RECOMMENDATION:

Adopt *The Norton Guide to AP Literature* as a resource for AP English Literature

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. This text contains a compilation of old and new AP Literature & Composition exam free-response writing prompts, model student essays, and new sample multiple-choice questions to help students build their writing and reading comprehension skills.
2. This text offers students analysis of the model essays, tips on how to understand the language of the AP writing scoring guidelines, a balance of guided and independent practice, and strategies for success in the AP Literature & Composition course and college-level reading and writing.

Implementation Steps

1. Seek administrative approval.
2. Purchase the books.
3. Update *Atlas Curriculum Management*.
4. Begin using the text in the 2026-2027 school year.

Cost

Approx. 80 copies (with shipping & handling) = \$2,080

Administrative Reaction

Continuing to identify worthy resources for courses is an important venture. Specific to this resource adoption, when exemplars are used to guide learning, the quality of student work increases.

1 Year in Review

Digital Resources Study for Middle School ELA



RECOMMENDATION:

Study various digital resources that can be used to supplement MS ELA instruction

Name: Sherri Garvey	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. As our Middle School English Language Arts program continues to evolve, it is essential that our instructional resources reflect both current student needs and state expectations.
2. There are two key factors driving the need to research and evaluate new digital resources: the transition of the PSSA to an online format and the recent conclusion of our use of NewsELA.
3. With the PSSA now administered fully online, students must be proficient not only in reading and writing skills but also in digital literacy skills. This includes navigating digital texts, using online tools for technology enhanced questions, typing extended responses, and managing screen-based stamina. In order to prepare students for this format, classroom instruction must provide regular opportunities to engage with high quality digital texts and practice responding in an online environment.
4. Additionally, the discontinuation of Newsela has created a gap in our instructional resources. Newsela provided differentiated, leveled nonfiction texts aligned to standards that could be assigned to students.
5. Today's middle school students are digital natives who benefit from engaging, interactive, and multimodal learning experiences. Thoughtfully selected digital resources can increase student motivation, promote independent reading, and allow for personalized learning pathways.
6. Taking the time to research new digital instructional resources will ensure that we are selecting resources that are pedagogically sound, data-secure, cost effective, and aligned with district goals.
7. Researching new digital resources will also allow us to reevaluate programs like NoRed Ink and Sadlier that we have been using for almost a decade.

Implementation Steps

1. Research what digital resources are being used by neighboring districts for middle school ELA.
2. Compile a list of potential programs to research (e.g., IXL, Actively Learn, Study Island, Freckle).
3. Form a committee of teachers, preferably one from each grade level.
4. Design a criteria sheet to be used for evaluating digital resources.
5. During the summer, set up demonstrations for the committee from potential digital programs.
6. Use the criteria sheet to facilitate discussion about potential pilot programs.

Cost

At this point, there is no cost associated with this study, should the committee decide to move forward with a Fall Fast Track recommendation to pilot, there would most likely be a cost to pilot.

Administrative Reaction

Studying various digital resources to supplement Middle School ELA instruction is a vital step in creating a dynamic, blended learning environment that enhances student engagement and provides differentiated support for diverse learners.

1 Year in Review

Adoption of the novel *Fish in a Tree* as a Core Text in 5th Grade ELA



RECOMMENDATION:

Adopt *Fish in a Tree* by Lynda Mullaly Hunt as a core text in 5th grade

Name: Sherri Garvey	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. To meet the wide range of abilities and interests among middle school students, teachers have continued to seek novels that can engage and challenge readers. The core texts used in middle school are a combination of long-standing classics and more modern novels, all of high rigor.
2. In searching for additional titles to offer students, teachers have spent time reading and evaluating various texts. Many of the texts teachers have read and evaluated have been interesting or entertaining, while others have had engaging themes and characters. It continues to prove challenging to identify core texts worthy of instruction in middle school.
3. The novel *Fish in a Tree* by Lynda Mullaly Hunt has been identified as a novel worthy of piloting with a group of our 5th graders. Multiple teachers read and found this novel to be a text worthy of instruction. *Fish in a Tree* tells the story of a girl with dyslexia who faces the struggles of not being able to read and the resulting challenges. This book is high quality and would allow for strong and meaningful discussion and writing opportunities.
4. In the Spring of 2025, instructional materials for *Fish in a Tree* were created. The text was piloted with a small group of 5th grade students. The overall response was positive and prompted discussion of piloting the text with a larger group of 5th graders the following school year.
5. During the Summer of 2025, instructional materials were enriched and adjusted to meet first quarter curriculum objectives.
6. In the Fall of 2025, *Fish in a Tree* was piloted with a larger group of 5th grade students. The response to the text was overwhelmingly positive.
7. A survey giving feedback on the pilot was completed. [The results](#) indicate that teachers felt that this was a solid addition to the Core Texts for 5th grade.

Implementation Steps

1. Seek administrative approval
2. Continue to refine the timeline and instructional materials for use during the 1st quarter.

Cost

None at this time.

Administrative Reaction

Continuing to identify novels that are engaging and rigorous is an important component for sustaining a curriculum that balances academic challenge with the high level of student interest necessary for deep learning.

1 Year in Review

Mathematics

IXL Pilot Extension



RECOMMENDATION:

Extend the pilot of the IXL Math Program with all Fort Couch students as a resource for customizing and enriching instruction and assessment.

Name: Andrew Lucas	Level: Middle School	Subject Area: Math	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. In the spring of 2025, a recommendation was made to pilot the IXL math program for all students at Fort Couch.
2. Teachers report that the program has been successful, but note that more time is needed to fine-tune best practices during the 2026-2027 school year. An extended pilot phase would allow staff to meet over the summer to debrief and ensure a more streamlined implementation this fall.
3. Initial external data indicates that the IXL program has been effective. Specifically, MAP data shows that average IXL growth by quintile correlates with significant increases in student MAP test achievement scores (see Appendix A, 'Correlative Data for IXL Growth'). This data also suggests that IXL usage drives growth for students in the lower quintiles, with particularly strong progress noted among students in the 1st and 2nd quintiles (see Appendix A, 'Correlative Data for Questions Answered' and 'Growth by Team 1 Quintiles').
4. Extending the pilot will allow us to gather PSSA and PVAAS data, as well as additional MAP data, to establish a stronger correlation between IXL implementation and student growth.

Implementation Steps

1. Seek administrative approval.
2. Purchase IXL licenses for all Fort Couch students.
3. Provide summer project work time and curriculum meeting time for teachers to debrief on best practices and plan implementation for their classrooms.
4. Gather data throughout the 2026-2027 school year.
5. Determine if IXL should be adopted for Fort Couch at the end of the 2027 school year.

Cost

680 licenses at \$13.25 each = \$9,010

Summer Workshop Time for up to 7 teachers for 12 hours each at \$37.09 = \$3,115.56

Total cost = \$12,125.56

Administrative Reaction

Extending the IXL pilot allows for a more comprehensive evaluation of the platform's effectiveness on impacting student achievement and growth while gathering additional feedback from staff.

1 Year in Review

Appendix A

Correlative Data for Questions Answered			Correlative Data for IXL Growth			Correlative Data for Skills Mastered		
Group	Average Ques Answered	Average MAP Growth	Group	Average IXL Growth	Average MAP Growth	Group	Avg Skills Mastered	Average MAP Growth
A (most answered)	1885	5.8	A (5th Quintile for IXL)	77	4.6	A (most mastered)	91	4.9
B	1359	4.6	B (4th Quintile for IXL)	79	6.8	B	64	5.8
C	1101	2.2	C (3rd Quintile for IXL)	50	2.7	C	54	2.3
D	849	5.2	D (2nd Quintile for IXL)	59	7.1	D	45	5.2
E (least answered)	627	4.9	E (1st Quintile for IXL)	48	3	E (least mastered)	32	4.9

Growth by Team 1 Quintiles			
Group	Average RIT Growth	Average IXL Growth	Average Questions Answered
A (5th Quintile)	3.7	89	1543
B (4th Quintile)	2.9	66	1098
C (3rd Quintile)	3.1	45	1027
D (2nd Quintile)	5.8	60	1038
E (1st Quintile)	6.8	52	738

Exceeds Average
Below Average
Average

Team 1 Averages	
RIT Growth	4.6
Questions Answered	1114
IXL Growth	62
Skills Mastered	55

Adopt the new IB Computer Science SL curriculum



RECOMMENDATION:

Adopt the new IB Computer Science curriculum for the 2026-27 school year.

Name: Steve Miller	Level: High School	Subject Area: Math	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. The IBO has rewritten the computer science curriculum for first implementation during the 2025-26 school year. As our IB Computer Science SL course runs every other year, we will be using the new curriculum for the first time in the 2026-27 school year. This new curriculum represents the first change in the IB Computer Science curriculum since 2014.

Implementation Steps

1. Update *Atlas Curriculum Management*
2. Train one computer science teacher
3. Implement the new curriculum.

Cost

Summer workshop hours for 1 teacher, 30 hours x \$37.09 = \$1,112.70

IB training for one teacher - cost TBD (already budgeted for in IB-DP conference/travel)

Administrative Reaction

Remaining aligned with the objectives of the IBO remains critical for program authorization and student success on internal and external assessments.

1 Year in Review

Music

Study High School Choral Curriculum and Program Structure			
RECOMMENDATION: Study High School Choral Curriculum and Program Structure			
Name: Dr. John Seybert	Level: High School	Subject Area: Music	Curriculum Recommendation Period: Spring 2026
Reason(s) for Recommendation The high school choral program provides several ensemble opportunities for students, including Men’s Ensemble, Clarion Choir, Pantheon Choir, and the extra-curricular Chanteclairs ensemble. These courses offer students opportunities to participate in vocal performance and develop foundational singing skills. As part of ongoing district curriculum review processes, the high school choral program is recommending to undergo a formal review to evaluate course structure, ensemble alignment, and student learning pathways. The purpose of this review is to ensure that the program continues to provide the highest-quality musical experiences for students while maintaining clarity in course offerings. 1. Program Sequencing and Student Pathways: A clear study sequence from Grade 9 through Grade 12 is not currently articulated in the USCHS <i>Program of Studies</i>. Developing a structured pathway may help ensure progressive development in: Vocal technique, Music literacy, Ensemble performance, and Artistic interpretation. 2. Alignment with Best Practices in Choral Education: Many high school choral programs structure ensembles according to one of the following models: Mixed choir progression (Concert Choir → Advanced Choir), Voice-part ensembles with defined instructional roles, and advanced ensembles with preparatory ensembles. A review will allow the district to evaluate how the current structure compares to established best practices in secondary choral education. 3. Student Learning Experience: The ultimate goal of the review is to ensure that students receive: meaningful musical growth, appropriate repertoire challenges, clearly defined ensemble identities, balanced rehearsal structures, and engaging and rewarding performance opportunities.			

