



UPPER ST CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Mr. Patrick A. Hewitt, President • Mr. Phillip J. Elias, Vice President • Mrs. Amy L. Billerbeck
Mrs. Barbara L. Bolas • Mrs. Jennifer L. Bowen • Dr. Daphna Gans • Mr. Louis P. Mafrice, Jr.
Mrs. Angela B. Petersen • Mrs. Jennifer A. Schnore
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD MEETING MINUTES

Monday, March 22, 2021 @ 7:00pm
Executive Session @ 6:00pm (Litigation and Personnel/Labor)
District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on March 22, 2021 in the District Administration Room.

School Board Members in Attendance:

Mr. Patrick A. Hewitt (in-person – 8:10 pm departed meeting)
Mrs. Amy Billerbeck (in-person)
Mrs. Barbara L. Bolas (in-person)
Mrs. Jennifer L. Bowen (in-person)
Dr. Daphna Gans (in-person)
Mr. Louis P. Mafrice Jr. (in-person)
Mrs. Angela Petersen (in-person)
Mrs. Jennifer Schnore (in-person)

School Personnel in Attendance:

Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (virtual)
Mrs. Amy Pfender, Assistant to the Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Lou Angelo, Director of Operations & Facilities (virtual)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (virtual)
Mrs. Cassandra Doggrell, Director of Student Support Services (virtual)
Mrs. Lauren Madia, Director of Pupil Services (virtual)
Mr. Bradley Wilson, Director of Strategic Initiatives (virtual)
Mrs. Jocelyn Kramer, Solicitor (in-person)

Mrs. Mary Beth Harkleroad, Acting Board Stenographer (virtual)
Karsen Damon – Student Board Representative (virtual)
R.J. Shontz – Student Board Representative (virtual)

Call to Order / Pledge of Allegiance
(Hewitt, School Board President)

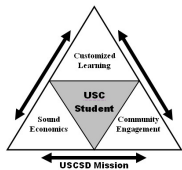
Mr. Hewitt called the meeting to order at 7:07pm

Meeting Procedures
(Kramer, Solicitor)

Mrs. Kramer reviewed the meeting procedures. She reviewed the opportunities for the public to give comments. She also noted comments were received in advance, and advised that they were reviewed by the Board they will be summarized. Mrs. Kramer then reviewed procedures for Community Members to speak at the podium in the Board Room.

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

Mrs. Billerbeck read the following Mission:



Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

Reading of the Shared Belief Statement #18 from Strategic Plan:
(Hewitt, School Board President)

Mrs. Bolas read the following Shared Belief Statement from the Strategic Plan:

We Believe that:

Children do best when they are mentored through their failures as well as their successes.

Approval of Agenda
(Hewitt, School Board President)

MOTION: By Bowen: I move that the Board approve the Agenda, as presented.
Seconded by Bolas and carried by unanimous voice vote.

Resident's Comments - (Regarding Agenda Items Only)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, March 22, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, March 22, 2021 any time before 2pm. Comments submitted in advance regarding agenda items will be shared with the Board prior to the meeting and summarized at this time.

At this time, seven in-person Resident Comments were given.

Mrs. Harkleroad gave a summary of the comments that were received via the District's Google Form.

Report from Student Board Representatives

Karsen Damon & R.J. Shontz

(Rozzo, Superintendent of Schools)

Karsen and RJ gave updates regarding student activities at the High School. Karsen reported on Academics and Arts. She gave updates on Band, Orchestra, and outside performance through Center for Theatre Arts, and Speech and Debate.

RJ reported on the Swim Team's success during PIAA State Competition, the Girls Basketball team competed in the WPIAL Championship game, and the Boys Basketball team are the WPIAL Champs and are advancing to PIAA State Playoffs.

Otion Presentation

(Upper St. Clair Student Wellness Committee)

Dr. Rozzo introduced Members of the Student Wellness Committee. He noted that he very is impressed with the presentation Elle Snyder, David Goldberg, and Anna Snyder created and their commitment to improve Mental Health Awareness. Elle, David, and Anna presented the Otion Plan. The team discussed how the group began by offering yoga instruction and offering candy during finals week. They introduced members of the Student Wellness Steering Committee. The students noted that they teamed up with The Girls Soccer Team to perform an Outreach to support NAMI, National Alliance of Mental Illness. The Wellness Committee members also reported a partnership with Streams Elementary School to support NAMI through Children through Children Charity Event at Streams. The most recent partnership the USC Student Wellness Committee formed is with Kate Gladdin. Ms. Gladdin came to speak to high school students about the importance of Mental Health and Wellness in February 2020 and remotely, in October 2020. The team of student presenters gave an overview of the Otion website, that Kate Gladdin developed. They outlined the website pointing out that it's a Coaching platform for teens, parents, and school professionals. They answered the question Why does USCHS need Otion? The simple answer is mental health is high - one in five teens

struggle with a mental health disorder, suicide rates are increasing. To help support this cause, Otion will be piloted in USCHS in Spring, 2021. Students were surveyed and the response was favorable. The next steps are to Advertise through counselors, teachers, and the Wellness Committee members. The students expressed that they hoped this will be part of the Strategic Plan. The idea is this will 1. Empower students Technologically, 2. Students are mentally healthy and supported and 3. Response to students' wellbeing.

Several Board members commended the students for their efforts and spoke of the importance of having a program like this in place.

Dr. Rozzo addressed the students in closing and thanked them. He noted it takes a lot of courage to present to a group of School leaders and Board members.

Approval of Minutes

(Hewitt, School Board President)

February 22, 2021

MOTION: By Gans: I move that the Board approve the Meeting Minutes of the February 22, 2021 Board Meeting, as attached. Seconded by Bowen and carried by unanimous voice vote.

MOTION: By Hewitt: I move that the Board approve Mrs. Bolas to serve as temporary President for the remainder of the meeting in the absence of the President and Vice President. Seconded by Petersen and carried by unanimous voice vote.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

b. Instructional Model Update Presentation

(Rozzo, Superintendent of Schools and Administrative Team)

Dr. Rozzo and the Administrative team presented the Instructional Model Update. In response to comments made via the District website Dr. Rozzo clarified that the District fully intends to return to full, in person learning for the 2021-2022 school year. He added that later in the Presentation he will discuss Spring events. Dr. Rozzo noted that the Goals remain the same: To offer the same high quality educational experience to all USC students, (in-school or remote), in a way that minimizes exposure and disruption. The Key Components for this year are safe schools, give families a choice, high quality education regardless of learning model with opportunity to transition easily, and social and emotional well-being. Dr. Rozzo reported on the Phased Approach that has been offered for all grade levels as outlined in Phase I, Phase II, and the Phase III roll out, effective April 6th. Mrs. Madia presented the Updated Health and Safety Information. She outlined the County phase change, vaccination update, new

CDC Guidelines, and a snapshot of the Districts COVID Dashboard. Dr. Rozzo covered the Districts Key Accomplishments and Mrs. Pfender presented the Phase III Considerations and Detailed Rationale, Phase III Recommendation of Wednesday Half-Day. She added the Phase III decision was balanced, intentional, least disruptive to students during the last 9 weeks, and limits quarantine. Mrs. Pfender noted another factor to the Half-Day on Wednesday was Spring testing. Dr. Rozzo added that there will be no changes to the 4-day schedule that students currently have. He noted dismissal times for all levels – High School – 11am, Elementary School 11:30am, and Middle School 12:00pm. The Kindergarten schedule is slightly modified for Wednesday. Dr. Rozzo reported that if a half day schedule does not work for families on Wednesday, they can choose to stay remote that day. He reiterated that 5-day, in person, instruction is the plan for the 2021-2022 school year. Dr. Rozzo explained we will most likely offer remote instruction in the Fall but the model will be built differently. It will be a separate offering. He added an explanation about the Cyber Charter Reform, and noted that we have learned over the past year that we can deliver a better remote offering than Cyber Charter Schools. By offering a remote program it will save our district a lot of money by not paying for a student to go to one of the Charter Schools. In closing, Dr. Rozzo added that upon Board Approval of the Plan our School families will get communication tomorrow to choose a learning model. Several Board members asked questions about the proposed plan. Mrs. Bolas thanked everyone involved.

i. i. Approval of revisions to the School Health and Safety Plan

((Madia, Director of Pupil Services))

Mrs. Madia reported that the language regarding travel restrictions is being lifted from the School Health and Safety Plan.

MOTION: By Mafrice: I move that the Board approve the revisions to the School Health and Safety Plan, as attached.
Seconded by Gans and carried by unanimous voice vote.

ii. ii. Approval of Modified 5 Days In-Person Instructional Model

(Rozzo, Superintendent of Schools / Pfender, Assistant to the Superintendent)

Mrs. Pfender reported that each time a modification is made in our Instructional Model we must submit the Modification to the state upon approval.

MOTION: By Petersen: I move that the Board approve the PDE Emergency Instructional Time Template, as presented, subject to the final approval by the Superintendent and Solicitor. Seconded by Mafrice and carried unanimously by voice vote.

- c. **Approval of MOU with the Upper St. Clair Education Association (USCEA)**
(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the Memorandum of Understanding with the USCEA.

MOTION: By Schnore: I move that the Board approve entering into an MOU with Upper St. Clair Education Association (USCEA).
Seconded by Petersen and carried by unanimous voice vote.

- d. **Approval of Revision to 2020-2021 School Calendar**
(Rozzo, Superintendent of Schools / Pfender, Assistant to the Superintendent)

Mrs. Pfender reviewed the changes to the calendar, stating Graduation will be held June 9th, Celebration of Learning and STAR Night will be eliminated, Wednesday Early Dismissal Times are added, and the Kennywood School Picnic Day is added.

MOTION: By Billerbeck: I move that the Board approve the revised 2020 - 2021 School Calendar, as attached. Seconded by Bowen and carried by unanimous voice vote.

- e. **Approval to Accept PDE Safe Schools Initiative Targeted Program Grant**
(Suritsky, Assistant/Deputy Superintendent)

Dr. Suritsky noted that the Safe School Initiative Targeted Program Grant is to focus on Emergency Preparedness training.

MOTION: By Bowen: I move that the Board approve the acceptance of the PDE Safe School Initiative Targeted Program Grant for approximately \$18,300.00. Seconded by Billerbeck and carried by unanimous voice vote.

- f. **Approval of Commendations & Recognitions**
(Suritsky, Assistant/Deputy Superintendent)

Dr. Suritsky read the Commendations & Recognitions.

MOTION: By Gans: I move that the Board approve the Commendations & Recognitions, as attached. Seconded by Bowen and carried by unanimous voice vote.

Administrator's Report
(Rozzo, Superintendent of Schools)

- a. Approval to Accept Polar Leasing Contract for Walk-in Refrigeration Rental, Total Cost of \$4,507.00 for a 4 Month Lease beginning March 11, 2021 - June 10, 2021; Cost includes Freight, Rental and Damage Deposit**
(Burchill, Director of Business & Finance)

Mr. Burchill presented Polar lease agreement for walk-in refrigeration rental for the remainder of the school year for lunch distribution.

MOTION: By Mafrice: I move that the Board approve the acceptance of the Polar Leasing Contract for Walk-in Refrigeration Rental for a 4 Month Lease, as attached. Seconded by Gans and carried by unanimous voice vote.

- b. Approval of Agreement with Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program**
(Madia, Director of Pupil Services)

Mrs. Madia presented an Agreement with PA Educations for Children & Youth Experiencing Homelessness.

MOTION: By Petersen: I move that the Board approve the Agreement with Education for Children and Youth Experiencing Homelessness, Region 4, as attached. Seconded by Mafrice and carried by unanimous voice vote.

- c. Approval of Agreement with Quest Diagnostic for substance abuse testing services**
(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson presented an Agreement with Quest Diagnostic for pre-employment substance abuse screening.

MOTION: By Schnore: I move that the Board approve the Agreement with Quest Diagnostic for substance abuse testing services on terms and conditions approved by the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote. Seconded by Petersen and carried by unanimous voice vote.

d. Staffing Resolutions

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

Mr. Carson presented a staffing resolution for a coordinator to support the Operations, Human Resources, and Technology Departments. This position will create efficiencies and be cost neutral.

Decrease: Custodial Position

Increase: Operations Coordinator
(Resolution 2021-03)

MOTION: By Billerbeck: I move that the Board approve the Staffing Resolution 2021-03. Seconded by Schnore and carried by unanimous voice vote.

e. Approval of Personnel Listings

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

Mr. Carson presented for approval the personnel listings. He noted the retirements of long-time employees: Diane Ecker, Special Education Teacher, Boyce Middle School, Donna Pembroke, Head Cook, Ft. Couch Middle School, and Charles Podrasky, Bus Garage. Mr. Carson thanked the retirees for their service.