Implementation Steps

1. Seek Administrative Approval

2. Program Review and Data Collection (Summer 2026): Conduct a review of the current choral course offerings, including enrollment trends, student retention across grade levels, ensemble structure, rehearsal structure, and repertoire responsibilities.

3. Curriculum Mapping (Summer 2026): Develop a curriculum map identifying the learning objectives associated with each ensemble, including: vocal pedagogy, musicianship development, performance expectations, and repertoire.

4. Benchmarking (Summer 2026/Fall 2026): Review choral program structures at comparable high-performing secondary school music programs to identify effective models for ensemble organization and student progression.

5. Stakeholder Feedback (Summer/Fall 2026): Collect feedback from current students, choir program alumni, parents, music faculty, and building administration.

6. Program of Studies Alignment (Fall 2026): Review and update course descriptions to ensure accurate representation of all ensemble offerings within the Program of Studies.

7. Curriculum Recommendation Report (Spring 2027): Based on the review process, a report will be prepared outlining program strengths, areas for improvement, possible structural adjustments, and recommendations for long-term program development.

Cost:

Summer Workshop Hours
6 hours per teacher x 3 teachers = \$667.62
18 hours per teacher x 1 teacher = \$667.62
Total cost: \$1,335.24

Administrative Reaction

It is commendable that a K-12 team of general music and vocal music teachers will collaborate on this study, ensuring that our choral programs are well-articulated across the District and in alignment with current best practices/research in this area of study.

1 Year in Review

Science

Adopt *Experience Chemistry* by Moore and Wyssession for 10th grade Chemistry



RECOMMENDATION:

Adopt *Experience Chemistry* by Moore and Wyssession for 10th grade Chemistry.

Name: Dr. Colin Syme	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Statewide implementation of the Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards began with the 2025-26 school year. These standards were adapted from the existing Next Generation Science Standards (NGSS), but with some adjustments. This has led to a significant shift to 3-Dimensional, phenomena-based instruction.
2. To support the transition to STEELS, the School District's Comprehensive Plan for 2025-2028 includes a 3-year plan for curriculum development, unit planning, and assessment alignment with STEELS. A major component of this plan has been an emphasis on identifying resources that will help support teachers with STEELS implementation.
3. During the infancy of STEELS, there have been limited available curricular resources for grades 9-12, particularly in the Physical Sciences, and teachers were limited to NGSS-aligned resources only. Recently, there has been a concerted effort by publishers to provide STEELS-aligned resources. As a result, teachers identified *Experience Chemistry* as the best support for our 10th grade Chemistry classes.
4. The [Textbook Evaluation Form](#) provides additional details regarding the selection of this text versus the other texts reviewed. Many of the strengths of the *Experience Chemistry* textbook include: a 3-Dimensional learning platform, built-in differentiation to support diverse learners, an integrated digital platform providing interactive simulations, differentiated labs (in-person and virtual), formative assessments, progress monitoring, and data-informed instruction.

Implementation Steps

1. Seek administrative approval.
2. Purchase *Experience Chemistry* textbooks.
3. Update *Atlas Curriculum Management*
4. Provide Summer Workshop time to explore text resources and best practices for implementation.

Cost

Total *Experience Chemistry* textbook cost = \$36,340.44 (includes 60 physical textbooks plus 3-year licenses for access to online textbooks and resources for 350 students)

Summer Workshop Time for 3 teachers at \$37.09/hr for 12 hours/each = $36 \times \$37.09 = \$1,335.24$

Administrative Reaction

Ensuring that students' content and skill development is grounded in a core resource/textbook is helpful. It will be important to continue to evaluate how this text supports formative assessment data/feedback so that students are aware of their progress through course content.

1 Year in Review

Social Studies

Civic Engagement Study



RECOMMENDATION:

Study ways to enhance exposure to more civics/government content and service opportunities for students enrolled in 11th grade social studies courses.

Name: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2026
Reason(s) for Recommendation 1. Since the implementation of our American Civic Engagement (ACE) course at USCHS, hundreds of students have demonstrated mastery of essential content and skills related to civic processes and U.S. governmental systems. These same students have designed authentic and meaningful Civic Action Projects (CAPstones), and they've successfully met PA's Act 35 requirement, pertaining to assessment of civic knowledge. 2. While the ACE course has developed over time, so too has our AP U.S. History (APUSH) course, both in terms of number of sections and class size. Our 11th grade students who elect to take APUSH instead of ACE have the chance to earn college credit, yet their history coursework doesn't fully or directly capture the objectives and experiences of a class geared toward modern civics/government issues and opportunities. 3. Since only 3 years of social studies are required for USCHS students, this recommendation not only seeks to explore ways to maximize student exposure to state civics/government requirements (Civic Knowledge, Civic Skills, and Civic Action), it will also study opportunities for increased and impactful community service. 4. This recommendation also directly connects to the C3 Framework, espoused by the National Council for Social Studies (NCSS), which aims to prepare learners for "College, Career, and Civic Life," which in turn, may connect with PA's Career Education and Work Standards. 5. A study of this sort will attempt to answer the following questions? a. To what degree do the learning targets, content, and skills of ACE and APUSH align vs. diverge? b. Which courses should continue to serve as our core USCHS social studies curriculum, and which ones might fit more appropriately as electives? c. How can we continue to bolster the quality of our Civic Action Project (CAPstone)? In addition to the CAPstone, what other essential projects can help our students examine/engage with local, regional, state, and national issues? How can we collaborate with ELA teachers to support instruction regarding Generative AI use? d. How might coursework and new community service projects connect with the vision/goals of USCHS's new Panther Pack initiative, with its mission toward "Unified, Impactful, Ongoing Civic Engagement?" e. What opportunities can we design for USCHS students to work with and/or mentor USCSD elementary and middle school students? (e.g. Day(s) of Service, civil discourse workshops, and understanding media bias)			

Implementation Steps

1. Seek administrative approval.
2. Provide summer workshop time for USCSD social studies teachers, along with interested ELA teachers and a school counselor representative to conduct the study.
3. Determine potential curriculum recommendations for the fall of 2026.

Cost

Up to 12 summer workshop hours x 6 teachers (at \$37.09 per hour) = \$2670.48

Administrative Reaction

Studying ways to increase civic engagement among students, particularly students in their final required social studies course, is a valuable use of time. It will be interesting to hear recommendations related to infusing civics education into new & existing courses and how civics education might appear in school-wide programming and extracurriculars.

1 Year in Review

Special Education

Pilot Math180 for Middle Level Special Education Math



RECOMMENDATION:

Pilot Math180 as the curricular resource for Middle Level Special Education Math

Name: Dr. Rachel Andler Plovic	Level: Middle School	Subject Area: Special Education	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Currently, the curricular resource for Resource Math (Special Education) is TransMath. The expectation is that students will have made enough growth that they will be prepared for Algebra in High School. Over the course of the last three years, student data has not shown sufficient academic growth utilizing the TransMath resource to support successful Algebra readiness at the high school.
2. Math180 is an intensive intervention program designed to rebuild foundational numerical understanding and multiplicative reasoning for students. It utilizes a blended learning model, combining teacher-led instruction with an adaptive software platform that provides personalized practice and immediate feedback. Specifically for special education, the program breaks down complex concepts into manageable "blocks" to reduce cognitive load and foster a growth mindset through visible progress tracking.
3. For 2026-2027, the pilot will begin with grades 5 and 6, fully using Math180 in resource math. Students entering grades 7 and 8 have already begun the TransMath program. Students at Fort Couch (7/8) will be able to utilize the flex license option of Math180 to supplement TransMath.

Implementation Steps

1. Seek administrative approval.
2. Purchase curricular resources.
3. Provide professional development time for select special education teachers (summer workshop hours).
4. Identify and recommend appropriate students through the IEP process, driven by student data and IEP team decisions.
5. Review student NWEA MAP data at the beginning, middle, and end of the first school year.

Cost

- 1. Curriculum resources (Materials including student and teacher - \$1,315; Shipping/tax - \$27) - Total \$1,342
- 2. Summer workshop hours will cover the time needed for teachers.

Administrative Reaction

Implementing a data-driven, personalized framework to accelerate student progress and close achievement gaps is a critical step in providing the targeted intervention necessary to move students forward.

1 Year in Review

Pilot S.P.I.R.E Reading Intervention for K-4 Special Education			
RECOMMENDATION: Pilot S.P.I.R.E. Reading Intervention in the elementary K-4 for students in special education receiving Resource ELA.			
Name: Dr. Rachel Andler Plovic	Level: Elementary	Subject Area: Special Education	Curriculum Recommendation Period: Spring 2026
Reason(s) for Recommendation - In 2018, the district adopted Foundations to support students in special education as a Tier 2 (target small-group) reading intervention. It supports the reading, writing, and language standards through a multisensory, structured, systematic, cumulative, and explicit program that is research based. A need exists to deliver intensive, targeted intervention at the Tier 3 level. - S.P.I.R.E. is also a multisensory, structured, and systematic, explicit program that is research based and will support “non-responders” of a Tier 2 intervention. It supports students who struggle with processing speed and working memory through the use of repetition through mastery, and also intensifies the multi-sensory approach. Using S.P.I.R.E. in addition to Foundations ensures that our most vulnerable readers aren't just "exposed" to grade-level phonics, but are actually mastering the mechanics of reading at their own pace. - This supports the continued work of K-12 Reading alignment across the district, strengthening the special education component of our program.			
Implementation Steps - Seek administrative approval. - Purchase curricular resources. - Provide professional development time for select special education teachers (summer workshop hours). - Identify and recommend appropriate students through the IEP process, driven by student data and IEP team decisions. - Review student STAR data at the beginning, middle, and end of the first school year of the pilot.			

Cost

- 1. Curriculum resources (Teaching materials - \$4,995; Student materials - \$5,950; Shipping/tax - \$995.) - Total \$11,935
- 2. Summer workshop hours will cover the time needed for teachers.

Administrative Reaction

1 Year in Review

Other

Adopt / Integrate Pennsylvania's Revised Career Education and Work Standards



RECOMMENDATION:

Adopt Pennsylvania's [revised Career Education and Work standards](#) and align them to districtwide interdisciplinary content to meet statewide requirements.

Name: Dr. Lauren Madia, Mr. Mark Miller, Dr. Dan O'Rourke, Dr. Tim Wagner	Level: K-12	Subject Area: Other	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Pennsylvania has had Career Education and Work standards in place since 2006. These standards were recently revised by PDE to reflect the current and anticipated career needs of K-12 students.
2. Beginning in 2016, schools have been required to maintain portfolios of artifacts as evidence of completion of benchmarks.

Implementation Steps

1. Administrative approval.
2. Establish a committee of interdisciplinary professional staff and administrators.
3. Crosswalk standards with curriculum and identify artifacts to be included in student portfolios.

Cost

1. Summer workshop (6 hours x up to 10 professional staff x \$37.09 = up to \$2225.4)

Administrative Reaction

Ensuring alignment with PDE's career education & work standards and considering these standards through an interdisciplinary lens is a best practice. Portfolios will be helpful ways for student reflection on growth in these areas.

1 Year in Review

Academic Standards for Career Education and Work

Grades K-12



Pennsylvania Department of Education

Overview

Pennsylvania’s economic future depends on having a well-educated and skilled workforce. Career Education and Work standards reflect the increasing complexity and sophistication that students experience as they progress through school, focusing on the skills and continuous learning and innovation required for students to succeed in a rapidly changing workplace. The standards are written as grade-banded standards built around the concepts of career awareness and exploration, employability skills, growth and advancement, and personal interests and career planning.

Number	Areas
13.1	Career Awareness and Exploration
13.2	Employability Skills
13.3	Growth and Advancement
13.4	Personal Interests and Career Planning

Appendix E-1. Academic Standards for Career Education and Work

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
1. Career Awareness and Exploration				
Educational requirements and opportunities	13.1.K-2.A Identify that there are different ways to prepare for careers.	13.1.3-5.A Investigate how people prepare for different careers that may include various levels of education, experiences, and training.	13.1.6-8.A Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.
Entrepreneurship	13.1.K-2.B Identify entrepreneurial character traits of historical and contemporary entrepreneurs and ways to integrate entrepreneurial traits into schoolwide activities and events (e.g., posters to advertise, create ideas).	13.1.3-5.B Define entrepreneurship and the types of entrepreneurship (e.g., social public service, small business) in the community; compare and contrast the risks and rewards of entrepreneurship as a career through self-employment, in for-profit or non-profit organizations; practice entrepreneurial traits in schoolwide activities and events.	13.1.6-8.B Compare and contrast entrepreneurship and other self-employment opportunities to other employment types; evaluate how entrepreneurial character traits influence career opportunities in any type of job; identify how the 4 P's (product, price, place, and promotion) play a role in entrepreneurial branding.	13.1.9-12.B Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both non-profit and for-profit organizations and how the 4 P's play a role in branding.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Factors in career decisions	13.1.K-2.C Describe the work done by community helpers and business owners.	13.1.3-5.C Describe external factors that influence career choices, such as, but not limited to: - Geographic location - Salaries/benefits - Work schedule - Working conditions	13.1.6-8.C Compare and contrast multiple careers using a variety of career research resources.	13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: - Competition - Global influences - Job growth - Job openings - Labor supply - Potential advancement - Potential earnings
Local, national, and global labor market	13.1.K-2.D Describe what a job is and the reasons people may have jobs.	13.1.3-5.D Identify the range of jobs available in the community.	13.1.6-8.D Use multiple resources or tools to research the job availability in a local, national, and global job market.	13.1.9-12.D Describe employment outlook, organized by in-demand occupations, clusters, pathways, or other methods.
Resources in school and community	13.1.K-2.E Participate in school and community events that share career awareness opportunities.	13.1.3-5.E Describe the benefits of participating in hands-on career awareness/preparation activities.	13.1.6-8.E Identify, participate in, and evaluate school- and community-based opportunities for career awareness/preparation experiences.	13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation.
Rights of workers	Intentionally blank	13.1.3-5.F Explain why employers pay people for their labor.	13.1.6-8.F Understand what labor laws are and how they impact worker wages and safety.	13.1.9-12.F Examine basic labor laws to determine the rights and responsibilities of both employers and employees.
2. Employability Skills				

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Critical thinking and problem solving	13.2.K-2.A Practice solving problems individually and in groups.	13.2.3-5.A Develop the traits needed to solve problems.	13.2.6-8.A Apply critical thinking to solve real-life problems.	13.2.9-12.A Identify solutions to existing conditions or problems using critical thinking skills.
Oral and written communication	13.2.K-2.B Use context clues to identify how communication varies within different social situations in varied environments.	13.2.3-5.B Use context clues to determine how communication varies within different social situations in varied environments.	13.2.6-8.B Develop formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing.	13.2.9-12.B Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.
Teamwork and collaboration	13.2.K-2.C Demonstrate cooperation and positive interactions with classmates, recognizing that people have different backgrounds, experiences, beliefs, and ideas.	13.2.3-5.C Demonstrate the ability to work well in group or team interactions, recognizing that people have different backgrounds, experiences, beliefs, and ideas.	13.2.6-8.C Practice effective group interactions, acknowledging people's different backgrounds, experiences, beliefs, and ideas.	13.2.9-12.C Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.
Technology	13.2.K-2.D Demonstrate proper and safe Internet and instructional technology use.	13.2.3-5.D Demonstrate proper and safe Internet and instructional technology use.	13.2.6-8.D Demonstrate proficient use of technologies by using various types of technology.	13.2.9-12.D Use job-specific technologies to accomplish work responsibilities in a productive manner.
Time and project management	13.2.K-2.E Discuss how time is structured at home and school.	13.2.3-5.E Develop a personal schedule based on activities and responsibilities at both home and school.	13.2.6-8.E Demonstrate effective time and project management strategies.	13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Entrepreneurial mindset	Intentionally blank	13.2.3-5.F List and describe several characteristics of the Entrepreneurial Mindset characteristics.	13.2.6-8.F Explain how Entrepreneurial Mindset characteristics and skills can help one be successful in their career.	13.2.9-12.F Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular environments.
3. Growth and Advancement				
Career growth	13.3.K-2.A Communicate an original opinion and describe the justification for that opinion.	13.3.3-5.A Identify situations that may require self- advocacy, such as: personal preference, values, etc.	13.3.6-8.A Identify factors that may inform decisions for career changes, such as loss of employment, lifestyle changes, workplace conflicts, work value changes, and job market changes.	13.3.9-12.A Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills.
Lifelong learning	13.3.K-2.B Recognize the importance of improving skills and learning new ones.	13.3.3-5.B Reflect on skill improvement and identify opportunities to build new skills.	13.3.6-8.B Explain how decisions regarding education, skill building, and work impact other major life decisions.	13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
Strategic goals	13.3.K-2.C Set and achieve a goal.	13.3.3-5.C Set and achieve S.M.A.R.T. goals.	13.3.6-8.C Practice feedback and personal reflection to evaluate success towards setting and completing goals.	13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Work ethic	13.3.K-2.D Build an awareness of the importance of a positive work ethic as a means to learn and grow.	13.3.3-5.D Identify attributes of a positive work ethic.	13.3.6-8.D Demonstrate a positive work ethic.	13.3.9-12.D Analyze and reflect upon the efficacy of your work ethic.
4. Personal Interests and Career Planning				
Develop a personal brand	13.4.K-2.A Describe qualities of people who are successful.	13.4.3-5.A Identify personal strengths and successes.	13.4.6-8.A Identify ways to market yourself as a job candidate.	13.4.9-12.A Strategically market yourself as a job candidate.
Identify personal interests	13.4.K-2.B Identify current interests and skills.	13.4.3-5.B Connect personal interests and abilities to potential career choices.	13.4.6-8.B Relate careers to personal interests, abilities, and aptitudes.	13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
Research careers	13.4.K-2.C Explore career choices and identify the knowledge and skills associated with different types of careers.	13.4.3-5.C Discuss resources available in researching career opportunities.	13.4.6-8.C Evaluate a variety of methods to research careers that align with personal interests, values, strengths, and career goals.	13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Understand a career path	13.4.K-2.D Explain how workers in their careers use what is learned in the classroom.	13.4.3-5.D Document personal interests, abilities, and academic strengths.	13.4.6-8.D Build a career plan to describe planned action steps that may include, but not be limited to: • Electives • Extracurricular activities • Coursework • Career interests • Strengths and abilities • Educational and training opportunities	13.4.9-12.D Evolve career plan to enact additional action steps that may include, but not be limited to: • Electives • Extracurricular activities • Coursework • Career interests • Strengths and abilities • Educational and training opportunities • Work-based learning • Industry-recognized credentials

Evaluate AI Tutoring Tools



RECOMMENDATION:

Conduct an in-depth review of AI tutoring tools (such as Google NotebookLM and BriskAI) through a structured evaluation over the summer of 2026 to inform staff training in the fall of 2026 based on the results of that review.