MOTION: By Bowen: I move that the Board approve the Personnel Listings, as attached. Seconded by Billerbeck and carried by unanimous voice vote.

f. Approval of School Picnic Agreement with Kennywood

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented for approval an Agreement with Kennywood for our annual school picnic.

MOTION: By Gans: I move that the Board approve the School Picnic Agreement with Kennywood, as attached. Terms and conditions approved by the Superintendent and Solicitor. Seconded by Bowen and carried by unanimous voice vote.

Consent Agenda

(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the Consent Agenda noting that there are no changes from the Committee Meeting.

MOTION: By Mafrice: I move that the Board approve the following Consent Agenda items, contingent upon documentation acceptable to the Superintendent and Solicitor, as attached to the permanent record of the minutes of this meeting. Seconded by Gans and carried by unanimous voice vote. An exception was made for item “h” as Bolas abstained from the vote.

- a. **Approval of Lease Agreement with Allegheny Intermediate Unit**
(Angelo, Director of Operations & Facilities)

Approve the Lease Agreement with the AIU for the DART Program.

- b. **Approval of an MOU with Allegheny Intermediate Unit Head Start and Pre-K Counts Programs**
(Bulazo, Director of Curriculum & Professional Development)

Approve the MOU with the AIU Head Start and Pre-K Counts Programs.

- c. **Approval of an Agreement with Wesley High School for Enrollment of an Individual Student**
(Doggrell, Director of Special Education)

Approve the Agreement with Wesley High School for enrollment of and individual student.

- d. **Approval to enter into an Agreement with Allegra Marketing Print and Mail for Print and Copy Services**
(Berrott, Director of Technology)

Enter into an Agreement with Allegra Marketing Print and Mail.

- e. **Approval to enter into an Agreement with Everest Infrastructure Partners Inc.**
(Burchill, Director of Business & Finance)

Enter into an Agreement with Everest Infrastructure Partners Inc.

f. Approval of Resolution Adopting and Effectuating the Intergovernmental Cooperation Agreement (Truxton Project) with Upper St. Clair Township

(Angelo, Director of Operations & Facilities / Kramer, Solicitor)

Approve the Resolution Adopting and Effectuating the Intergovernmental Cooperation Agreement (Truxton Project) with Upper St. Clair Township.

**g. Approval of Treasurer's Report - 3.8.21
Including Supplemental Report - 3.22.21**

(Burchill, Director of Business & Finance)

Approve the Treasurer's Report including approval of total Bill List and Check File Listing, as follows:

Fund 10 (General Fund) -\$2,121,455.57

Fund 31 (Capital Reserve Fund) - \$0

Fund 36 (Construction Fund) - \$144,525.26

Fund 50 (School Lunch Fund) -\$305,222.40

h. Approval of the ratification of Settlor Attestation between the Upper St. Clair School District and the Pennsylvania School District Liquid Asset Fund

(Burchill, Director of Business & Finance)

Approve the Ratification of Settlor Attestation between the Upper St. Clair School District and the Pennsylvania School District Liquid Asset Fund

Resident's Comments - (Regarding Any item)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, March 22, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2214 by Monday, March 22, 2021 any time before 2pm. Comments submitted in advance regarding any item will be shared with the Board prior to the meeting and summarized at this time.

Three Residents Commented on Non-Agenda items.

Committee Reports

(Hewitt, School Board President)

Mrs. Bowen reported on the Youth Steering Committee's April presentation of Parenting for Humans presented by Dr. Eran Magen.

Matters of Information - Superintendent & Administration
(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed key dates for Budget Presentations at upcoming Board Meetings.

a. Budget Presentation Dates

(Rozzo, Superintendent of Schools)

- April 12, 2021 - Budget Overview
- April 27, 2021 - Detailed Budget Presentation
- May 10, 2021 - Budget Update
- May 24, 2021 - Adopt 2021-2022 Final Budget
- June 7, 2021 - Budget Update
- June 28, 2021 - Final Budget

b. The May Board Meeting will Include a Presentation on the Current Instructional Model

Dr. Rozzo announced a presentation at the May Board Meeting. The presentation will be a student perspective of remote learner.

c. Spring Events update

Dr. Rozzo noted that the guidance we receive from the State and County regarding performing arts and athletics is very different.

Mrs. Pfender and Dr. Suritsky gave updates regarding year end, Spring Events. Mrs. Pfender noted that there will be in person graduation, with several rain dates as an indoor offering will not be available. She added plans are in place for a Senior parade, and since capacity guidelines just have changed, we are looking at options to host a Prom. Mrs. Pfender reviewed Arts and performance and noted the guidelines for mitigation are very different and difficult.

Dr. Rozzo reported regarding prom, he stated we will get input from students and there is a possibility to have a prom at Heinz Field.

Dr. Suritsky reported on Middle School. She noted they are planning to create opportunities for students. There has been a lot of initial work, committed to provide a performance activity. Dr. Suritsky added that she is confident we will create an opportunity of students.

Announcement Regarding Executive Session

(Hewitt, School Board President)

a. Executive Session was held at 6:00pm to discuss litigation, personnel, and labor.

Adjournment

(Hewitt, School Board President)

It was moved by Bolas and seconded by Mafrice that the meeting was adjourned at approximately 9:39pm.

Partick A. Hewitt; President
BOARD OF SCHOOL DIRECTORS

Barbara L. Bolas
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Beth Harkleroad
Acting School Board Stenographer

Public Comments

March 22, 2021

Submitted prior to the meeting

Via: Google Form

Holly Reik
1851 Tilton Drive

Dear school board members & Dr. Rozzo: I am saddened and disappointed by the suggestion that USC students return to school for only a half day on Wednesdays. While I understand logistics are an issue, the bottom line is that it is best for kids to be in school in person, full day, 5 days a week. Unfortunately, it seems like this suggestion of half day on Wednesdays was made out of convenience of administration and staff instead of what is best for the students. There was a plan to send the kids back for 5 day in person earlier this year and it was pushed off. During that time, we STILL had little to no in school transmission. Now again, the suggestion is to push it back even after vaccinations have been rolled out. When does it end? The president of the American Academy of Pediatrics, Lee Beers M.D. FAAP, said in JANUARY that "children absolutely need to return to in-school learning for their healthy development & well-being...". The CDC has now said it is safe for children to be within 3 feet of each other. The issues here are NOT of safety. It has been deemed safe & we have had little to no transmission between students. We also know what is best for students; we know that students learn best in person. Research has shown online classes are not as effective. Despite the fact that we know it is safe AND that it is best for the kids' learning, our district has suggested we continue to hold our students home part of the time out of convenience. Remote schooling is NOT a substitute for in-person school. To continue to disallow for a 5 full day, in person schooling for those who want it is unacceptable at this point. I would be appalled should the school board vote not to send the kids back to school in person for 5 full days a week next school year and I am disappointed in our district for continuing to push this off now. I think the board should be transparent with their plan for next year so those who would want to make alternate arrangements may do so.

Sincerely,
Holly Reik

Elaine Shedd
3344 Apache Road

Our kids need to be back in school 5 days a week. They need to start return to normal. Enough is enough

Maureen Williams
369 Myrna Drive

I support 5 day in person instruction for all students k-12. I have 3 children in the district, 1 at Fort Couch and 2 at the Highschool. It has been our experience that the more days in the classroom the more interested and engaged our children are. I know the teachers and administrators have been working hard to do what is best for our students and we truly appreciate them. There is simply, in our household, no substitute for in person instruction. Our children crave normalcy and more social interaction. Healthy children should be able to resume a mostly normal life now that vaccines have become available and we as a country move closer to herd immunity. Please let the children in Upper St Clair finish the school year with 5 day in person instruction.

Bethany Salmen
2677 Thorntree Drive

Hi,

We want our daughter Natalie to go back 5 days a week. She's in kindergartner and has been 4 days all year. Only going to school 2 hours a day. They really need 5 days a week.

Jennifer Rowland
1864 Winchester Drive

Our kids need to be back in school 5 FULL days. All other districts are back full time and the kids need it for the academic and social interactions. Children with IEPs are especially struggling at home to concentrate on schoolwork. They NEED to be at school to learn!

Ashley Czak
1783 Sapphire Court

Please please have 5 day in person or at least a half day on Wednesday!

Dr. Steven Czak
1864 Winchester Drive

5 day in person education should be resumed and encouraged for proper education!

Stephen Williams
369 Myrna Drive

I do not think students should have 5 day in-school-instruction. I am a junior enrolled in Upper St Clair High School. I feel like students have been really stressed over the past few months (myself included), and 5 days would be hard for both teachers and students to handle. I think the 4 day instruction was working wonderfully and the Wednesdays online give students a chance to recharge after a few days of school. I think that covid has made a lot of us realize that 8 50 minute periods is not ideal, and that 75 minute periods give us more time to interact with teachers and work on various projects in class. It gives school a pretty calming atmosphere and allows students who might be behind to catch up on work in school. Those are some reasons why I think the 4 day instruction is ideal.

Thanks for listening!

Stephen

Kathy Super
261 Trotwood Drive

I support a return to a full 5 day in person school day for my kids.

Nancy Gillespie
2287 Glendale Drive

I am urging the school board to support the original full 5 day return to school plan. Our students, especially at the high school level need to be in class. Teams are practicing daily, sporting events are taking place and our kids could not be more protected at their desks enclosed with a barrier wearing masks. It makes absolutely no sense to send them home early for one day a week.

Bevin DeSantis
1452 Main Street

Our family supports the half day proposed for Wednesdays. We would obviously prefer a full day but understand the complexity of balancing the teachers time managing the in person and remote students. We are very grateful for the amount of in person instruction our daughter has been fortunate to receive and adding an additional half day would be great. Thanks!

Matt Weaver
2579 Rossmoor Dr.

I was all for a 5 day in person week for students, until I learned that'd mean the administration expects teachers to teach both in person, and remote, for what seems to be indefinite. It's not fair to the students, and it's certainly not fair to the teachers. There is no benefit to this Wednesday half day. None. Us working families have figured out how to make it work for now, and changing this so late in the year is simply stupid. Stay the course this year, and return to a TRUE 5 day school week next year. And if there is a remote option, hire teachers to focus on remote. Teaching in person and remote at the same time is a disservice to our students, and it's simply wrong to ask of our teachers.

Stephanie Ioli
769 Sommerville Drive

I support 5 full days of school for the 2021/2022 school year.

Anthony Smulski
1464 Main Street

I support the kids returning to in-person school for 5-days a week.

Jeff Moeslein
406 Oaklawn Drive

I am writing to the board in regards to the plan for a return to 5 days per week of in person instruction. While I am very supportive of the administration and the excellent job that they have done in a difficult situation thus far this year, I am disappointed that plan for 5 days in school only calls for a 1/2 day of instruction on Wednesdays. We can and should do better, I believe Upper St Clair SD is capable of doing better and that the vast majority of parents expect better of our schools. I question the quality of instruction that can be delivered in a half day and, further, I feel like this approach is the most disruptive possible option for all parties involved, students, teachers and parents alike. It is my view that the school board should direct the administration to develop a plan for 5 FULL days immediately.

I also want to share a concern with regards to next years school plans. It is greatly concerning to me that USCSD seems to be contemplating continuing to offer a remote instruction option for those who simply would prefer that. Unless there is a specific medical reason or other extenuating circumstance, all USCSD students should be attending school in person next year. Resources are obviously finite and to continue to support a robust remote option like we have had in place for the past year will necessarily take away from some other part of the districts mission. Do not allow the demands of a loud minority with dubious motives to be a reason to add to the difficulty of the jobs the teachers have to do while at the same time subtracting from what a normal "in person" student receives.

In summary, I support and request the board provide 5 full days of in person instruction each week starting in April while also eliminating the remote option for next school year.

Respectfully,
Jeff Moeslein

Tara Leo
829 Sommerville Dr.

I support a return to 5- Full days of in person school.

Jeff Kennedy
820 Sommerville Dr.

I support a return to a FULL 5 Day of in person education

Katie Parrish
1794 Robson Dr

I support a return to a FULL 5-Day in-person education for the rest of this school year and for the 21-22 school year. In addition, I support ONLY in-person education for 21-22 school year. Remote should NOT be an option. If remote is desired, a family should chose cyber school. There has been enough disruption for students and teachers. Also, I support the removal of the desk shields immediately. The shields do not allow for mask breaks and the CDC says 3 ft distance is sufficient. The shields are disruptive and very frustrating for students - carrying them around at fort couch and not being able to see the teacher. I also want to know what the results have been on quarantining close contacts. How many close contacts sent home actually tested positive?

Thank you.

Kathy Foster
2 Ruthfred Dr.

With all due respect, I am requesting that you reconsider the decision to have the kids return to school for 1/2 day on Wednesdays. Currently my kids are only receiving a 1/2 of instruction on Wednesdays and sending them to school for 1/2 day created more problems than it solves. The plan has been for the kids to go back five days. Why the sudden change? It's been more than a year since our kids have had a normal school schedule. Please do what is best for our kids and get them back to normal ASAP. If there is a remote option for the 2021-2022 school year, I hope that there is a plan in place to make sure they the kids who are in the building get the instruction and attention that they need and deserve.

Brittany Mudrick
437

I am extremely disappointed in our school district for proposing 4.5 days of school beginning in April. Three of my children are in elementary school and a half day is disruptive to my family and does not put our children first. It is added chaos for young families with very minimal school instruction for the day. If this is the option I would prefer to stay fully remote on Wednesdays. We love our teachers and are very grateful for them. Give them the opportunity to teach our children full time 5 days a week with no remote distractions causing more workload on them. There are many families in USC, including mine, that sacrifice a lot to pay an exorbitant amount in school taxes for our requests to fall on deaf ears or to be muted by those who yell louder. Please give our children 5 day full time instruction in the school.

Aric Miller
1230 Lamson Circle

As a USC tax payer and parent of three children in the district, I want my children back to 5 FULL days of school. Not 4 days of in school or 4.5 days of In school. This nonsense needs to end. This modified school schedule was originally planned To end in January. The goal posts were moved to April 5. Yet again we are back to moving the goal posts. This needs to stop and our children need to be back to 5 FULL days Of school..

Thank you

Andy Mecs
101 Algonquin Road

Dear School Board Members,

It has been brought to my attention that there are proponents for continued remote learning. As a parent and a taxpayer, I expect that our sons and daughters should be in school in person 5 days a week. It is a public school system, and that is what is best for the kids. Anyone who desires to continue remote learning should explore PA Cyber School or some other alternative. There should no longer be any compromise as the benefit of in-person education for children clearly outweighs any residual negative impact from the current pandemic. Even the CDC has relaxed its guidelines. That is not only my person opinion, but also the educated opinion of any credible expert in the area of the education and development of children.

Enough is enough. I want my tax money going to 5 days in person. No more compromises.

Thanks,
Andy Mecs

Ben Williams
369 Myrna Drive

Please, let's go back to a 5 day (in person) school week! I have to also say, the District has been doing a great job and I appreciate everyone's hard work!

Jennifer Mecs
101 Algonquin Rd

Dear Upper St. Clair School Board, Dr. Rozzo, and the Administration,

I am thankful for your efforts resulting in 4 day in-person instruction. Our children have benefited.

Parents, students, and taxpayers are entitled to a detailed explanation from you about why a return to 5 day in-person education in April is impossible. You have already pushed it back from January. We were patient. We relied on your representations that you were going to figure it out in that 3 month period of time, barring the pandemic worsening, which it did not. Please identify who or what the problem is. Is it staffing issues? Budgetary issues? If so, we need specific numbers and dollar amounts. Safety has been fully accounted for at this point. Anything less than a return to the regular schedule is unacceptable.

More important, I would like to address the 2021-2022 school year. Although the pandemic has temporarily changed many aspects of our lives, the purpose of public education in the district has not changed. It is to provide 5 full days of in-person learning of excellent quality. The "in-person" part of that mission was unspoken until recently, but make no mistake, it is your reason for being. If you cannot make the staffing and/or budget work while providing the remote option, then the remote option must be discontinued. Many other districts and private schools have solved this problem and returned to 5 full days a week. No more excuses. Get the job done.

Ginny Wright
2288 Glendale Dr.

Our family fully supports 5 day per week in person school as opposed to 4.5 days. Thank you for your consideration.

Angela Berger
2213 Clairmont Dr.

Kim Lang
2090 Blairmont Dr.

We would like our students to return to 5 full days of school starting April 7th and to continue into the new school year 2021/2022.

Hallie & Nathan Synder
1359 Morrow Road

Hello Board Members and Administration, We are writing today in support of the district returning 5 days after the spring break. We were told in a district update a few weeks ago that the district was planning on a 5 day return. We now know that the teachers union is standing in the way of a full five day a week return this school year. Even with a planned return next year, the abrupt change by the union for this year should have everyone concerned that they will use our kids as a bargaining chip. The majority of our teachers want a return to 5 day school. They will put in the extra work for 8 weeks to finish the school year with a return to some normalcy. They, however, are culpable if they do not stand up to the union that represents them. Our teachers contracts are up this year. We parents are asking for a return to in school education in line with health officials guidance this year. Mt Lebanon, Peters Twp. North Allegheny, Plum and many more are returning to 5 day a week now. Why not USC? Please continue to put our USC students first. Thank you for your dedication to our community.

Mary Rocks
1533 Allison Dr.

Please resume 5 day a week in school learning as soon as possible. The kids need it and with vaccines available to teachers and much of the public shortly there should be no reason to continue with hybrid learning. Thank you.

Rachel Macroff
1340 Diamond Ct.

After seeing many news reports on school being safe for children, I support my child going 5 days a week. This year of full remote and partly remote has caused so much regression, depression and stress on so many. I believe children need to be in school learning and to be with friends at this point, and would like to see them there for the full 5 days a week.

Erin Madson
2359 Golfview Drive

I would like 5 day in person school. These kids deserve it.

Steven Wright
2288 Glendale Drive

It is my understanding that the School Board is considering to not proceed with a five day school week for Spring 2021 and/or Fall 2021. A full five day school week is essential for the children to maximize their education and allow the parents to go back to a normal schedule. Many other schools including other local schools have successfully returned to a five day school week. There is no reason that USC cannot do the same for the families who choose to do so. Currently, children have the option to learn remotely full time and this should continue for those who choose not to participate in person. However, I have no hesitation sending my two children to participate in person as I feel a five day in person education is better than any remote option

Eugenia Benoit
1718 Hunters Path Lane

It took me a great deal of time to compose myself to write this comment. Enough is enough Studies have shown that COVID does not live on surfaces. There is no documented case WORLDWIDE of a student transmitting COVID to a teacher. And finally, children are at greater risk from the flu than from COVID. Furthermore, please provide the logic that supports a half day of school rather than a full day of school. As a parent, I have put up with this nonsense for a year. Our children are suffering. This is not happening all over the country. I said it before and I will say it again, Upper St. Clair should be leading and not following. Why can our neighbors such as Mount Lebanon, Peters Township, North Allegheny, Thomas Jefferson and others return to school 5 days but USC cannot?! If a full 5 day week of in person instruction cannot be accomplished then my husband and I will become very active in the community to replace the school board and school administration with individuals that will require the teachers to work 100% of the time. We do not pay taxes for a less than 100% effort for our children. This is not why my husband and I moved to Upper St. Clair. Again, enough is enough. Our children DESERVE much better.

Respectfully,
Eugenia Benoit

* I omitted an important remark from my comment submitted on 3/21. The District has implemented a solid platform for remote learners to protect the vulnerable and those that CHOOSE this platform.

Susan Mammarella
1824 Kent Rd.

Please have our USC students go back to school 5 days a week so they can get the education & social interactions we are all proud of and should expect for our children.

Angela Zavadil
1821 Tyburn Lane

I fully support the transition for students to return to a full 5 day in person instructional plan starting April 6, 2021 and to be carried over to the Fall of 2021-2022. According to the CDC, the level of risk to youth under 18 is low and the mental health of youth is at an all time high. Thus far, according to district communication, transmissions to USC students have occurred outside

Lisa Clever
1728 Partridge Run Road

I know this is a difficult time and decision, but I urge the board to make the transition back to 5day in person school. As we already have a vaccine and treatments and many of the faculty have had the opportunity to be vaccinated our priorities of keeping everyone safe should shift to keeping our children's education and mental health the top priority.

Catherine Henry
1746 Waterford Court

I want to thank the school board and administration for moving forward with a five day option. I'm disappointed that it isn't a full day, and I think working families with kids in kinder and other grades will have a scheduling challenge, but I appreciate that our teachers need time to plan. It is my hope and expectation that the school district will move forward to a full 5 day school year for the 2021-2022 year. Study after study has shown that covid is NOT transmitting in schools, and with the vaccine becoming available, there is NO reason to offer a remote option for families. Other districts throughout the country have successfully operated this school year, and I see no reason why USC can't. Thank you.

Stacy Calabrese
78 Ruthfred

I strongly urge you to move to 5 day as planned. This is still creating a hardship for our famil as I have to take my child to work it take off every Wednesday. I also feel many USC parents have been vaccinated. Wednesday is mainly a busy work day in most of my daughters classes. They need to get back to regular school. With clubs and everything, there is still such limited interaction on school. I am for a move to 5 day and more social interaction

R. Craig Zavadil
1821 Tyburn Lane

I fully support the transition of students to 5 full day in-person instruction on April 6th and continuing into the fall.

Studies have proven that children are less likely to become seriously ill from Covid-19 and show no symptoms. Our youth are withering due to the lack of social involvement and development.

In addition, the CDC has changed its physical distancing guidance for K-12 schools. The agency says that 3 ft of space is enough between students. This will make the arrangement of the classroom easier.

The unions stance comes at a cost to the mental and emotional health of our children. This does not include the fact that K-12 students are falling behind in their learning.

As we continue to learn more regarding the virus there are zero excuses on why our children should not be in school 5 days a week.

Stacy Calabrese
78 Ruthfred Drive

I strongly urge you to move to 5 day as planned. This is still creating a hardship for our famil as I have to take my child to work it take off every Wednesday. I also feel many USC parents have been vaccinated. Wednesday is mainly a busy work day in most of my daughters classes. They need to get back to regular school. With clubs and everything, there is still such limited interaction on school. I am for a move to 5 day and more social interaction

Amy Gaither
2059 Hycroft Dr.

Thank you for your continued efforts to ensure our kids are receiving the best education despite the circumstances. There are two main concerns that I would like to express. First, our kids need to be in school five days a week. Please vote to ensure that occurs. Second, the block scheduling in the high school needs to discontinue next year. The hours of free time resembles college. This is obviously not healthy nor effective. Both of my high school students have multiple days each week with 4+ hours of no instruction - even when they are in the building! Surely there is a logistics system out there that can assist in scheduling so that doesn't occur. It's ridiculous.

Thank you.

Heather Shields
1553 Allison Dr.

Please return the students to five full days of school. It's been proven the spreads are not happening in school. It's been proven the kids need in person instruction. It's been proven that THE MAJORITY of this community wants the return to 5 day, whatever normalcy we left behind. Having one half day will further disrupt those who will once again have to deal with work schedules. The students as a whole have already lost too much instructional time and those half days will further their loss for this ENTIRE year.

Robbie Stock
1526 Cook School Road

Thank you for taking my comment. Our children need to return to in school 5-day instruction. The only thing that has come from this virus is vast amounts of damage to our children and it simply needs to stop. Everything from massive debt added to our federal budget that they will ultimately be saddled with to completely rearranging their lives based of political views and fear of something that they virtually have no chance of succumbing to. These teachers unions need a reality check. If everyone had their philosophy where would our basics need come from? Food? Water? Natural gas to heat our homes? Electricity that virtually runs everything in our lives? If the teachers are truly scared, then I want to see their daily habits over the past few months. Have they been traveling? Going to the grocery store? Out to dinner? I guarantee 99% of them have been leading regular lives.

Heidi Chakos
1734 Grey Mill Drive

As a concerned parent with three children in the USC schools, I encourage the USC School Board to oppose the modification to Phase 3 and would recommend moving forward with returning our kids back to a 5-Day FULLY IN-PERSON education.

Nicole Stock
1526 Cook School Road

As a parent of a 2nd grader at Eisenhower and a teacher certified in Ohio and PA. I will gladly take any teachers position that does not want to work. I taught 3rd in Steubenville City Schools (in Steubenville, Ohio) for 6 years after which I went on to teach in Virginia Beach for several years. My former employer/school district has been in school in person 5 days a week since August of 2020 to date. If this school district that is not that far away from USC can be in school 5 days a week then USC can also be in school 5 days with success then I believe USC can do so. It has been a disservice to these students thus far that they even had to endure the hybrid and the politics of Allegheny County. I am thankful for Dr. Rozzo and others that have championed keeping these kids in school. USC school district has done amazing and we shouldn't stop short. The science simply does not support staying at home, not attending school. What science and studies do support is the second and third order effects of students not being in school. Children have suffered physically, socially, emotionally, and academically. We haven't even begun to scratch the service of how detrimental this past year has been on students. Academics and testing will prove that students are behind and not meeting benchmarks. If the teacher union's issue going 5 days is for health and safety reasons then I would like to know what they do on Wednesdays when school is not in session. For instance, he/she at home all day? Does he/she avoid Target, Home Depot and avoid any contact with the public? The issue of "safety" in reality is a nonissue. And the lie "when it is safe" means never! Freedom over fear. If one is fearful then I would urge he/she to gain perspective and take time to reflect on all the things that are a risk to your life: driving in car, eating GMOs, contracting pneumonia, contracting the seasonal flu (which has mysteriously nonexistent now), smoking, using tobacco, heart disease, being overweight, being obese and on. Again, "when it is safe" means never. Lastly, a big thank you to Dr. Rozzo and others behind the scenes that have kept these kiddos in school as much as they have been.