Name: Brad Wilson, Director of Strategic Initiatives	Level: K-12	Subject Area: Other	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

- Improves instructional alignment:** AI tutoring tools like NotebookLM and BriskAI can ground responses in teacher-provided materials, helping ensure that student support stays aligned with the language, expectations, and learning outcomes of a specific class rather than drifting toward inaccurate or unrelated information from the open internet.
- Supports responsible AI use for students:** Evaluating tools designed for guided academic support allows the district to move students away from unstructured use of general AI or web searches, reducing the risk of misleading information, off-task exploration, or responses that deviate from the instructional purpose.
- Builds on two years of foundational AI training:** Staff have already received basic AI training over the past two years, which creates a strong foundation for moving from general awareness and experimentation toward more targeted instructional applications like AI-supported tutoring.
- Deepens the use of tools already introduced to staff:** Teachers have already been exposed to a range of AI tools, including general chatbots, and this initiative represents the next step—focusing specifically on tools that support curriculum-connected learning rather than broad, open-ended AI use.
- Allows for thoughtful adoption before districtwide implementation:** A summer evaluation period provides time to test effectiveness, identify best practices, and gather teacher feedback so that fall professional development can be focused, practical, and aligned with classroom needs.

Implementation Steps

- Gather Feedback on Current AI Use:** Collect feedback from teachers on how AI tools are currently being used in instruction and tutoring, and gather student input on the perceived effectiveness of tools already in use (e.g., NotebookLM, BriskAI).
- Identify Priority Learning Outcomes:** Work with instructional leaders and teachers to identify specific course learning outcomes and academic

language that AI tutoring tools should reinforce to ensure alignment with classroom instruction. 3. Develop and Pilot Tutoring Resources: Create sample notebooks or tutor bot environments using actual course materials to test how effectively the tools support targeted learning outcomes. 4. Evaluate Tools and Build Internal Expertise: Conduct a structured summer evaluation of the tools to deepen understanding of their capabilities, strengths, and limitations, while identifying best practices for classroom use. 5. Document Best Practices and Implementation Guidelines: Establish clear guidance for how AI tutoring tools should be designed and used to keep student support aligned with curriculum rather than open-ended internet responses. 6. Develop a Focused Professional Development Plan: Use findings from the pilot and evaluation to design targeted fall training that helps staff effectively implement AI tutoring tools aligned with course content and learning goals.	
Cost TBD	-potential for workshop pay for some teachers who already have flex projects -potential for additional tool subscription fees
Administrative Reaction Conducting a structured evaluation of AI tutoring tools like NotebookLM and BriskAI is a strategic next step that builds upon our foundational training to ensure AI implementation is curriculum-aligned, instructionally grounded, and introduced to staff through focused professional development that directly supports personalized student learning.	
1 Year in Review	

Wellness

K-8 Study of Academic Standards for Health, Safety, and Physical Education



RECOMMENDATION:

To conduct a comprehensive review of the Academic Standards for Health, Safety, and Physical Education, and make necessary revisions to the K-8 curriculum to support student well-being, safety, and the overall development of lifelong wellness.

Name: Dana Mellinger	Level: K-8	Subject Area: Wellness	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. The Commonwealth of Pennsylvania has not updated the Academic Standards for Health, Safety, and Physical Education since July 18, 2002. These standards no longer fully reflect current research, best practices, or the evolving health and wellness needs of today's students.
2. Revised standards are anticipated during the 2026-2027 school year, pending review and approval through the Pennsylvania Department of Education, the Pennsylvania Department of Health, the Governor's Office, and legal counsel. Proactive district planning will ensure readiness for timely implementation once the updated standards are finalized.
3. Creating a crosswalk between Science standards and Health, Safety, and Physical Education standards will help identify overlapping concepts, show alignment and connections, highlight gaps or duplication, and support coordinated planning.
4. Investing in health instruction at the elementary and middle school levels supports long-term student wellness, strengthens health literacy, and reinforces academic success through whole-child development.
5. SAS (Standards Aligned System) will support implementation by providing aligned resources, curriculum tools, and professional development to ensure effective instructional delivery.

Implementation Steps

1. Administrative approval.
2. Data collection to determine standards needs and realignment based on an anonymous survey of Science teachers, Health and PE teachers, and counselors.
3. Conduct a rigorous evaluation of local K-8 health curricula and instructional practices, utilizing survey data to identify regional trends and opportunities for alignment with state wellness standards.
4. Evaluate the feasibility of a multidisciplinary wellness model by mapping existing lessons and exploring new opportunities for nurses, school counselors, and support staff to embed their specialized expertise within the K-8 health standards.
5. Summer workshop time for teacher teams to explore the proposed standards.
6. Continued curriculum work and training throughout the 2025-2026 and 2026-2027 school years to learn and develop best practices.

7. Facilitate cross-disciplinary collaboration among K–8 science educators, counselors, nurses, and physical education staff to move beyond curriculum coverage toward a model of deep, authentic implementation. 8. Determine the need for additional curriculum recommendations through teacher collaboration to support resource adoption and implementation. 9. Ensure any supplemental materials are supported through the review of 109 AR 1 Supplemental Materials Selection and Approval. 10. Update Rubicon as needed.
Cost:
Administrative Reaction Studying the newly anticipated standards in Pennsylvania is a proactive approach to ensure curriculum alignment and provide our students with a modern framework for lifelong health and wellness.
1 Year in Review

World Language

Adopt the *Adventures in Japanese 2* text for the Japanese 3 course



RECOMMENDATION:

Adopt the *Adventures in Japanese 2* text for the Japanese 3 course

Name: Marc-André Clermont	Level: High School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Currently, the Japanese language program at the high school uses a combination of two textbook series. Students use the *Kimono* series in levels 1–3 before transitioning to *Adventures in Japanese* in level 4. Specifically, Japanese 3 uses the *Kimono* 3 book ([chapters 1 - 6](#)).
2. The *Kimono* series, first published in 1992, has been a valuable resource for many years but is now outdated and officially discontinued. It does not reflect important cultural, historical, and technological developments. For example, it includes references to traditional cultural norms and outdated technology (boom boxes, cassette tapes, Walkmans, etc.). Although efforts have been made to supplement and update the curriculum, adopting a more current textbook series would better reflect modern society.
3. When the Honors Japanese 4 course was introduced in fall 2023, several textbooks were evaluated. *Adventures in Japanese* was selected due to its academic rigor and accessibility. Since the 2024–2025 school year, students have used this series successfully at level 4, and its structure and instructional design have proven more effective than those of the *Kimono* series.
4. This recommendation proposes updating the Japanese 3 curriculum to align with the *Adventures in Japanese* progression by adopting Volume 2 of the series. Currently, Honors Japanese 4 uses the second half of this text; this change would position [Japanese 3 to cover the first half](#), creating a more coherent sequence between levels 3 and 4.
5. With the adoption of this recommendation, *Adventures in Japanese* would serve as the primary instructional resource, though not the sole component of the curriculum. Japanese 3 will continue to incorporate a variety of supplementary materials in alignment with the textbook to meet course objectives and address all four pillars of language acquisition: reading, writing, speaking, and listening, as well as cultural understanding.

Implementation Steps

1. Seek administrative approval
2. Provide summer hours to create resources for the change in resources
3. Update *Atlas Curriculum Management*
4. Study the possibility of making further changes to Levels 1 and/or 2.

Cost

Summer Workshop Time: 24 hours @ \$37.09 = \$890.16

Administrative Reaction

Aligning resources across course objectives in a purposeful and engaging way is a laudable goal of this recommendation.

1 Year in Review

Implement the Vamos Curriculum in 5th Grade Exploratory Spanish			
RECOMMENDATION: To implement the Vamos Curriculum from The Comprehensible Classroom in 5th Grade Exploratory Spanish			
Name: Angie Tena	Level: Middle School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2026
Reason(s) for Recommendation 1. The USC Middle School Spanish courses have shifted to a comprehension-based curriculum over the past 8 years, with SOMOS (from The Comprehensible Classroom) being a primary source of materials for grades 6-8. 2. Grade 5 Spanish is a 12 week course that is unique in that it serves as a bridge between elementary courses where the language is first introduced, and Grade 6 Spanish, where the path to developing second language proficiency begins for all students. 3. The Comprehensible Classroom has recently released an exploratory curriculum (Vamos) geared towards younger students that precedes SOMOS. Five units were available ahead of the 2024-2025 pilot. The full curriculum of 10 units is now available. 4. Two elementary and one middle school teacher worked in the summer and fall of 2024 to adapt and implement one unit per grade level (Unit 2 in Grade 4 and Unit 5 in Grade 5). On reconvening for reflection and discussion in our December curriculum meeting, all teachers agreed that the curriculum change is a positive one for USC students, and the decision to move forward with more in-depth implementation was made. 5. Offering the Vamos curriculum in Grades 3, 4, and 5 will smooth the transition to middle school and acquaint students with instruction through ‘comprehended input’ with a goal of language acquisition, while also providing the opportunity to begin building language proficiency in Spanish with age appropriate resources and curriculum. 6. Providing an updated curriculum for a new teacher stepping in to replace our veteran Exploratory Spanish teacher, who is retiring this year, will encourage a continuation of the high standards of instruction for students entering our Spanish course progression.			

Implementation Steps

1. Purchase a Vamos teaching license for the new hire (\$275)
2. Compare Elementary curriculum/pilot of Vamos with the new materials available to determine the starting point for all 5th grade Exploratory Spanish rotations
3. Compare old curriculum to new Vamos materials to determine what should be kept, adapted, updated, or discarded
4. Allow summer workshop time, PD time, and curriculum meeting time to review the ten units in depth to determine articulation in grades 3-5 Spanish
5. Determine how these instructional changes will impact Grade 6-8 Spanish curriculum and make recommendations for the 2027-2028 school year, should curriculum updates be needed
6. Reconvene as a Spanish department (Elementary-Middle School)
 - a. reflect on articulation and determine next steps, including assessments and grading
 - b. align goals of 5th grade course with the other exploratory courses at that grade level
 - c. compare exit goals of Grade 4/5 Spanish with entry expectations for Grade 6 Spanish to determine if curriculum updates are needed in the MS curriculum, taking into consideration the ‘gap’ in consistency that occurs during the exploratory year due to 12 week rotations between three languages
 - d. determine the curriculum map for Elementary Spanish and Exploratory Spanish courses, and update Rubicon accordingly

Cost

\$275 for the purchase of a license
 Summer hours (FLEX or paid)

\$1,335.24 = Summer workshop time at \$37.09 (for 3 teachers for 12 hours)
 Alternatively: Professional development time in the fall semester

Administrative Reaction

Adopting the Vamos curriculum for 5th Grade Exploratory Spanish is a sound instructional decision that ensures vertical alignment with our Middle School program while providing a high-quality, research-based framework to support a seamless transition for both students and new staff.

1 Year in Review

Study the Elementary Spanish Program



RECOMMENDATION:

To study the needs in the Elementary Spanish program in grades 1-4 for the purposes of determining a program model, curricular best practices, and a sustainable schedule that will best provide a foundation for building proficiency in a second language for all USC students.

Name:
Angie Tena

Level:
Elementary

Subject Area:
World Language

Curriculum Recommendation Period:
Spring 2026

Reason(s) for Recommendation

1. Current and long-standing research supports the fact that early language learning improves cognitive abilities and enhances academic performance across disciplines.
 - a. *"Research has shown that foreign language study in the early elementary years improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores in reading and math."*
 - i. Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. *Early Childhood Education Journal*, 33(1), 11-16. Stewart, J.H. 2005
 - ii. As posted in PsychINFO database and [ACTFL](#) resources
 - b. *"In general it is asserted that the earlier the language is introduced, the more rapidly children stand to reap the benefits. FLES & FLEX instruction programs are considered as models, & content-based instruction is cited as most effectively transmitting the communicative & semantic nature of a foreign language to children. It is further suggested that both immersion & FLES learning programs may provide the best vehicles for producing research data on the effectiveness of primary school foreign-language study."*
 - i. Elementary school foreign languages: What research can and cannot tell us. *Critical issues in foreign language instruction*, (pp. 63-79). New York: Garland Publishing. Met, M 1991.
 - ii. As posted in [ACTFL](#) resources
 - c. *"Research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively...it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options."*
 - i. *Personal benefits of foreign language study.* ERIC digest. US; District of Columbia. Weatherford, J.J. (1986).
 - ii. As posted in [ACTFL](#) resources
2. The Elementary Spanish program has been modified significantly since 2012 due to changes in instructional minutes, programming, and staffing

adjustments.

3. The District has implemented various models of lesson instruction to provide face to face instructional time along with a technology based Spanish lesson. This model has worked to find a balance of reduced face to face instructional time while also providing instruction in a manner that was appropriate for students.
 - a. Currently, one Spanish teacher provides instruction in the Elementary Spanish Program across three buildings.
 - b. Reduction in staffing and instructional time has required a shift in goals/objectives from a proficiency driven FLES program to one that would be considered a FLEX model by national (ACTFL) and international standards
 - c. “FLEX (Foreign Language Experience) programs are designed to introduce students to one or more foreign languages and cultures and to motivate them to pursue further language study. FLEX programs are set apart from other foreign language programs because language proficiency is not a goal.” ([Curtain & Pesola](#))
4. In addition, at the middle school level in recent years, changes and adjustments have impacted instructional minutes. As a result, every minute across the grade levels is more essential to continue to build proficiency.
 - a. It takes years of continuous study of a single language to build functional proficiency in a second language.
 - b. This exposure to a second language (comprehension, reading, and writing) reinforces and builds skills in native language literacy.
 - c. The Elementary Spanish program is an essential foundation for all USC World Language programs, with early exposure having far-reaching effects in later years, including on AP and IB success.
5. Due to curriculum recommendations and adjustments at the middle school level to incorporate Comprehensible Input(CI), it is necessary to also study the elementary programming and curriculum to bridge the transition to middle school and increase curricular vertical articulation.
6. [Addendum: Research and Program History](#) (For additional elementary Spanish programming background)

Implementation Steps

1. Brainstorm ideas for program options and updates
2. Determine one to two general recommendations for administration on how to best implement the elementary Spanish
3. Meet with principals and administration to determine a path forward that most benefits students in the long term
4. Finalize staffing availability and create a sustainable teaching schedule and course load
5. Continue to revisit and revise the current curriculum to enhance and update it to meet the needs of student learners
 - a. Determine the need for resources that require additional curriculum recommendations for pilot or adoption
 - b. Select supplemental materials in line with 109 AR 1-Supplemental Materials Selection and Approval
 - c. Determine if curriculum recommendations are necessary
6. Update Rubicon as needed to reflect curricular revisions

Cost

Administrative Reaction

A comprehensive study of the elementary Spanish program to ensure it meets contemporary needs is a valuable undertaking.

1 Year in Review



Book	Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140
Status	Second Reading and Adoption: June 15, 2026

Purpose

~~In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and those established by the Board.~~[\[1\]](#)

To provide students an opportunity to attend schools that operate independently from the school district, the Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.[\[1\]](#)

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law.[\[2\]](#)

Board of Trustees of a charter school shall be classified as public officials.[\[3\]](#)

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.[\[2\]](#)[\[3\]](#)[\[4\]](#)

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located.[\[2\]](#)

Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved.[\[2\]](#)[\[5\]](#)

Authority

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.[\[4\]](#)

A charter school application shall be approved or denied by a majority vote of all Board

members at **an open** meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.[\[4\]](#)[\[6\]](#)

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both **parties**. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.[\[7\]](#)

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.[\[8\]](#)

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.[\[9\]](#)

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.[\[10\]](#)

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[\[10\]](#)

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[\[10\]](#)

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.[\[11\]](#)

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.[\[12\]](#)

A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.

Delegation of Responsibility

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race,

creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[\[3\]](#)

Transportation

The district shall provide **free** transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[\[13\]](#)[\[14\]](#)

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.[\[13\]](#)

Applications

Applications for charter schools must contain all the information specified in the Charter School Law and any additional information required by the Board.[\[4\]](#)[\[15\]](#)

Applications for charter schools shall be submitted to the Board by November 15 of **the preceding school** year in which the school will be established.[\[4\]](#)

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.[\[4\]](#)

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.[\[12\]](#)[\[15\]](#)

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

Legal [1. 24 P.S. 1702-A](#)

[2. 24 P.S. 1703-A](#)

[3. 24 P.S. 1715-A](#)

[4. 24 P.S. 1717-A](#)

[5. 24 P.S. 1718-A](#)

[6. 65 Pa. C.S.A. 701 et seq](#)

[7. 24 P.S. 1720-A](#)

[8. 24 P.S. 1723-A](#)

[9. 24 P.S. 1724-A](#)

[10. 24 P.S. 1728-A](#)

[11. 24 P.S. 1729-A](#)

[12. 24 P.S. 1727-A](#)

[13. 24 P.S. 1726-A](#)

14. Bell v. Wilkinsburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)

[15. 24 P.S. 1719-A](#)

[24 P.S. 1701-A et seq](#)



Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Second Reading and Adoption: June 15, 2026

Purpose

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

Authority

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

Definitions

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

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

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

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

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

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

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

Delegation of Responsibility

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

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

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

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[\[12\]](#)[\[13\]](#)
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

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

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

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

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance. [\[3\]](#)[\[4\]](#)[\[21\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught. [\[2\]](#)[\[22\]](#)
3. Students attending college who are also enrolled part-time in district schools. [\[23\]](#)
4. Students attending a home education program or private tutoring in accordance with law. [\[2\]](#)[\[18\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved. [\[2\]](#)
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits. [\[4\]](#)
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment. [\[4\]](#)[\[15\]](#)

Excused/Lawful Absence

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

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons. [\[3\]](#)[\[6\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory. [\[3\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request. [\[1\]](#)[\[3\]](#)
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral. [\[3\]](#)
 - a. The national veterans' organization or incorporated unit must provide the student

with a signed excuse, which shall include the date, location, and time of the event or funeral.

b. The student shall furnish the signed excuse to the district prior to being excused from school.

10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation. [\[28\]](#)

11. Nonschool-sponsored educational tours or trips, if the following conditions are met: [\[3\]](#) [\[29\]](#)

a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.

b. The student's participation has been approved by the Superintendent or designee.

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

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

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

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

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies. [\[2\]](#)[\[14\]](#)[\[18\]](#)

2. Students participating in a religious instruction program, if the following conditions are met: [\[28\]](#)[\[31\]](#)

a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.

b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.

c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.

3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education. [\[21\]](#)

Parental Notice of Absence –

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

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

Unexcused/Unlawful Absence

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

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

Parental Notification –

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

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[\[32\]](#)

The notice shall:[\[32\]](#)

1. Include a description of the consequences if the student becomes habitually truant;
2. Be in the mode and language of communication preferred by the person in parental relation **and:**

a. Include notice that a habitually truant student may not transfer, during the school year, to a cyber charter school unless a judge determines that the transfer is in the best interest of the student; and

b. Include resources available to assist the student and the person in parental relation with returning the student to compliant compulsory attendance and opportunities for academic recovery in response to the truant behavior.

3. When **the notice is** transmitted to a person who is not the biological or adoptive parent, **it shall** also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.[\[32\]](#)

The notice may include the offer of a School Attendance Improvement Conference.[\[32\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[\[32\]](#)

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[\[32\]](#)

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

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

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

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[\[32\]](#)

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[\[32\]](#)

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences. [\[32\]](#)

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:[\[33\]](#)

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[\[33\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[33\]](#)

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

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[\[33\]](#)

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[\[33\]](#)

Unless a judge determines that it is in the student's best interest, a habitually truant student will not be permitted to transfer to a cyber charter school during the school year.[\[32\]](#)

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[\[34\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[\[34\]](#)

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[\[16\]](#)[\[35\]](#)[\[36\]](#)[\[37\]](#)

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[\[16\]](#)[\[35\]](#)[\[37\]](#)

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[\[32\]](#)

Legal [1. 22 PA Code 11.41](#)

[2. 24 P.S. 1327](#)

[3. 24 P.S. 1329](#)

[4. 24 P.S. 1330](#)

[5. 22 PA Code 11.23](#)

[6. 22 PA Code 11.25](#)

[7. 22 PA Code 12.1](#)

[8. 24 P.S. 1326](#)

[9. 22 PA Code 11.13](#)

[10. 42 Pa. C.S.A. 6302](#)

[11. 24 P.S. 510.2](#)

[12. 24 P.S. 1332](#)

[13. 24 P.S. 1339](#)

[14. 22 PA Code 11.22](#)

[15. 22 PA Code 11.28](#)

16. Pol. 113

17. Pol. 115

18. Pol. 116

19. Pol. 117

20. Pol. 118

[21. 22 PA Code 11.34](#)

[22. 22 PA Code 11.32](#)

[23. 22 PA Code 11.5](#)

[24. 24 P.S. 1327.1](#)

[25. 22 PA Code 11.31](#)

[26. 22 PA Code](#)

[11.31a](#) 27. Pol. 137

[28. 22 PA Code](#)

[11.21 29. 22 PA](#)

[Code 11.26](#) 30. Pol.