Donald M. Yealy MD
1348 High Oak Court

I strongly urge a return to in person teaching each day. The return to 5 d/week in person education at USC SD, with other distance education options for those children who cannot return to classes for any reason, is the best overall solution. We know much more than we did 12 months, 6 months and 3 months ago. The collective experience supports this change. COVID 19 community and mortality rates have declined since December, and as vaccination in the community rises, the threat will change and become more manageable. Schools pose little transmission risk during the class day, esp. with the mitigation efforts in place at USC SD. There is no medical reason to delay a return to 5 d/week in person teaching, even if teacher and staff vaccinations are not yet complete. The USC SD planning and execution/monitoring of such for the past year is exemplary, and this thoughtful change consideration is another example of such. The data are clear: Our children do better in school - truly "in school" - than with other education methods.. I share this as a physician lead for all COVID 19 activity at UPMC; my perch allows me to see much that most in the community cannot. I see the data, the illness, the care needed, and the outcomes - for those ill and for our children.

Jenny McNaughton
2425 Mill Grove Road

Our preference is for 5 day in person learning at school at this age is best done in person

Kelly Rackley
1180 Polaris Circle

The 4.5 day alternative is useless in my opinion. This Wednesday 1/2 day in school is no different than our kids at home in another useless Wednesday of the most minimal instruction. No offense to the teachers, but this half day of instruction is as useless in person as has been remotely. Our kids need to be back in full time to receive the education we expect and deserve from our district. If I need to come after hours and help clean/prepare then I'll sign up! As for the proposed 2021/2022 school year with the remote option; this is ridiculous. Our kids deserve the full attention IN CLASS from their teachers. If a family wants to remain remote, then I suggest they sign up for PA Charter Schools. I will not approve a tax hike to pay for more teachers to allow for continued remote schooling; which is not necessary in the next school year. Our teachers have been overworked as it is and many kids have suffered long enough. There was a program called "no child left behind", and we now have a gross excess of children being left behind in these circumstances. It must stop.

Alison Lekulich
474 Diablo Drive

I am writing to express support for a full return to 5-day in-school instruction. The proposed half-day makes little sense and is even more difficult for my husband and I to coordinate as working parents. While I commend the Administration and teachers for all they have done so far to get our students back in school, I support a return to FULL 5-Day in-person education as soon as possible. I feel this is what is best for our children. I hope a compromise can be reached and we can get back to full instruction for the majority of the final 9 weeks of the school year. Thank you.

Ashley Workman
1460 Hollow Tree Drive

The proposed plan for a half day on Wednesdays is absurd. This makes the logistics for working parents an absolute nightmare. This plan is much worse than having a full day remote. You have obviously not thought through that. You must assume that all parents are sitting at home, available to remotely teach their children on a whim, with no consideration for their jobs. For families with two working parents, how do you propose they handle the logistics, especially if the parents cannot work from home?! I would like to know this. My husband and I both work full-time and we have a first grader.

One of your tenets is a high-quality education for students. How are any students getting a high-quality education in half a day of school?! That is so incredibly disruptive to THE STUDENTS, especially for young children who already have a difficult time focusing.

Please do not vote to approve this plan - keep the current plan with Wednesdays being remote so at least families can continue to use the arrangements they have made since the start of the school year to teach their kids remotely on Wednesdays (i.e. a pod teacher in most cases).

Amy Baldasare
1280 Rolling Meadow Road

It cannot be denied that children have been one of COVID's greatest victims.

We are headed into a much safer time of year. Case counts are trending down. Children continue to be affected minimally with very mild symptoms and a low risk of transmission. Our teachers have been offered vaccination if they so desire. The science is really working in our favor.

Great. Our children should be on the road to a full 5 day return, right? Well, that's where I fear I am wrong. What is the reasoning for 4 ½ days and not 5 full days?

To be honest, my first grade son works remotely from 8:15a until 11:45a on Wednesdays. It is already a half day. How's that for robust remote education?

In the beginning, it wasn't about the children, it was all about COVID. Now it can't be about the children OR COVID, it must be all about the "overworked" teachers. But the truth is, we are all overworked in our professions because of COVID, and there is no one more overworked than parents, who have assumed the role of teacher among their other responsibilities both at work and at home.

I am asking teachers to do what every other working American has had to do... Sacrifice your time without any promise of additional compensation, and do it for our children. That is your job. Nobody ever said it would or should be easy.

Katie Zimmerman
353 Lirlita Lane

My husband and I are not in favor of a half day on Wednesday. The original plan of full day Wednesday should be what is voted on for going back to school.

Thank you.

KaKatie and Charlie Zimmerman

Danielle Wetzel
1240 Lamson Circle

Thank you again for your work on behalf of the township. As the Board deliberates over the obviously complex decisions to be made about instructional modality and constraints around the school day, please know that there is a need for folks in the community to understand the very unique circumstances of your decision making right now regarding (1) either a full return to 5 day, in-person instruction or a modified 5 day, in-person instruction (half day on Wednesdays); (2) potential for remote instruction in the fall; (3) potential for wearing masks in buildings and so forth in the fall.

Could the following points be made clearly to the public, perhaps after the meeting to help with potential miscommunication in the community: (1) what are the sticking points that would mandate a half day on Wednesdays [i.e., labor, resources, etc.] for the remainder of this academic year; (2) what are the difficulties surrounding decision making for modality and classrooms in the fall [i.e., density requirements, etc.]; (3) what is the timeline for making decisions about the fall.

Praying for all of you and grateful the kids who can be in school are able to be in school.

Kathleen Reeder
2452 Kings Lane

Thank you for opening up our schools safely! I am thrilled that they will be going 5 days a week. My high schooler is so much better off In school academically, socially, and most importantly, emotionally.

Greg & Maria Coury
208 Seegar Road

We respectfully oppose the modification to Phase 3 and prefer moving forward with returning our kids back to a 5-Day fully in-person education. Thank you.

Melissa Walker
2490 Partridge Drive

Please consider either going full day on Wednesday or leaving it as a remote day. A half day is VERY disruptive for working parents who are already struggling during this challenging time. I feel like the district has been extremely deceiving with its reopening plan.

Dennis Walker
2490 Partridge Drive

We've known for months now that children are less susceptible to the transmission of this virus. By now all teacher and school personnel should be vaccinated if they wanted to. This 4.5 days is no sense. We moved to the district for their excellence in academics but I'm afraid to say the district is falling short of their reputation. We need 5 FULL DAYS and NO REMOTE option for the 2021-2022 school year. Remote has been a complete joke and there is no excuse for it. Consider the public you serve and how you're using our tax dollars. I oppose anything short of 5 full days in school. The science backs it.

Erica Baldasare
1317 Chartwell Drive

I am beside myself and completely DISSAPOINTED that a few days before this board meeting it has been announced to the public that the vote for Phase III will not be to reinstate 5 full-days of school, but to keep the 4 full-days and add a half day on Wednesday. I 100% believe USC school district should be on a 5 FULL-DAY instruction model with the continued option of full remote for those that choose that option. It was recently announced that USCSC was awarded the prestigious WELL Health-Safety Rating for each of our six schools. Yet despite this the board is saying we CANNOT open a full 5-days in person, yet other South Hills Schools CAN hold 5 full-day instruction who do not have this rating??? From the start Dr. Rozzo emphasized that the best interests of our students and getting them back to full instruction, and just during the March 8th board meeting he indicated they were working very closely with the teacher's association, yet based on what was proposed all I see in this 4.5 day instruction model is the HEAVY hand of the teacher's union pushing back.

In the color coded instruction chart on page 50 (slide 15) of the proposal, Full Day is marked as Red for "High-Quality Education (Full Remote)". Nowhere in your documentation is it defined as how having one additional full-day of instruction will provide the poor instruction you are indicating. How is the additional full day of instruction any different than the other 4 days of the week? For I'm sure obvious reasons, this proposal was not drafted with the statistics of how large the school population is that in the 3rd marking period is Full Remote. Per the 1/25/2021 Board Meeting minutes (page 28), as of 2/1/2021 Full Remote enrollment would be only 24.6% of the student body population – yet based on the minority representation you are proposing that over 3,000 students not be provided the quality education right they also deserve of 5 Full-Days of instruction. On the next slide in these same minutes (page 29), the Trending Enrollment by Building graph is indicating that shift towards in person enrollment is increasing, again as students/family desire more quality in-person instruction.

I love Upper St. Clair. I love sending our kids to USCSD. However for being one of the top school districts not only in Pittsburgh, but also the state of Pennsylvania, we should be able to figure out how to get our children back in the classroom full-time for 5 days. As I cannot hammer home enough, if other districts in our area can do it – there is no reason why we cannot do the same if our Health-Safety procedures are 'world renowned' based on the award we were presented. Sincerely a disappointed resident/parent,

Erica Baldasare

Kenneth Salmen
2677 Thorntree Dr.

Our kids need to be back in school. If the teachers care about our kids they would be back full time.
Everybody else has to work??

Betsy Wilson
2279 Glendale Dr.

I am writing to address the new 5 day plan. I understand the desire of many residents to have our children in-person 5 days, and I also understand the need of staff members to have the planning time to fully implement the same curriculum and lesson plans for remote and in-person learners. However, the disruption of a half day doesn't seem worth it, when the fully remote Wednesdays have been successful thus far. I strongly prefer keeping the current 4 day model, for the sake of all involved: teachers, families, and students alike.

Tammy Goffin
425 Chelsea Court

I urge the board to please vote to send the children of USC back in to school 5 days a week for the remainder of the current school year. If that is not possible I don't feel that 4.5 days makes any sense and think keeping it at 4 days in person half be better then nothing. Lastly please allow students to be in person all 5 days a week for the 2021-2022 school years. Our children have been through so much this year and need to focus on their education w structure. If a remote option is needed there are other options that don't need to be down by the teachers in the USC buildings while trying to teach students in classrooms.

Gregory Goffin
425 Chelsea Court

The USC students should be in school 5 days a week now and next year!

Susan Coyle
107 Algonquin Road

I vote for 5 days in person! If the students can't return to 5 days then I think USC should stick with the current schedule of 4 days. Four and a half days seems ridiculous.

Amanda McQuillan
516 Harrogate

want to start by saying thank you to all at our school that have worked diligently to provide our students with the ability to return to in person learning while keeping in mind their safety. I really want to believe that decisions are being made keeping in mind the evidence and science provided by experts, and understanding the impact that quarantining of large numbers of students has on the people and families on our community.

The fact is our high school is in the position it is in because of a group of people that have all along refused to acknowledge facts and evidence in lieu of their own belief of personal freedom, and the past week has shown how those who blatantly flaunt their ignorance of safety guidelines affects our entire community. Those of us with a conscience pay the price for their ignorance. It's a really hard thing to explain to your kids.

I don't really understand the push to put our kids back into school for more days when we have spiking cases here in our community and across the country, and haven't really been able to keep our school operational for the past 3 months. 4.5 days seems like an arbitrary decision that is being made to quell certain voices, but with the knowledge the 5 days isn't going to work. We are so close as a nation to getting this under control! I really don't believe that a 1/2 day of instruction is going to make or break my student, but it likely will continue to cause the mass quarantining and school shutdowns that do negatively affect my kids.

This also ignores what we all know to be true - the same people that jeopardize our entire community by ignoring the guidelines will leave in droves over spring break, travelling to places where safety guidelines have been completely banished, and then return their kids to school without a thought.

Not having my kids in school is less than ideal. It's not what anyone wants. But wanting something and it being possible and in the best interest of our community are two totally different things. I am truly saddened that we find ourselves in a position where people will argue the experts for the sole purpose of proving themselves right.

Thank you again for your dedication to our school district and community. I appreciate the opportunity to offer my comments

Tamara Engel
491 Hollydale Dr.

Kids need to have their lives return to normal. If they can be in school for 4 days a week, there is no reason that can't be in school 5 days per week.

Kristin Geros
2351 Norton Rd

I do not see any benefit for our kids and our teachers to return to just a half day on Wednesdays. For those parents that work, it will not provide any relief as they will still need to find childcare for the afternoon. I also feel that it can't bring any relief to our teachers either. If it has to do with cleaning protocols, how is it being managed on the 4 days that they're in school? There are several districts that have pulled off the 5 full days successful from the start. I know USC can do the same, if not better. If the kids can't return to the full 5 days/ week then I think you should just keep the schedule as is with Wed being a remote day for all.