251

[31. 24 P.S. 1546](#)

[32. 24 P.S. 1333](#)

[33. 24 P.S.](#)

[1333.1 34. 24](#)

[P.S. 1333.2](#) 35.

Pol. 103.1

36. Pol. 113.3

37. Pol. 114

[24 P.S. 1333.3](#)

[22 PA Code](#)

[11.24 22 PA](#)

[Code 11.8](#)



Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Second Reading and Adoption: June 15, 2026

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

The established procedures must include protocols for the timely consultation between the team and law enforcement, juvenile justice agencies, county agencies, health care providers or behavioral service providers, as appropriate, to refer students whose behavior indicates a potential threat for additional interventions or supports, including the exchange of relevant information in accordance with federal and state law.[\[1\]](#)[\[2\]](#)[\[3\]](#)

When threats are received by the School District, and the Threat Assessment Team determines the nature to be a Very Serious Threat, the Safety and Security Coordinator or designee will contact local law enforcement. If the threat involves another geographical area, the local law enforcement in that area will also be contacted. All imminent threats and emergencies shall be promptly reported to local law enforcement and any other appropriate law enforcement agency.

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[\[4\]](#)

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [\[1\]](#) individuals to a district threat assessment team and **individuals to a threat assessment team at each school building in the district.**

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[\[1\]](#)

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education; and school administration.[\[1\]](#)

- members of the Student Assistance Program team.[\[5\]](#)
- school security personnel.[\[6\]](#)
- law enforcement agency representatives.
- members of the Safe2Say Something crisis team.[\[7\]](#)

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training annually on:[\[1\]](#)

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[\[9\]](#)[\[10\]](#)
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[\[5\]](#)[\[7\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)
5. Student Assistance Program process.[\[5\]](#)
6. Youth suicide awareness, prevention and response.[\[8\]](#)

7. Trauma-informed approach.[14]
8. Safe2Say Something procedures.[7]
9. Multi-tiered systems of support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][7][15][16][17][18]

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians. [1][8][9][19][20][21]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][8][9][19][21]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[7][17]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][7]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][8]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.

2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.^{[1][6][7][22]}

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.^{[1][23][24]}

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment.^{[9][19]}
2. Bullying/Cyberbullying.^[21]
3. Suicide Awareness, Prevention and Response.^[8]
4. Hazing.^[25]
5. Dating Violence.^[26]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.^[27]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others.^{[5][10][28][29][30][31]}

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction

over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[6][22]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[5]
2. A referral to the appropriate law enforcement agency.[6][7][22]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[10][28][31]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[28][29][30][31]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[10]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[32]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[33][34][35][36]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat. [7][37]

School Safety and Security Incident Reporting –

For reporting purposes, the term incident means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug

paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[22][38][39][40]

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the 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.[22][33][38][39][41][42][43]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will 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 will document attempts made to reach the parent/guardian.[22] [39][44]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[2][3][11][13][45][46]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[5][8][10][11][13][28]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations: [1]

1. Student health records.[47][48]
2. Prior school disciplinary records.[11][13][49]
3. Records related to adjudication under applicable law and

regulations.[49][50][51][52][53][54]

4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not re-disclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[2][3][5][8][11][12][13][21][49][55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[12][56][57][58][59]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[1][6]

The threat assessment team's information addressing verification of compliance with law and

regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee. [\[1\]](#)[\[6\]](#)[\[60\]](#)

Legal [1. 24 P.S. 1302-E](#)

[2. 20 U.S.C. 1232g](#)

[3. 34 CFR Part 99](#)

[4. 24 P.S. 1301-E](#)

5. Pol. 236

6. Pol. 805.2

7. Pol. 805

8. Pol. 819

9. Pol. 103

10. Pol. 103.1

11. Pol. 113.4

12. Pol. 207

13. Pol. 216

14. Pol. 146.1

[15. 24 P.S. 1205.2](#)

[16. 24 P.S. 1205.5](#)

[17. 24 P.S. 1310-B](#)

18. Pol. 333

19. Pol. 104

20. Pol. 105.1

21. Pol. 249

22. Pol. 805.1

[23. 23 Pa. C.S.A. 6311](#)

24. Pol. 806

25. Pol. 247

26. Pol. 252

27. Pol. 226

28. Pol. 113

29. Pol. 113.1

30. Pol. 113.2

31. Pol. 113.3

32. Pol. 146

33. Pol. 218

34. Pol. 218.1

35. Pol. 218.2

36. Pol. 233

37. Pol. 709

[38. 24 P.S. 1319-B](#)

[39. 22 PA Code 10.2](#)

[40. 35 P.S. 780-102](#)

[41. 24 P.S. 1306.2-B](#)

[42. 22 PA Code](#)

[10.21 43. 22 PA](#)

[Code 10.22 44. 22](#)

[PA Code 10.25 45.](#)

[20 U.S.C. 1415 46.](#)

[34 CFR Part 300 47.](#)

[24 P.S. 1409](#)

48. Pol. 209

49. Pol. 216.1

[50. 24 P.S. 1304-A](#)

[51. 24 P.S. 1305-A](#)

[52. 24 P.S. 1307-A](#)

[53. 42 Pa. C.S.A.](#)

[6341](#)

54. Pol. 218.3

[55. 24 P.S. 1304-D](#)

[56. 22 PA Code 12.12](#)

[57. 42 Pa. C.S.A.](#)

[5945 58. 42 Pa.](#)

[C.S.A. 8337 59. 42](#)

[CFR Part 2 60. 24 P.S.](#)

[1309-B 20 U.S.C.](#)

[1400 et seq 35 P.S.](#)

[7601 et seq](#) Pol. 203.1

[PA Commission on Crime and Delinquency, School Safety and Security
Committee Model K-12 Threat Assessment Procedures and Guidelines](#)



Book	Policy Manual
Section	600 Finances
Title	District Audit
Code	619
Status	Second Reading and Adoption: June 15, 2026

Purpose

The Board recognizes the importance of the public's right to have access to the public records of the district, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the district's accountants and the audit conducted by the Auditor General's office.

To ensure accurate, transparent and legally compliant financial reporting for the school district, the district's financial accounts must be fully documented within the annual district audit and applicable state audits.

Authority

The Board shall employ an independent, certified public accountant to conduct an annual district audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination and approval.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board recognizes the importance of the public's right **to access the public records of the district**, including public financial records. The public has the right under law to inspect and procure copies of the annual **financial** audit conducted by the district's accountants and **any state-level financial** audit.[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Delegation of Responsibility

The Superintendent and Board Secretary shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the school district have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements.[\[8\]](#)

If the financial information **submitted in the annual financial report was not** deemed materially consistent **with the audited financial statements**, the district shall submit a revised annual financial report no later than December 31.[\[8\]](#)[\[9\]](#)

[2. 24 P.S. 2401](#)

[3. 24 P.S. 2408](#)

[4. 24 P.S. 2441](#)

[5. 24 P.S. 408](#)

[6. 65 P.S.](#)

[67.701](#) 7. Pol.

801

[8. 24 P.S. 218](#)

9. Pol. 601

[24 P.S. 504](#)

[24 P.S. 511](#)

[24 P.S. 1337](#)

[24 P.S. 2432](#)

[65 P.S. 67.101 et seq](#)



Book	Policy Manual
Section	700 Property
Title	Integrated Pest Management
Code	716
Status	Second Reading and Adoption: June 15, 2026

PURPOSE

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

~~The district shall integrate IPM education into the curriculum in accordance with relevant academic standards.~~

DEFINITIONS

Integrated Pest Management (IPM) is the **managed use of combined pest control alternatives, including cultural, mechanical, biological and chemical to most effectively prevent or reduce to acceptable levels damage caused by pests.**[\[1\]](#)

Integrated Pest Management Plan is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.[\[2\]](#)

AUTHORITY

The Board establishes that the district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.[\[3\]](#)[\[4\]](#)

The Board shall adopt an **IPM** Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.[\[2\]](#)[\[4\]](#)

The Board shall designate an employee to **facilitate IPM for the district. The designated employee will be referred to as the district's IPM Coordinator or as otherwise specified at the district.**

DELEGATION OF RESPONSIBILITY

The IPM Coordinator shall be responsible to implement the **IPM** Plan and to coordinate communications between the district and the approved contractor.

The IPM Coordinator shall be responsible to annually notify parents/guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds.[\[5\]](#)

The IPM Coordinator shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office.[\[5\]](#)

Appropriate personnel involved in making decisions relative to pest management shall participate in **periodic** training, **as needed**.

GUIDELINES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and site appropriate pesticides.

An **IPM** Plan shall include the education of staff, students and the public about IPM policies and procedures.

When pesticide applications are scheduled **for district** buildings and grounds, the district shall provide notification **at least seventy-two (72) hours in advance** in accordance with law, including:[\[5\]](#)

1. Posting a pest control sign in an appropriate area, **at the place to be treated. The sign shall remain in place for at least two (2) days following each planned treatment.**
2. Providing the pest control information sheet to all individuals working in the **affected** school building.
3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone any parent/guardian who has requested such notification.[\[5\]](#)

Legal [1. 7 PA Code 128.2](#)

[2. 24 P.S. 772.1](#)

[3. 3 P.S. 111.21 et seq](#)

[4. 7 PA Code 128.1 et seq](#)

[5. 24 P.S. 772.2](#)

[7 U.S.C. 136 et seq](#)



Book	Policy Manual
Section	800 Operations
Title	Relations With Law Enforcement Agencies
Code	805.1
Status	Second Reading and Adoption: June 15, 2026

Purpose

The Board recognizes that cooperation with law enforcement agencies is considered essential for protecting students and staff, maintaining a safe environment in schools and safeguarding district property.