Gavin Tauch
1818 Tyburn Lane

I would like to say, as a STUDENT in high school, that I am happy about how you have handled everything. I think that the four days a week works great for younger kids in elementary school and they should go back to 5 days. But when it comes to high school, it's been very inconsistent between going online, hybrid, 3-day, and even four day. Our schedule changes on a weekly basis and it would be great if we could have some form of normalcy. I feel as though a lot of people enjoyed 3 day hybrid the best and the COVID risk is less. I mean look what happened this past week! You probably don't want to listen to a student, but hey here's my opinion.

Steve Del
1678 Swanson Lane

Please stick with the 4-day hybrid model. There is no evidence presented that specifically shows why a Wednesday half day would yield any improvements over the current model. Half days are known to be inconvenient for parents and less valuable to children, and the current model is well known to everyone. Stick with what is working.

Lucy Curran
2404 Mill Grove Road

Dear School Board Members- As a member of the community, I ask you to reconsider moving to a 5 day schedule as of April 7th. Cases are spiking in the upper grades and this puts the whole community at risk for spread of covid-19. The students at the high school and Ft. Couch are the same students who teach preschool classes and run camps at the Rec Center. My kids must continue to miss out of these activities to avoid risk of infection. Please do everything possible to get cases under control before increasing the number of days of in person schooling. Thank you

Jennifer Grigonis
1802 Tragone Drive

I am writing to express my support for full day in-person education five days per week. I understand that additional burdens have been placed on the teachers and staff this school year. However, I am still disappointed that my three elementary age children will not have even one full school week that is "normal" this year.

I would like to point out that private schools have been in-person since the beginning of this school year and despite having fewer resources in comparison to public schools, they have successfully managed to teach both in-person children and remote children synchronously. They have managed to do this with full days (not half days) and the children have been in school five days per week since the beginning of the school year.

Remote education in our school district cannot operate to the detriment of in-person education. I urge the school district to be prudent with our tax dollars. What is Upper St. Clair School District known for? A high-quality, rigorous education. And re-grouping so that children who need additional challenge are always provided that opportunity. If the district spreads itself too thin, everything will suffer.

The CDC recently revised its recommendations. Plexiglass dividers are no longer recommended. Assuming the county health department and PDE revise their recommendations based on the CDC, take down the plexiglass. Unless it provides some tangible benefit (e.g., eases quarantine requirements) it has no place.

I also want to express my support for high-quality education without the use of iPads. iPads are not necessary at the elementary level and their cost is not justified. I recognize the need to be able to transition seamlessly between in-person and remote this school year but I highly doubt it will be necessary next school year. Good old pencil and paper did the trick for generations. Let's get back to that and get our kids off of screens while they are in school.

Leah Fidler
1737 Grey Mill Dr.

Please vote to support in person instruction option for 5 days a week for our elementary school kids. Our kids need the consistency and our schools have done an amazing job keeping our families informed and safe. Thank you!!!

Julie White
520 Long Drive

Please vote to approve going back to in-person instruction 5 days/week beginning April 6. Thank you!

Meg Webb
394 Southridge Dr.

I would like to comment on the return of 5-day in-person instruction throughout our schools. This is necessary, and it has been, or is being implemented by surrounding districts in the region. The USC Teachers union doing everything in their power to block the start of a 5-day schedule is at the detriment of our children, and it is unnecessary. In addition, what is the thought process behind adding a 1/2 day? If children are going to be in the school building on Wednesday...What is the purpose of sending them home 3+ hours early? It is just further disruption, and more important, less instruction, for our children!

Uzma Shah
1540 Fox Chase Lane

First and foremost, I'd like to thank the board, administration, faculty and staff for their unwavering commitment to our students and teachers during these difficult times. The choices are difficult, the data can seem erratic, parental pressure and emotion continue to run high, making your work that much more difficult than "the usual." Again, thank you for going the extra mile.

Second, while like most parents, I am eager to get back to the traditional 5 day a week, full-time, in-person experience, I appreciate the balance being struck with the teachers association, and students/families that need to stay remote for a variety of reasons. Assessing remote numbers and how to continue to balance the education and mental health needs for all is crucial to the equity and well-being of our community. I trust that the student data and staff availability will be well managed towards this endeavor.

Third, while most of us would love to see the days of needing to remote access, masks, and desk shields, gone, removing them will be a challenging task as we adhere to the mission of the district and the science behind the COVID variant. As we continue to watch the race between vaccination rates and the spread of the variant, sadly, the need to remain flexible in teaching models remains, but hopefully, not for too much longer, as the race seems to be heading in our favor. The virus and its variants can only mutate and spread via human hosts. Investing in non-invasive saliva testing kits for students and staff, have proven to be effective in keeping schools (mostly private) open. Might be worth researching for our district.

Again, I thank each one of you for the extra time and energy you've put into your role while serving on the board. Your dedication is noted and appreciated.

Joseph Fidler
1737 Grey Mill Dr

we have a 2nd and 4th in streams. we support full time in school. Thank you for all your hard work!

Amy Sarkett
1303 Rolling Meadow Rd.

Thank you to the district administration and school board for working so hard to provide the best possible school year given the circumstances that we are in. I'm grateful that things have been handled as well as they have been and appreciate all the information available prior to the meeting tonight. As a parent of students in the upper half of grades, if Wednesdays are going to continue to be half-days, it makes sense to me for those days to continue to be remote. I'm not sure I understand the logic of getting the students, especially the older ones, there and back for days that are so short. However we will work with the decision made as I know there are many factors to consider. I also want to note that I strongly support a short-term delayed in-person return following spring break particularly for the high school given the very high numbers present in the high school right now and the increased likelihood of additional exposures over spring break.

Ruth Rush
1133 Galaxy Circle

I have three children in the district; a 7th grader at FC and two high schoolers - 10th and 12th grade. My concern with returning 5 days a week is for the high school. The elementary and middle schools have had a mitigating effect on Covid. I believe the high school has been less successful due to the higher population of students and the social/athletic aspect of high school aged kids. Please consider keeping the current hybrid model. This model is much more conducive to the safety of our kids. My senior has indicated that she is afraid to go to school after the most recent aspect. Both of my high schoolers are home this week as such. I implore you to keep the hybrid model for at least 2 weeks after spring break considering how many USC families are traveling, some to current hot spots. Thank you for your consideration.

Beatrice Scheuerle
615 Trotwood Ridge Rd.

I am truly grateful for the efforts to appease this extremely divided community by exploring options and alternatives to scheduling this year. The five day return truly has little impact on overall well-being and education by this point in the year. We've gone this far and can easily continue down the same 4 day plan, or shift to a full five days. The staff, however, desperately need the time that exists within the current working plan. Teachers are doing everything in their power to educate our kids. They bend over backwards for us. The nurses have put themselves at risk and been under extraordinary pressure. Every school employee, in every capacity, has gone above and beyond for the greater good of this community. To rock their boats once again is to discredit all they do for us. We give them thank you lunches and gift cards and signs calling them heros, but how disingenuous is all of that when what they need is time and consistency? The half day proposal will have such minimal impact on our children at a great cost to those who serve them. I speak from experience when I say that half days are often harder to execute than a regular day of either in person or remote instruction. I feel like I've run a marathon when teaching on a truncated schedule and I rarely feel I can accomplish what I'd like in that time. I'd much rather have planned for a regular day of remote instruction than deal with the chaos of moving bodies in and out of the building with barely enough time to get through much of anything. Additionally, the students tend to be more antsy and unfocused with altered or shortened schedules. The day of remote instruction is at least consistent at this point.

Personally, I find it more difficult to arrange for half day care and transportation for my children than to stick with a schedule that is already working and in place. I've chosen to drive my children to do my part to lessen the number of students on the bus, knowing that for many families, driving is not an option. Mid-day transportation, however, won't be possible for us and so we will have to shift to bussing. In the end, we'll make whatever work because being flexible is what's needed this year. I just can't justify the burden this puts on the staff, simply so that the district can say they put students in seats 5 days a week. The benefit to students just isn't worth that amount of chaos to staff.

Please take into consideration the unintended consequences to the staff that has been so loyal to this community before approving this half-day plan.

Carrie Fick
1919 Murdstone Rd.

Hello, I am in support of a full day on Wednesday for our children. Also, I am concerned that allowing remote learning in the fall will stretch our teachers to the brink. With teachers having to teach both in-school and remote students at the same time, the quality of the education is not as high as I would like. On Wednesdays, my fifth grader barely has any school. It feels to me that there should be designated teachers for remote learning. I am in support of removing the plexiglass barriers between the children as soon as possible. It's time for fear to take a back seat to the mental health and development of our children. Since the CDC just issued new guidelines for school (3 ft vs 6 ft), is there a way that we can distance ourselves from the Allegheny County Board of Health attestation/contact tracing? I feel that USC is attached to them with a ball and chain, and will have difficulty moving forward to any form of normalcy for our children if we are under their rule. Most parents I speak with are not concerned about their children catching covid, since it much less dangerous for children than the flu. According to a recent CDC study, 20% of unvaccinated people that recently donated blood had covid-19 antibodies. When the time comes for the vaccine rollout for the children, please keep in mind that there are already over 1700 covid vaccine-related deaths that have been reported to VAERS. According to the Harvard Pilgrim Study, only 1% of vaccine injuries are reported to VAERS. Where there is risk of neurological harm, autoimmunity and death, there must be choice.

Julie Williams
300 Alamo Drive

Please go to a 5 day model in April. A half day seems pointless and inconvenient for parents & teachers. I'd rather stay remote for Wednesday than have a 1/2 day. I work in a district that has been 5 days in school since August. There has minimal disruption in the elementary & middle schools. Also please consider adding temperature scans when students arrive instead of relying on families to take temps at home before school. Thank you! Our family has greatly appreciated everyone's hard work in getting our students back to 5 days.

Lisa Laurent
2305 Hidden Timber Drive

I would prefer for the remainder of this school year that our children attend at the current 4 day model to ensure safety measures are intact until most Americans vaccinated.

Colleen Mycoff
528 Clair Drive

I am opposed to a half day in person on Wednesdays. If it is only going to be a half day of school, I would rather have my kids learning remotely on those days. The stress of getting them up early and dressed on time for school to only be there a few hours is not worth it to my family. I also feel that it makes days harder for working parents.

Megan Palucis
221 Carriage Lane

Our family would prefer to keep Wednesday as a remote learning day at home.

Lynne Amatangelo
2149 Hycroft Dr.

Please bring our kids back to school for 5 FULL days. My kids learn so much better in person, and it's so much better for their mental health. It's been proven the school setting is not high risk for spreading Covid. Thank you.

Sarah Smith
3344 Comanche Dr.

To USCSD Board Members, Thank you for taking the time to assess the situation and desire to keep people safe. That being said, I am confused by what I am interpreting as a shift in policy. Earlier this year you released a full 5day return for April 6th. Now it appears you want the appearance of being 5 days without actually being 5 days. You current plan actually makes my planning and accommodations HARDER as a working parent than before. This half-day attempt on Wednesday makes no sense to me. If the students need to be in school, then send them for the full day. If there are health/safety concerns, or the need from our teachers for this to be a remote day, then leave remote. You are not helping me or my child by adding another variation to our schedule. Please- either keep 4 day model as it stands or go to 5 full days. Remove the half day option for Wednesdays. It doesn't make sense and it further complicates my workday as a parent.

Cortney Honeycutt
323 Howard Dr.

I would like to see Wednesday's stay a full-remote day as opposed to 4 days in school with a 1/2 day Wednesday. I believe making that 1/2 day will just add extra chaos to an already hectic year.

Alston Goldberg
202 Carriage Lane

Please send our kids back to school five days!!

Bryan Bishop
1802 Tragone

I am writing to strongly express my support for full day in-person education five days per week, not 4 days and not 4.5 days per week.

In reviewing the slides for the meeting tonight, I was very disappointed that my three elementary age children will continue to not have 5 full days in person.

I understand that additional burdens have been placed on the teachers and staff this school year. However, I do know that many private schools have figured out how to do full 5 days / in-person education since the beginning of the year.

I also see that the CDC recently revised its recommendations and plexiglass dividers are no longer recommended. I assume the school will be working with the county health department to remove the dividers ASAP.

Please get our kids back in school 5 full days per week and back to a normal environment.

Andrew Baldasare
1280 Rolling Meadow

About 37 hours prior to the final proposal for Phase 3 of returning our kids back to full schedule, the administration modified the original proposed plan provided in January to only include 0.5 day on Wednesday. In the March 8th school board meeting, Dr. Rozzo stated "[...] the more we move toward normalcy for our kids it makes a huge difference for them, a significant difference for them and we want them to be optimistic and encouraged about moving into the summer [...]" Well today, I am writing to the administration letting them know I am DISAPPOINTED in this proposal and would like to let the Teachers Association that YOU ARE NOT PROVIDING THE BEST education for OUR kids by negotiating a .5 day of planning. The PARENTS are watching you. To the administration: Wake Up. Our current Wednesday education is a JOKE and just another notch toward the 180 days. The new approach will be the exact same – we all know how half-days work... they are worthless. To the teacher's association and administration: We have 150+ staff that are making over \$100,000. We have 13 administrators and principals making between \$112-\$182,000. We won an award for having the "Best Cleaning Solution for Schools in the entire World." And the BEST SOLUTION that the team could come up with is a HALF day? When Dr. Rozzo stated in the March 8th meeting saying this is a "significant lift," asking for our teachers to remove the ½ day planning session for synchronous learning, I find this solution is irresponsible for our children. WE ARE HERE FOR THE CHILDREN. In any other job, an employee is responsible for completing all planning, regardless of time or effort, to accomplish the goals for your business. This half-day planning time is a SCAM. You had 6 months to figure this out. You have failed our kids.

To the school board: I hope you are questioning the true intentions (selfishness) behind this proposal. You were elected by the citizens of our township and you should be questioning the VALUE ADDED of missing .5 days for our kids. That's your DUTY. Dr. Gans, thank you for your question during the March 8th meeting – we appreciate your willingness to look at the facts – or lack thereof – of that proposal Dr. Rozzo's described in the March 8th plan to POTENTIALLY see a modified Wednesday schedule. This insight has led me to conclude that this is no longer about COVID or Health concerns of our kids, its about the teachers (some, not all) inability to perform at their job. This modified Wednesday schedule is GARBAGE and we demand better.

Nicole Paoly
354 Myrna Drive

I am writing to state my support for continuing the current schedule of four days in person and Wednesdays remote.

Lori Fazio
200 Fieldgate Dr

To whom it may concern, I am in favor of moving to 5 full days per week for in person instruction and I oppose any such measure that is short of 5 full days per week in person. My 10th grade daughter has a full class schedule, that is 7 classes. During the 2021 semesters, her schedule is as follows:

Monday – 3 classes

Tuesday – 4 classes

Wednesday – 7 classes

Thursday – 2 classes

THIS IS NOT A TYPO- 2 classes.

Friday – 4 classes

During the fall semesters, she never had one day of instruction with 7 classes and it's no longer acceptable. The reduction in her education is to modify lunches, allow for social distancing for lunches, allow for remote student instruction, etc. and this is having a negative effect on her education. So much so that she has resorted to other on-line means of "teaching herself" due to the lack of full availability from the staff. Yes, I am a concerned parent, but more so, I am a parent who is tired. Tired of the over-accommodating, tired of misinformation, tired of playing politics, tired of those who are not paying attention to science and tired of my daughter and all her classmates suffering the consequences. I pay incredible tax dollars in this district and I do this for my daughter's education and a safe school and community environment for her to grow. Sadly, she is not getting the education she deserves. Other districts have been able to move to 5 days per week and USCSD is behind and now our children are behind. That is a fact. The teacher's union is opposing 5 full days a week in person instruction because they say teachers need TIME to plan. Look, it's your job to teach. It's your job to plan. You have all been very fortunate to keep your job and your full-time salary while so many people during this pandemic have lost their jobs, their livelihood, and their homes. I can guarantee, USC will start to lose its tax base and you will be in a far more difficult position when this happens. If you are not in this profession to be the best teacher you can be and to provide the best possible learning experience to children, then you chose the wrong profession. Stop the nonsense, stop playing contract games and remember why you chose this profession.

Melissa Galbraith
2651 Quail Hill Drive

Our teachers are amazing and have worked above and beyond to give our community and their students what was needed this past year. Keep Wednesdays remote and don't add more to their already overwhelming plate. Regardless of what parents feel, without the teachers none of this is even possible. They deserve to be the one's leading this discussion.

Alison Goldberg
202 Carriage Lane

Please send our kids back to school five days!!

Mario Scott
327 Alamo Drive

As a working mom with 2 children attending Streams, the Wednesday half day makes no sense for my afternoon kindergarten child. According to the plan she would be in school on Wednesday for a total of 1.5 hours, that is not acceptable. I have my kindergarten daughter in a POD each Wednesday where she receives an all day education and she loves it. If your going to start this there needs to be flexibility for me to let my child continue with her POD each Wednesday. This year has been stressful as it is trying to work and get my children to school and a good education and now this? Think about the kids AND working parents!!!!

Cassie Albright
1471 Main Street

Please move forward with putting five full days of school back in place. My daughter needs to be in school full time. She has regressed so much this year and I'm afraid it's going to take quite some time to catch up. While the teachers have done a nice job with remote learning it just doesn't compare in person learning.

Carissa Howard
1849 Winchester Dr.

I'd like for the board to approve 5 full days of school and not the half day on Wednesdays. If the school will still be offering full remote instruction through the end of the year, which I believe is unnecessary for the younger students, then those students should now be consolidated into 1 group for 1 teacher per grade in order to decrease teachers' work loads in accommodating both remote and in person learning. This comment is especially targeted to the elementary schools. I understand how it might get more complicated for the older grades. The point is, the large majority of the elementary population is in person and the teachers should be able to teach 100% in person to those students.

Scott Hawkins
2215 Morrow Road

Please resume a normal school 5 day a week school schedule. Teachers need to get back to basic face to face learning. Children's mental and physical health has to be our top priority.

Jonette Shanahan
1707 Swanson Lane

I am in favor of 5 days in school beginning in the fall. Our children don't get this precious time back in their lives, being in school interacting, socializing and learning is critical for their development and mental health. There is no evidence that this will pose a health risk in the fall.

Christina Casciani
1411 Candlewood Drive

Regarding the upcoming move to a 1/2 day on Wednesday - I don't believe this adds ANY value for the kids and only disrupts their learning for that day - it also adds more challenges for working parents who already have the 'remote Wednesday' schedule figured out. If we can't be a full day on Wednesday, I think it's best to just leave it as-is.

HOWEVER - I am MUCH more concerned about the plans for the upcoming 2021-2022 school year. If adding a 5th full day is not an option this year due to additional time the teachers need to plan for their remote kids, how will this issue be resolved so we can offer 5 full days next year? If remote learning is going to continue to be an option, are we going to hire remote-only teachers so this new offering is not at the detriment of those students attending in-person? Will in-person kids go back to being grouped for Math/ELA like they once were for the best learning experience? Will any of these changes (like hiring more teachers) increase our taxes? Will plexiglass barriers still be used (even though it provides no additional protection/value and only obstructs the kids from being able to see the board)? These are the things the district needs to be planning for now and there should be parent involvement in the process instead of us just being communicated to once it is decided. Thank you.

Lilia Pries
210 Carriage Lane

I have concerns with returning to school full time for the remainder of the school year. We are currently in a mini outbreak at the high school. It is difficult to socially distance at the high school and many of the students who tested positive contracted this virus while wearing their masks. I think that all of your careful decision making up to this point has shown nothing but care for all members of this community. Please continue to make decisions that put our kids' health and safety first. Thank you for all of your hard work.

Meghan Coulehan
3377 Cochise Drive

In a household with 2 working parents, half day Wednesdays will be a challenge. What's the rationale? I'd rather stick with full remote Wednesdays or full in person Wednesdays. Thanks

Casandra Hrvatin
2324 Mill Grove Rd.

Working parents of Kindergarteners will be struggling with childcare on Wednesdays. Many of us have pods with hired teachers to deliver the classwork. If Wednesday goes back in person we will lose our teachers and have to settle for a grandparent or babysitter. Is it possible to have an option to stay remote vs. in class on Wednesday? Thank you, Casandra Hrvatin

Katherine Scherer
2146 Meadowmont Dr.

I OPPOSE approval of the modified 5 days in-person instructional model at the high school. •
I have one HS student, and one Ft. Couch student. •
The HS total count is at 48 positive cases in the past 14 days (as of this writing). •
This number has more than quadrupled (4x) in the past 10 days. •
This is the largest spike this school year, in any building. •
This is a significant and widespread outbreak that requires moving to a more remote-based instructional model. It does not warrant an increase to in-person instruction. •
The district is not following PDE recommendations to the HS, despite clear indications to do so. •
For the HS (large building size (>900); moderate level of community transmission in Allegheny county; and 11+ positive Covid cases among students/staff), PDE recommends: •
Close school(s) for 14 days* (*If case investigations, contact tracing, and cleaning and disinfecting can be accomplished in a faster time frame, the length of closure time may be shortened.) NOTE: This indicates schools still need to be closed, but the length of closure may be shortened; it does not indicate schools may remain open. •
Clean entire school(s) • Public health staff will direct close contacts to quarantine •
<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/SchoolClosureRecommendations.aspx> •
If the school board approves the 5 days in-person model, it is not only failing to adhere to PDE recommendations, but it is flagrantly disregarding them. •
The school board should vote AGAINST the modified 5 days in-person instructional model at the high school.

Jennifer Russell
15 Mitchell Dr

I fully support my kids going back to school 5 days a week in April. It's time to go back and give these students a sense of normalcy.

Jessica Enloe
238 Navajo Road

Please allow children back into the classroom for the full 5 day school week.

As of March 19th the CDC updated the recommended school guidelines to include

Revised physical distancing recommendations to reflect at least 3 feet between students in classrooms (instead of 6 feet)

Removed recommendation for physical barriers.

Therefore, each classroom will have enough space to accommodate students attending class for the full 5 day school week.

Furthermore, a half school day on Wednesdays would only further destabilize the routines that our children thrive on. This would also create a burden for homes with two working parents, and disproportionately harm single parent households.

Each school can be thoroughly sanitized in the evening. Weekends can be used for deep cleaning the schools. Peters township and many other schools around our country have successfully implemented a 5 day school week with little to no difference in community spread. It is time for the USC school district to do the same.

Julia Clark
585 Harrogate Road

I very much appreciate all the work that has gone into making it possible for our kids to be in school as much as they are. For my daughter, routine is extremely important to keep her on track and focused. We have adapted to the routine of two school days, one at-home day, two school days, and I would like to keep that routine, instead of changing it for the last two months of school.

Anne-Marie Shaw
1460 Meteor Circle

With spring break coming up and the amount of USC families i have heard traveling for spring break, I do not think it to be safe to go back to 5 day school days on returning to school after the break. With students still not vaccinated and no date in the possible future for them to be vaccinated the spread of the viruses is still critical to control in all the buildings. I still believe the 4 day is the safety way.

Mandy Thomas
227 Orr Road

I want to urge the Board to maintain a 4-day in school schedule rather than 4 1/2 or 5 days. This will allow the teaching staff adequate time to prepare for continuing remote instruction and for continued extra sanitation and cleaning.

Howard Goldberg
202 Carriage Lane

I would like to STRONGLY advocate for return to a 5 day school week for children in the Upper St. Clair public school system.

Michael Irvine
2525 Boyce Plaza Rd

I'm still following the experts/science and this tells me to remain remote with our families circumstances. I will reevaluate in August. Be well and be safe!

Stephanie Cooper
161 Highview Dr.

A half day on Wednesday is simply not an acceptable solution for our children on Wednesday's. There needs to be an acceptable solution for both students and teachers to get the children back into the classroom FULL TIME. If additional teachers or resources are needed for this to occur, than these should be persued by the district. Surrounding districts have figured out how to make 5 full days work and as one of the top districts in the nation, USC needs to figure this out as well.

Trisha Krofcheck
2424 Huntington Dr

Going from 4 day to 4 1/2 day for the remaining 9 weeks doesn't make sense. Either keep it 4 days or go a full 5 days. Kids are not going to get the same instruction that they would from a remote day OR a full in person day so what does a 1/2 day do to help their education? Isn't the whole point to give the kids the best education they can and I don't think going 1/2 in person will do this. Not to mention all the working parents who have to now figure out 1/2 day care for their kids. If it's not safe enough to have kids in person for a full day how is it safe for 1/2 day. Don't just do it to say we got them in person 5 days a week. Not happy with the decision. Keep it 4 day hybrid if that is what works best for kids education and safety.

Holly Dietrick
2038 Mohawk Road

Dear USC School Board, I would like to thank you for your efforts to keep our kids in school during this difficult time. I know that it requires a lot of your personal time and was not always favorable. I would like to express my concern about returning to school 4.5 days a week. I have been driving my children to and from school to lighten the bus load . Having a half day on Wednesday makes that more difficult for me to do that and I am sure finding child care for a 1/2 day is more difficult for others.

I am also concerned about the High School returning to 5 days. This past week is more than enough proof that 4 days is even a lot. Many families continue to send children pending test results or refuse to get their child tested for the sake of sports. This is a huge problem which is very disappointing and out of your control. I can not imagine what after spring break will be like when people return from traveling .

Finally I would like to speak in behalf of the teachers who have gone above and beyond this year. I believe that they need and deserve a day to catch their breathe and catch up. They are teaching remote and in person everyday. Wednesdays are a day that they are still teaching but also gives them time to get things done. I am guessing many of them have had to cover classes and missed their prep periods which are precious. Time to teachers is precious!!