Authority

It shall be the policy of the Board to establish and maintain a cooperative relationship between the school district and law enforcement agencies with jurisdiction over school property of the school district in maintaining school safety and security; responding to school safety and security reports; and reporting and resolution of incidents that occur on school property, at any school sponsored activity or on any conveyance providing transportation to or from a school or school sponsored activity.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board directs the Superintendent to execute and update, on a biennial basis, a memorandum of understanding with each law enforcement agency that has jurisdiction over school property in accordance with state law and regulations.[\[1\]](#)[\[2\]](#)[\[6\]](#)

Definition

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[\[2\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#) [\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

Guidelines

Memorandum of Understanding

~~In accordance with state law and regulations, the Superintendent shall form an advisory committee composed of relevant school staff to assist in the development of a memorandum of understanding with law enforcement.~~ In accordance with state law and regulations, the Superintendent shall execute and update, every two (2) years, a memorandum of understanding with each law enforcement agency that has jurisdiction over school property. The memorandum of understanding shall be **filed with the Office for Safe Schools and be** signed by the Superintendent, chief of police of the law enforcement agency

with jurisdiction over the relevant school property and each building principal. ~~and be filed with the PA Department of Education.~~^{[1][2][6]}

In developing and updating the memorandum of understanding, the district shall consult and consider the model memorandum of understanding, in accordance with applicable law and regulations.^{[1][2][6]}

The memorandum of understanding shall comply with state law and regulations and set forth:^{[1][2][6]}

1. A procedure for law enforcement agency review of the district's annual incident report required by law, prior to the Superintendent filing the report with the PA Department of Education.
2. A procedure for the resolution of incident data discrepancies in the report prior to filing the report.
3. **A procedure for the timely coordination between the district's threat assessment team and the law enforcement agency, as necessary.**^[17]
4. Additional matters pertaining to crime prevention agreed to between the Superintendent and the law enforcement agency.

Students With Disabilities

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each law enforcement agency that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.^{[18][19][20][21]}

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.^{[18][19][20][21][22]}

Training

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training related to subjects that enhance understanding of and build positive relationships with students, which may include but not be limited to training on trauma-informed approaches, restorative practices, suicide awareness and prevention, child abuse recognition and reporting, maintaining confidentiality of students' personally identifiable information and maintaining professional adult/student boundaries.^{[4][23][24][25][26][27][28]}

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed 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.^{[1][2][7][9][10][11][12][13][14][15][16][21][29][30][31][32]}

School Safety and Security Incidents Report

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law.[\[2\]](#)

Prior to submitting the incidents report, the Superintendent and each law enforcement agency having jurisdiction over school property shall do all of the following:[\[2\]](#)

1. No later than thirty (30) days prior to the deadline for submitting the report to the PA Department of Education, the Superintendent shall submit the report to the law enforcement agency that has jurisdiction over the relevant school property. The law enforcement agency shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects law enforcement incident data.
2. No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the PA Department of Education, the law enforcement agency shall notify the Superintendent, in writing, whether the report accurately reflects law enforcement incident data. Where the law enforcement agency determines that the report accurately reflects law enforcement incident data, the chief of police shall sign the report. Where the law enforcement agency determines that the report does not accurately reflect law enforcement incident data, the law enforcement agency shall indicate any discrepancies between the report and law enforcement incident data.
3. **Prior to submitting the report to the PA Department of Education, the Superintendent and the law enforcement agency shall attempt to resolve any discrepancy between the report and law enforcement incident data. If a discrepancy remains unresolved, the law enforcement agency shall notify the Superintendent and the PA Department of Education in writing.**
4. Where a law enforcement agency fails to take action as required above, the Superintendent shall submit the report to the **PA Department of Education Office for Safe Schools** and indicate that the law enforcement agency failed to take the required action.

Legal [1. 24 P.S. 1306.2-B](#)

[2. 24 P.S. 1319-B](#)

[3. 22 PA Code 10.1](#)

4. Pol. 805

5. Pol. 805.2

[6. 22 PA Code 10.11](#)

[7. 22 PA Code 10.2](#)

[8. 35 P.S. 780-102](#)

9. Pol. 218

10. Pol. 218.1

11. Pol. 218.2

12. Pol. 222

13. Pol. 227

14. Pol. 323

15. Pol. 351

16. Pol. 904

[17. 24 P.S. 1302-E 18.](#)

[22 PA Code 10.23 19.](#)

[22 PA Code 14.104](#)

20. Pol. 113

21. Pol. 113.2

[22. 22 PA Code](#)

[14.133](#) 23. Pol. 113.4

24. Pol. 216

25. Pol. 333

26. Pol. 806

27. Pol. 819

28. Pol. 824

[29. 22 PA Code](#)

[10.21 30. 22 PA](#)

[Code 10.22](#) 31. Pol.

103.1

32. Pol. 113.1

[22 PA Code 10.24](#)

[75 Pa. C.S.A.](#)

[3345.1](#) Pol. 909



Book	Policy Manual
Section	800 Operations
Title	School Security Personnel
Code	805.2
Status	Second Reading and Adoption: June 15, 2026

Authority

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

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

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

Definitions

School security personnel - school police officers, school resource officers and school security guards.[\[2\]](#)

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

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

Third-party vendor - a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law.[\[2\]](#)

Delegation of Responsibility

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

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

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

1. Oversee all school police officers and school security guards.
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#) [\[11\]](#)[\[12\]](#)[\[13\]](#)
4. **Meet with school employees annually to seek their input on the mandatory school safety and security training.**[\[13\]](#)
5. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.
6. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
7. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[\[7\]](#)[\[14\]](#)
8. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable.[\[11\]](#)[\[15\]](#)
9. **Coordinate school safety and security meetings with school and building leadership, at least on a quarterly basis.**

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

The School Safety and Security Coordinator must complete any additional continuing education as required by the School Safety and Security Committee.[\[3\]](#)

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

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

1. Threat assessment team information, including verification of compliance with law and

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

2. The number and type(s) of school security personnel contracted or employed by the district, including: [3]
 - a. The number of school security personnel that are armed, listed by type(s) of personnel.
 - b. The school building at which each school security personnel is assigned, listed by type(s) of personnel.
 - c. The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.
 - d. A listing of other individuals utilized by the district for school safety-related duties.
3. **An attendance report of the school and building personnel present at each school safety and security meeting, including yearly attendance totals.**
4. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[11]
5. Information on required school safety and security training and resources provided to students and staff.[11]
6. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
7. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.[20]
8. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]
9. Updates regarding the district's memorandum of understanding with law enforcement agencies.[21]
10. Updates to laws, regulations and/or Board policies related to school safety and security.
11. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
12. Information on grants or funding applied for and/or received in support of school safety and security efforts.

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

The Superintendent or designee shall implement job descriptions and procedures to address

the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor or third-party vendor approved by the Board.

Guidelines

School Police Officers

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

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

School police officer - [\[2\]](#)[\[23\]](#)[\[24\]](#)

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy. [\[26\]](#)

Background Checks -

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

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

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

Requirements -

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

1. The district's name and the number of school police officers employed or contracted by the district.

2. The municipalities comprising the district.

3. The date and type of training provided to each school police officer.

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

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

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

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

School police officers shall possess and exercise the following duties:[\[43\]](#)

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.
2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.
3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

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

School Security Guards

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

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

Background Checks –

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations.

These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

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

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

Requirements -

School security guards shall provide the following services, as directed by the

district:[47]

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

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

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

Other Agreements

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

Maintenance of School Police Policy Manual

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

Legal [1. 24 P.S. 1316-C](#)

[2. 24 P.S. 1301-C](#)

[3. 24 P.S. 1309-B](#)

4. Pol. 146.1

5. Pol. 227

6. Pol. 236

7. Pol. 236.1

8. Pol. 249

9. Pol. 333

10. Pol. 351

11. Pol. 805

12. Pol. 819

[13. 24 P.S. 1310-B](#)

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

[15. 24 P.S. 1305-B](#)

[16. 24 P.S. 1316-B](#)

[17. 24 P.S. 1205.1](#)

[18. 24 P.S. 1205.5](#)

19. Pol. 006

20. Pol. 235.1

21. Pol. 805.1

[22. 24 P.S. 1302-C](#)

[23. 24 P.S. 1310-C](#)

[24. 24 P.S. 1311-C](#)

25. Pol. 304

26. Pol. 818

[27. 24 P.S. 111](#)

[28. 24 P.S. 111.1](#)

[29. 23 Pa. C.S.A. 6344](#)

[30. 23 Pa. C.S.A.](#)

[6344.3 31. 37 PA Code](#)

[241.5](#)

[32. 44 Pa. C.S.A. 7301 et](#)

[seq 33. 37 PA Code 241.6](#)

[34. 44 Pa. C.S.A.](#)

[7310 35. 24 P.S.](#)

[1303-C](#)

[36. 37 PA Code 241.1 et](#)

[seq 37. 24 P.S. 1304-C](#)

[38. 24 P.S. 1305-C](#)

[39. 22 PA Code 10.23](#)

[40. 22 PA Code](#)

[14.104 41. 22 PA](#)

[Code 14.133](#) 42. Pol.