Giving the teachers this remote day is good for their mental health . First rule of managing people is less stress, happier environment more productive . I don't see how one more day changes anything at this point . It just seems to me it would be a feather in someone's cap saying we went 5 days a week but at what cost? USC teachers have done a great job!! Let's keep their environment less stressful. In closing there are many reasons to stay 4 days and I don't really see the benefit of going 5 days at this point in the year.

Holly Dietrick

Jodie Donina
2608 Monterey Dr.

After review of the proposed 4.5 day week, please just keep Wednesdays remote for the next 9 weeks. The plan is very disruptive, especially to working families. Also, my daughter is in pm kindergarten and the proposed schedule is absolutely ridiculous. She will be getting on the bus well after her brother is home from school. It would be nice to just have synchronous learning on Wednesdays for kindergartners. If you can't offer 5 full days, please just keep the current schedule.

Rocky Saporito
2385 Engelwood Dr.

I am in favor of the 5-day a week, in person model.

Erika McElligott
2341 Cramden Road

The district currently has over 40 Covid cases in the High School alone this week (if you disregard the reset to 0...). This is over 4.5 times the max limit of cases when other districts decide to close their schools (Lebo=8). Clearly, there is an issue and opening 5 days, let alone 4 days, should be reconsidered. For the record, if it has not been reported this evening, a number of families chose Remote Learning this week due the high numbers. Finally, please listen to the students and staff.

Louis Oliverio
1725 Hunters Path Lane

I am writing today for the following reasons: (1) to express my disappointment that following a major disruption in education in the 2019-20 academic year, Upper St. Clair will apparently not be offering 5-day in-person education for any portion of the 2020-21 academic year; and (2) to urge the School Board, the Administration, and all parties with input over education in the Upper St. Clair School District to prioritize the availability of 5-day in-person education for the entirety of the 2021-22 academic year so that our children do not suffer through 3 academic years with an interruption to their normal education. I already fear that substantial damage has been caused by the prior interruptions, but am even more fearful of this being aggravated by the students continuing a hybrid or anything short of normal education in 2021-22.

Regarding my disappointment regarding the failure to offer 5-day education in 2020-21, I temper this disappointment with an acknowledgment that our educators have faced a heavy burden by having to administer two educational models simultaneously--and that making substantial changes in either track in the midst of an academic year is difficult. I value and admire the sacrifices each of our educators have had to make as well as the time spent by all Administrators to implement multiple instructional models in the 2021-22 academic year.

It is apparent, however, based upon page 15 of the slides, that the recommendation to return to a 4.5-day learning model rather than a 5-day model was driven by considerations for the remote learning model. While I do not endorse materially impacting the remote model in the final quarter of this academic year, I urge the School Board to consider what precisely would be required to implement a 5-day in-person learning model in 2020-21; more importantly, I strongly support the implementation of an educational model being adopted for 2021-22 academic year that will enable 5-day in-person education to resume for all students that is not impaired by a remote model.

The District's goal, as stated in page 20 of the presentation, is for 5-day in-person education in the 2021-22 academic year--and I urge the District to begin planning now for ensuring that this can be done even if there is some type of remote learning component in 2021-22, nothing about that remote learning component will impair the ability of our students to return to 5-day in-person education in 2021-22, and, hopefully, as the 2021-22 academic year continues, a restoration of normal education and activities for the students for a substantial portion of that 2021-22 academic year. Thank you for your consideration of my comments.

Louis M. Oliverio

Jessica Strub
1798 Tilton

I do not support a move to 4.5 days. I find it disheartening that this is still on agenda when as a district we are showing over 40 active cases in the high school alone. I am not sure I fully understand the benefit of moving to a 1/2 day schedule on Wednesday. In my opinion this only serves to complicate the lives of our students, our teachers and our working families. I implore you to allow a consistent schedule to continue for our families. Thank you for your consideration.

Denise Staub
615 Harrogate Rd

I am strongly in favor of 5 day a week - full day learning for my children. Thank you.

Jessica Locke
1251 Greystone Dr.

I am writing to urge moving forward with the full 5 day IN PERSON education for the 2021-2022 school year. I'm starting to become concerned that remote learning will be available through the district this fall, and I'm afraid this will do a disservice to all the children enrolled in the 5 day in person program. I'd like to gently remind any parent that if they still choose to keep their child in cyberschool, to enroll in PA cyberschool, so our district can move on with the teachers only teaching in-person learning, and everyone will be able to learn fluidly with no hiccup for the first time in 2 years. I have a kindergartener and a 3rd grader, and I'm concerned for their education moving forward. Let's rise above all of this partitioning, and get these kids in school full time! Thanks for your attention.....

Joe Lekulich
474 Diablo

Hello board members,

I am writing to you to express my strong opinion that the schools need to be open a full 5 days for the students to get back to a normal education. The children need the full 5 days to get the most out of the education that they deserve. Upper St. Clair is recognized as one of the best schools in the country and a leader in education. Please start leading as the overwhelming vast majority of USC citizens want to see you lead. Think of what is best for our children's education, and that is to be in school ALL day Monday - Friday.

Thank You for your service on the school board

Joe Levkulich

Lisa Thorp
2427 Huntington Dr

I want nothing more than for my 6 year old to have some normalcy in her life, especially now. She wants to be in school so badly, and I want her to be there. Safely. Like all kids, my kids deserve a quality education from loving and supportive professionals. That's why we moved to USC 18 months ago. Unfortunately, right after moving here, I was diagnosed with Acute Leukemia and, unbeknownst to me, the doctors told my husband I had 1-2 days to live without treatment. We were wearing masks to the grocery store before it was "the thing to do". My discharge papers from Shadyside tell me to "avoid small children"--that doesn't really work for us. They live with me. Given their ages, I control their everything. I appreciate all the work that the various stakeholders have put in to the reopening plans for USCSD. I was ecstatic to have my daughter in school two days per week. It was going so well for us. That choice was taken away from us. I understand that virtually all families have had to make tough choices and sacrifices throughout this past year. I don't begrudge anyone for making different choices than we have. But I could not, in good conscience, keep our daughter in classes knowing that the subsequent decision to reduce communication from the USCSD administrators about ongoing cases, simultaneous with the reduction in contact tracing from Allegheny County. It just felt like a non-starter. I was really hoping that by the end of the year, I could get my daughter back in school for some valuable and much-needed face-to-face learning experiences. Unless someone can ease our minds about how positive cases are communicated, we'll need to look for a better fit elsewhere. My kids need to learn in school. But they also need a mother who can tuck them in at night and hug them without risking life. Especially now, a year in to this ordeal, with record high spread. We're beating back this awful thing every day, but we need to give medicine a chance to catch up before we plunge headlong into a false sense of security. I hope you can understand that the current level of communication from USCSD does not foster that support for our family, nor does it inspire confidence. I'm going on record, asking for someone from the district to reach out to me, as my pleas have not yet been addressed and my calls have not been returned. Because the illness is my own and not my kids', we seem to slip through the cracks of the current medical exemptions. Please help our family to navigate this in a healthy and supportive way. Thank you.

Emily Spence
1784 Sapphire Ct.

I was disappointed to see the Wednesday return as being only a half day. This feels like continued compromised education. I was very much looking forward to a full 5 day return so that USC kids can get the full time in person education they need in an environment they can thrive in. It also feels disruptive to have a half day especially if there is asynchronous work that needs to be completed the second half of the day. I will say I am immensely grateful for the care the district has taken this year in getting our kids in the building as much as possible. And my daughters teacher Miss McGonigle has been absolutely amazing. We are close to reaching our goal of 5 days and it sounds like we won't get there at all in this school year. What will this mean for next school year if we still have the remote option? I am very much hoping for a normal return in the fall. Thanks again for your commitment to education, let's figure out a way to 5 full days!

Bill Thorp
2427 Huntington Dr.

I wish that we were alerted whenever a child from a class was positive for COVID. I will be instructing my children to demand to go home if a cluster of children are missing from a classroom. I encourage all parents to do this. I can trust a six year with the responsibility of perceiving and responding to a risk, but it seems I cannot trust the school district.

Elizabeth Huzjak
1533 Fox Chase Lane

Please consider maintaining a 4 day in person school week as opposed to a 4.5 day in person week. The benefits of a half day of school do not out way the cons. If a full 5th day can not be added at this time, maintaining a remote day is a better option. This mid-week break has been beneficial from a mental health standpoint. Students can sleep in a bit longer while still receiving a full day of instruction. The hassle for families and expense of transportation and building maintenance for a half day of instruction does not seem worth it.

Tara Wells
216 Brookside Blvd

Please, can we think about the teachers in all of this? I have pretty much accepted that (as 2 full time teacher working parents), that I have to have my children go with whatever plan is voted on, regardless of what I feel is right. However, these teachers need time. Time to plan, time to redesign plans, time to grade and to enter those grades. This year has been nothing short of exhausting for educators. My current district currently still has asynchronous instruction on Wednesday's, and I pretty much utilize that entire day to catch up on all of the necessary planning, grading, paperwork, etc. that is needed for ALL cohorts. Since we have exhausted thinking about all of the students this may once again affect (especially after another child of mine has just come off of yet another quarantine that has disrupted learning), could we at least think about all of your educators who have stepped up in ways that many may not even realize to try and make this work this year. They need TIME, please give them the much deserved and needed time!

Donna Evans
3332 Ponoka Rd.

For the mental health of minors, their on going development, and for the economic stability of district families—please get these students back to school full-time immediately.

Lisa Thorp
2427 Huntington Dr.

A question, not a comment: Please describe in specific detail the type and means of communication that I can expect to receive as a parent, in the event of a confirmed or presumptive positive coronavirus case in my child's classroom during Phase III. Thank you.

Liza Burlingame
1511 Candlewood Dr.

Although I am fully in favor of resuming school five days a week, I think the proposed half-day schedule on Wednesdays is pointless. Frankly, I would rather continue with the four days for the remainder of this school year rather than have this disjointed experience for my children.

Heather Warmke
397 Manordale Rd.

Good evening and thank you all again for your continued efforts to get our children in the school buildings.

I spoke in person the last time there was a vote to get kids back in school and I was very happy to see the outcome for this. However, it was my understanding that these kids would be going back 5 full days - wasn't this the goal? After talking to people on the board and not, I found out that the reason why Wednesdays are remote wasn't because of cleaning the schools, it is Bc of the staffing and some teachers pushing back. This is why we aren't going to 5 Full days and it's sad on many levels. I understand they have a burden on them that requires double the work. I've yet to meet a profession that hasn't had to make significant changes at work. I have been working in the public since day 1 of this horrid virus. I'm not vaccinated yet and yet I still had to work. USC teachers are vaccinated and yet we still aren't going back 5 full days? Well, Mt Lebo who was totally against getting kids in school are back 5 full days and here we are again- USC disappointing the children again. I certainly hope there isn't a question come August of 2021 for these kids to return to 5 FULL DAYS. Please reconsider this decision. Respectfully- Heather Warmke

Michelle Fibbi
526 Long Dr.

I would truly prefer to stay with the 4 day model

Otion Plan

— USCHS Student Wellness
Steering Committee —

Where did we start?

- Brought in Yoga instructors
- Gave out candy during finals week

What have we done? →

Student Wellness Steering Committee

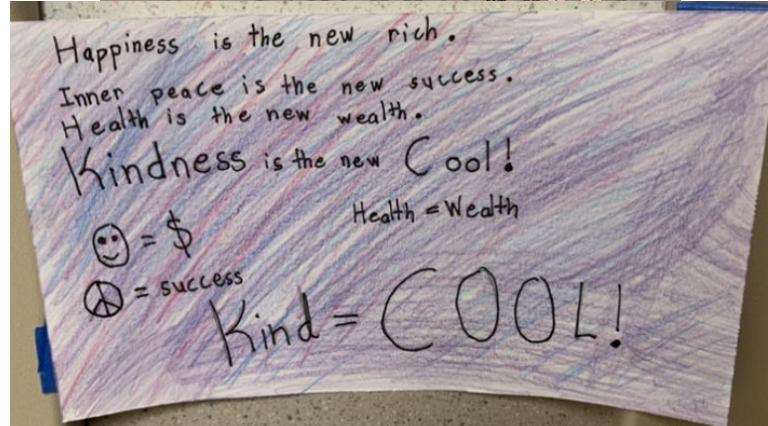
→ January 2019



Upper St Clair Girls Soccer Outreach → October 2019 & 2020



Children for Children Charity Event at Streams Elementary School → February 2020



Kate Gladdin Speaking to Students at Upper St. Clair High School → February & October 2020



What is our proposed goal for the future?

- Long term → Otion

OTION



What is Otion?