113.2

[43. 24 P.S. 1306-C](#)

[44. 24 P.S. 1307-C](#)

45. Pol. 909

[46. 24 P.S. 1313-C](#)

[47. 24 P.S. 1314-C](#)

48. Pol. 907

[49. 24 P.S. 1309-C](#)

[50. 42 Pa. C.S.A.](#)

[8953 51. 53 Pa.](#)

[C.S.A. 2303 24 P.S.](#)

[1306.2-B](#)

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

[53 Pa. C.S.A. 2301 et](#)

[seq](#) Pol. 705

Pol. 709



Book	Policy Manual
Section	800 Operations
Title	Transportation
Code	810
Status	Second Reading and Adoption: June 15, 2026

Purpose

Transportation for students shall be provided in accordance with law and Board policy.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[\[1\]](#)

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[\[1\]](#)

Authority

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.[\[2\]\[3\]\[4\]](#)

The Board shall purchase, lease, equip and maintain school buses/vehicles and/or contract for school bus/vehicle services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.[\[2\]\[3\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]\[11\]](#)

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation. [\[3\]\[12\]](#)

The Board shall provide transportation for students with disabilities, without regard to distance or hazardous walking conditions, when required by the student's individualized education program (IEP) or Section 504 Service Agreement.[\[13\]\[14\]\[15\]\[16\]\[17\]](#)

The Board shall provide **free** transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[\[2\]](#)[\[4\]](#)[\[18\]](#)[\[19\]](#)

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[\[20\]](#)[\[21\]](#)

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.[\[21\]](#)[\[22\]](#)

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[\[23\]](#)

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[\[24\]](#)[\[25\]](#)

Delegation of Responsibility

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.[\[7\]](#)

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[\[5\]](#)[\[7\]](#)
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[\[7\]](#)
3. Provide each school bus/school vehicle driver with:
 - a. The Pennsylvania School Bus Driver's Manual;
 - b. The written rules for student conduct on buses/vehicles;
 - c. The procedures for evacuation drills; and
 - d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.
4. Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.[\[7\]](#)[\[26\]](#)

5. Prepare a district map or schedule indicating each bus stop and bus route.[\[7\]](#)

Guidelines

Student Health Information

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information.[\[16\]](#)[\[17\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law.[\[31\]](#)[\[32\]](#)

Evacuation Drills

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[\[33\]](#)[\[34\]](#)[\[35\]](#)

NOTES:

Title 22, Sec. 23.4 - discipline, field trips, contracted negotiations,
records Title 22, Sec. 23.6 - authorized passengers

Computation of distance - 1366

Field Trips – 24 P.S. Sec. 517 (farm show), 1361 (nonpublic); Title 22, Sec.
23.4 Ten-mile boundaries - 1361

Other boundaries - 1 ½ miles - 1362

Payments/reimbursements - 2541, 2542, Title 22 Sec. 23.31-23.40

Transportation - Title 22, Chapter 23

School Buses/Vehicles - Title 67, Chapter 171

Bus Drivers Minor Children – Title 22 Sec. 23.6

Definitions of motor vehicle – Vehicle Code – 75 Pa. C.S.A. Sec. 102

If the district has existing language in policy on transportation routes and stops, which addresses students being limited to a single bus stop or single residence, recommend reviewing the language with the solicitor based on recent court cases regarding student transportation and residency (*Watts v Manheim Township SD*, *Wyland v West Shore SD*). Consult Legal with questions.

Legal [1. 75 Pa. C.S.A. 102](#)

[2. 24 P.S. 1361](#)

[3. 24 P.S. 1362](#)

[4. 24 P.S. 1726-A](#)

[5. 22 PA Code 23.1](#)

[6. 22 PA Code 23.2](#)

[7. 22 PA Code 23.4](#)

8. Pol. 610

9. Pol. 611

10. Pol. 818

[11. 75 Pa. C.S.A. 3345.1](#)

[12. 67 PA Code 447.1 et seq](#)

[13. 22 PA Code 23.3](#)

[14. 24 P.S. 1374](#)

15. Pol. 103

16. Pol. 103.1

17. Pol. 113

18. Pol. 140

19. Bell v. Wilkinsburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)

[20. 20 U.S.C. 6312](#)

21. Pol. 251

[22. 42 U.S.C. 11432](#)

[23. 35 P.S. 4601 et seq](#)

[24. 35 P.S. 4608](#)

[25. 67 PA Code 212.101](#)

26. Pol. 121

27. Pol. 209.1

28. Pol. 209.2

29. Pol. 210

30. Pol. 210.1

31. Pol. 113.4

32. Pol. 216

[33. 24 P.S. 1517](#)

[34. 75 Pa. C.S.A. 4552](#)

35. Pol. 805

[24 P.S. 1331](#)

[24 P.S. 1365](#)

[24 P.S. 1366](#)

[24 P.S. 2541](#)

[24 P.S. 2542](#)

[22 PA Code 15.1 et seq](#)

[22 PA Code 23.6](#)

[75 Pa. C.S.A. 4551-4553](#)

[20 U.S.C. 6301 et seq](#)

[42 U.S.C. 11431 et seq](#)

[49 CFR Part 37](#)

[49 CFR Part 38](#)

Pol. 810.1

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill 

Date: June 15, 2026

RE: **FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED MAY 31, 2026 (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 May 31, 2026.

GENERAL FUND

	2025-26	2025-26 through May 31, 2026		2024-25	2024-25 through May 31, 2025	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$70.00	\$69.64	99%	\$69.08	\$67.81	98%
EIT	\$7.89	\$7.19	91%	\$7.67	\$6.87	90%
All Other Local Revenues	\$5.99	\$5.58	93%	\$5.22	\$5.36	103%
State Revenues	\$23.02	\$16.17	70%	\$21.88	\$19.83	91%
Federal Revenues	\$0.70	\$0.07	10%	\$0.51	\$0.25	49%
All Other	\$0.07	\$0.05	71%	\$0.10	\$0.04	40%
Total Revenues	\$107.67	\$98.70	92%	\$104.46	\$100.16	96%
Expenditures	108.44	\$89.06	82%	\$104.45	\$84.72	81%
Revenues less Expenditures	(\$0.770)	\$9.64		\$0.010	\$15.44	

Balance Sheet	As of June 30, 2025 (Audited)	As of May 31, 2026 (Unaudited)
Cash and Marketable Securities	\$22,380,025	\$28,456,187
Total Assets	\$28,612,786	\$31,772,119
Total Liabilities	\$15,580,585	\$9,098,657
Nonspendable Reserves	\$910,369	\$0
Adjustment to Fund Balance	\$0	\$9,641,260
Fund Balance	\$12,121,832	\$13,032,203

The General Fund expenditures are trending the same as last year on a percentage basis. Revenues continue to lag behind 2024-25, as State revenue was delayed due to the PA budget not being approved until November. Investment income has dropped from the previous budget year. Compared with the same time last year, the effective federal funds rate has declined from approximately 4.33% to 3.63%, representing a decrease of about 16%.

FOOD SERVICE FUND

	2025-26	2025-26 through May 31, 2026	2024-25	2024-25 through May 31, 2025
<i>(in millions of dollars)</i>	Budgeted	Actual	Budgeted	Actual
Revenues	\$2,593,416	\$2,626,515	\$2,311,138	\$2,357,324
Expenditures	\$2,492,358	\$2,500,549	\$2,341,592	\$2,288,749
<i>Net</i>	<i>\$101,058</i>	<i>\$125,966</i>	<i>(\$30,454)</i>	<i>\$68,575</i>

	As of June 30, 2025 (Audited)	As of May 31, 2026 (Unaudited)
Cash and Marketable Securities	\$840,118	\$2,120,208
Total Assets	\$1,039,329	\$2,244,734
Total Liabilities	\$340,346	\$1,419,787
<i>Unassigned Fund Balance</i>	<i>\$698,983</i>	<i>\$824,947</i>

Meal revenue is up approximately 12% through the end of May compared with the same period last year, driven by higher sales and more in-person student days.

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 May 31, 2026	2024-25	2024-25 through May 31, 2025
Revenues	819,375	1,000,926	1,655,000	1,682,152
Expenditures	819,375	995,105	1,655,282	1,362,451
<i>Net</i>	<i>0</i>	<i>5,821</i>	<i>(282)</i>	<i>319,701</i>

	As of June 30, 2025 (Audited)	As of May 31, 2026 (Unaudited)
Cash and Marketable Securities	90,124	1,225
Total Assets	219,859	1,225
Total Liabilities	224,425	0
<i>Assigned Fund Balance</i>	<i>(4,566)</i>	<i>1,225</i>

CONSTRUCTION FUND

	2025-26 through May 31, 2026		2024-25 through May 31, 2025
Revenues	\$84,827		\$3,865,483
Expenditures	\$3,506,440		\$748,585
Net	(\$3,421,613)		\$3,116,898

	As of June 30, 2025 (Audited)	As of May 31, 2026 (Unaudited)
Cash and Marketable Securities	\$6,547,690	\$2,859,968
Total Assets	\$6,547,690	\$2,859,968
Total Liabilities	\$704,463	\$491,182
Restricted Fund Balance	\$5,843,227	\$2,368,786

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: June 15, 2026

RE: SUPPLEMENTAL FINANCIAL REPORT

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

2025-26	GEN. FUND 10	CONSTRUCT. FND. 39	FOOD SVC. FND. 51
CHECK LIST-Board Mtg. 06/15/2026	\$924,705.42		\$980.00
ACH PAYMENT-Board Mtg. 06/15/2026	\$423,600.35	\$6,600.00	
ACH PAYMENT - ACSHIC JUNE	\$1,115,038.66		
TOTAL	\$2,463,344.43	\$6,600.00	\$980.00

The credit card bill for May purchases:

ATHLETICS	\$ 6,465.88	LEARNING SUPPORT	\$ 29.00
BOYCE ACTIVITIES	\$ 222.85	LIBRARY	\$ 28.21
BOYCE PRINCIPAL	\$ 761.00	MUSIC	\$ 433.36
BUSINESS OFFICE	\$ 1,031.20	OPERATIONS & MAINT	\$ 592.72
CURRICULUM DEVELOP	\$ 631.19	PYP	\$ 3,110.56
ELEMENTARY SCIENCE	\$ 318.80	ROBOTICS CLUB	\$ 1,556.47
FC PRINCIPAL	\$ 729.86	SPECIAL ED	\$ 240.00
HS ACTIVITIES	\$ (242.42)	STAFF DEVELOPMENT	\$ 256.00
HS FACS	\$ 1,645.53	STREAMS ACTIVITIES	\$ 39.98
HS LANGUAGE ARTS	\$ 196.00	SUPERINTENDENT	\$ 2,806.66
HS PRINCIPAL	\$ 1,363.54	TECHNOLOGY	\$ 2,399.10
HS SOCIAL STUDIES	\$ 29.68	TITLE III	\$ 1,170.00
HS WORLD LANGUAGE	\$ 466.25	TRANSPORTATION	\$ 500.00
		MAY	\$ 26,781.43