- Kate Gladdin
- Coaching platform for teens, parents, and school professionals

Member Welcome

Ask Kate

Live Coaching

Resilience Video

Podcast Library

Bonuses & Freebies

Anxiety

Body Image

Confidence

Fear

Future

Grief

Inspiration

Mindset

Motivation

Pandemic

Relationships

School Stress

Coaching Recordings



Want a new sense of control in your life?

Learn Kate's essential skills to navigating life's chaos with more resilience.

[watch the video](#)



Feeling stuck? Zoom coaching with Kate!

Get a coach's perspective and guidance on tough topics teens struggle with.

[upcoming coaching calls](#)



Podcast episodes specifically for teens.

Can't stop procrastinating? Just been dumped? Battle body image issues?

[explore the podcast library](#)



Submit a private question for coaching.

Want extra support with an issue? Write to my team here.

[ask coach kate](#)



Bonus resources & support.

Extra resources (including VIP classes) to help you upgrade your resilience skills.

[explore the bonuses](#)

Why does USCHS need Otion?

- 1 in 5 teens have a mental health disorder
- Suicide rates increasing rapidly
- Otion will be piloted in USCHS spring of 2021

What do students think?

“Otion could be just what the school needs. What I am wondering is how it will be advertised. If advertised well, I think this could change students lives.”

“Really well laid out. I think more schools would use it if they knew about it. Many schools have mental health programs that they could use this as a resource for.”

“No downsides! No brainer! Take advantage of it! We (stuco members) can help advertise.”

What do parents think?

"I think our schools and counselors are great, but there are just not enough resources available to the kids to help them work on their mental health."

"I believe the only issue you will have with this is getting kids and parents to sign up and engage in this program. I do think many teens will jump at the chance to participate in a program like this. Kate is awesome and draws her crowd in because she is so relatable. "

"I really enjoyed the topic and the relationship between our feelings, thoughts and emotions and the effect it has on teens."

Potential Next Steps

Advertising:

- Student Council and Wellness Committee members
- School counselors
- Teachers
- PTC Wellness Committee

USC Strategic Plan

- Empowers students technologically
- Students are mentally healthy and supported
- Response to students' personal wellbeing

Questions?



UPPER ST CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Mr. Patrick A. Hewitt, President • Mr. Phillip J. Elias, Vice President • Mrs. Amy L. Billerbeck
Mrs. Barbara L. Bolas • Mrs. Jennifer L. Bowen • Dr. Daphna Gans • Mr. Louis P. Mafrice, Jr.
Mrs. Angela B. Petersen • Mrs. Jennifer A. Schnore
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD MEETING MINUTES

Monday, February 22, 2021 @ 7:00pm
Executive Session @ 6:30pm (Personnel)
District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on February 22, 2021 in the District Administration Board Room.

School Board Members in Attendance:

Mr. Patrick A. Hewitt, President (in-person)
Mr. Phillip J. Elias, Vice President (in-person)
Mrs. Amy Billerbeck (in-person)
Mrs. Barbara L. Bolas (in-person)
Mrs. Jennifer L. Bowen (virtual)
Dr. Daphna Gans (virtual)
Mr. Louis P. Mafrice Jr. (virtual)
Mrs. Angela Petersen (in-person)
Mrs. Jennifer Schnore (virtual)

School Personnel in Attendance:

Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (virtual)
Mrs. Amy Pfender, Assistant to the Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (virtual)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Lou Angelo, Director of Facilities and Operations (virtual)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (virtual)
Mrs. Cassandra Doggrell, Director of Special Education (virtual)
Mrs. Lauren Madia, Director of Pupil Services (virtual)
Mr. Bradley Wilson, Director of Strategic Initiatives (virtual)
Mrs. Jocelyn Kramer, Solicitor (in-person)

Mrs. Sarah MacDonald, Board Stenographer (virtual)
Karsen Damon, Student Board Representative (virtual)
R.J. Shontz, Student Board Representative (virtual)

Call to Order / Pledge of Allegiance

(Hewitt, School Board President)

Mr. Hewitt called the meeting to order at approximately 7:01pm.

Meeting Procedures

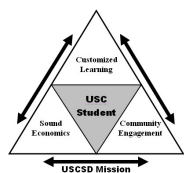
(Kramer, Solicitor)

Mrs. Kramer reviewed the meeting procedures. She reported that space was available for residents to comment in person at the meeting, noting that for those who did not want to attend the meeting, the Agenda was posted in advance and residents were given the opportunity to submit a comment online. She confirmed that no comments were submitted online and that one resident was in attendance at the meeting. She advised that everyone should remain masked and physically distanced.

Reading of the Mission:

(Hewitt, School Board President)

Mrs. Billerbeck read the following Mission:



Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

Reading of the Shared Belief Statement #16 from Strategic Plan:

(Hewitt, School Board President)

Mrs. Bolas read the following Shared Belief Statement #16:

We Believe that:

Because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress.

Approval of Agenda

(Hewitt, School Board President)

MOTION: By Bowen: I move that the Board approve the Agenda, as presented. Seconded by Bolas and carried by unanimous voice vote.

Resident's Comments - (Regarding Agenda Items Only)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, February 22, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, February 22, 2021 any time before 2pm. Comments submitted in advance regarding agenda items will be shared with the Board prior to the meeting and summarized at this time.

There were no Resident's comments at this time.

Report from Student Board Representatives

Karsen Damon & R.J. Shontz

(Rozzo, Superintendent of Schools)

Karsen and R.J. gave school updates. Karsen reported on the Spring Musical, the 4-day Instructional Model change, and celebrating and learning about Black History Month. R.J. reported on Basketball, Wrestling, Rifle Team, Swimming, Senior Sport Game, and the NAMI Conference (the conference was on student wellness).

Approval of Minutes

(Hewitt, School Board President)

January 25, 2021

February 8, 2021

MOTION: By Gans: I move that the Board approve the Meeting Minutes of the January 25, 2021 and February 8, 2021 Board Meetings, as attached. Seconded by Bowen and carried by unanimous voice vote.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave updates on several items. He noted that next week the High School will transition to 4 days a week of in-person learning, with Wednesday continuing as a remote day for all learners. He advised that the five-day implementation for in-person learning is scheduled for April 6th. He reported that his Administrative team is working very closely with all stakeholders to prepare for the five-day implementation, noting that as they monitor the situation, the date may change, but the target date currently remains at April 6th. He advised that he will continue to keep the Board and community updated. Dr. Rozzo commended the District's staff and students for the wonderful job they have done in getting the District to the point of offering four days of week of in-person

learning. He reported that Allegheny County has moved into the moderate transmission phase and explained how this relates to the attestation the District signed. He noted that the District will continue to work with the Allegheny County Health Department to review cases and receive guidance for recommended closings. He also gave an update on the status of vaccinations, advising that there does seem to be a delay for 1B vaccinations. He reported that at this time there is no definitive timeline related to staff receiving the vaccine, but he hopes to share an update in the future.

b. Approval of Personnel Listings

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

Mr. Carson reviewed the Personnel Listing, noting that the Listing includes three Long Term Substitutes and a Resignation on terms and conditions recommended by the Superintendent and Solicitor.

MOTION: By Mafrice: I move that the Board approve the Personnel Listings, as attached. Seconded by Gans and carried by unanimous voice vote.

c. Approval of the Adoption of Charter School Funding Reform Resolution

(Rozzo, Superintendent of Schools / Bolas, School Board Member)

Dr. Rozzo and Mrs. Bolas reviewed the Charter School Funding Reform Resolution. Both explained the need for the Resolution and for reform. They noted that the funding formula for Charter Schools has not changed in the last 24 years and that a significant amount of tax payer dollars goes toward Charter School funding.

MOTION: By Petersen: I move that the Board adopt the Charter School Funding Reform Resolution, as attached. Seconded by Mafrice and carried by unanimous voice vote.

d. Approval of Agreement with District Dentist

(Madia, Director of Pupil Services)

Mrs. Madia reviewed the Agreement for a new District Dentist. She explained that the District is in need of a new Dentist and Dr. Molly Lanz is being recommended. Dr. Lanz is an Upper St. Clair School District graduate and local Pediatric Dentist. She noted that Dr. Lanz will provide dental exams for students in the required levels, who have not sought the exam by their provider. She also reported that a portion of the District's cost is reimbursed through the School Health Annual Reimbursement Request System that the District completes each year.

MOTION: By Schnore: I move that the Board authorize its proper officers to enter into an agreement with Dr. Molly Lanz to serve as the District Dentist, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.

- e. **Approval to award the Bid for the Paving, Signage, and Electrical Project to A. Folino Construction for General Contracting at a total cost of \$1,630,000.00 and to Bronder Technical Service for Electrical Construction Contracting at a total cost of \$385,170.00**

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

Dr. Angelo reviewed the Bid award for the High School Paving, Signage and Electrical project. He advised that the project also includes sidewalk work at the High School, Eisenhower, and Baker. He reported that after the Bid meeting, Dave McLean of McLean Architects recommended that the Board award the General Construction contract to A. Folino Construction at a total cost of \$1,630,000.00 and the Electrical Construction Contract to Bronder Technical Service at a total of \$385,170.00.

MOTION: By Elias: I move that the Board approve the Bid award for the paving, signage and electrical project to A. Folino Construction for General Contracting, at a total cost of \$1,630,000.00 and to Bronder Technical Service for Electrical Construction Contracting, at a total cost of \$385,170.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

- f. **Approval to Accept PDE Safe Schools Initiative Competitive Targeted Equipment Grant**

(Carson, Sr. Director of Operations & Administrative Services/Suritsky, Assistant/Deputy Superintendent)

Mr. Carson reviewed the approval to accept the PDE Safe Schools Initiative Competitive Targeted Equipment Grant. He advised that the grant was received for \$24,720.00 and was spent on repeaters and antennas for the District to improve its safety and security communications network.

MOTION: By Billerbeck: I move that the Board approve the acceptance of the PDE Safe Schools Initiative Competitive Targeted Equipment Grant for approximately \$24,720.00. Seconded by Elias and carried by unanimous voice vote.

g. Approval of Contract with Concord Theatricals for the production and streaming rights for Upper St. Clair Spring Musical

(Pfender, Assistant to the Superintendent)

Mrs. Pfender presented the contract with Concord Theatricals for approval. She advised that the High School is looking to move forward with a virtual Spring Musical and the District will be contracting with Concord Theatricals for production and streaming rights. She reported that the contract is currently being finalized and the High School hopes to hold their production in May. She noted that she expects to have the contract completed by the end of the week, as well as the name of the Musical announced.

MOTION: By Bolas: I move that the Board approve the contract with Concord Theatricals for the production and streaming rights for Upper St. Clair Spring Musical, at an anticipated cost range from \$5,000 to \$8,000 including producing and streaming rights, contingent upon documentation acceptable to the Superintendent and Solicitor. Seconded by Billerbeck and carried by unanimous voice vote.

h. Approval of Proposal with UPMC Centers of Rehab Services for Job Analysis and Pre-Employment Testing Development and Performance for Four Positions: Mechanic, Nutrition Center, Custodian, and Maintenance at a proposed cost of \$1,000.00 and \$85.00 per test.

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

Mr. Carson presented the Proposal with UPMC for job analysis and pre-employment testing. He advised that the Proposal would validate the physical requirements of the District's mechanic, nutrition center, custodian and maintenance positions, prior to job acceptance. He noted there is a one-time cost of \$1,000.00, as well as a cost of \$85.00 per pre-employment test.

MOTION: By Bowen: I move that the Board approve the Proposal with UPMC Centers of Rehab Services for job analysis and pre-employment testing development and performance for four positions: Mechanic, Nutrition Center, Custodian and Maintenance at a proposed cost of \$1,000.00 and \$85.00 per test, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

i. Approval of Commendations & Recognitions

(Suritsky, Assistant/Deputy Superintendent)

Dr. Suritsky read the Commendations and Recognitions.

MOTION: By Gans: I move that the Board approve the Commendations & Recognitions, as attached. Seconded by Bowen and carried by unanimous voice vote.

Administrator's Report

(Rozzo, Superintendent of Schools)

a. PSBA Policies

i. Second Reading and Adoption of PSBA Revisions and New Policies: 100s, 200s and 900s and Deletion of Certain Policies

(Kramer, Solicitor / Pfender, Assistant to the Superintendent)

Mrs. Kramer reviewed the 100 and 200 Policies for adoption, noting that there were no changes between the first and second reading.

MOTION: By Mafrice: I move that the Board approve the second reading and adoption of PSBA Revisions and Policies and the deletion of policies that are being replaced, as Presented. Seconded by Gans and carried by unanimous voice vote.

- 100 - Comprehensive Planning
- 101 - Mission Statement, Vision Statement, Shared Values
- 102 - Academic Standards
- 103 - Discrimination Title IX Sexual Harassment - School and Classroom Practices
- 103.1 - Qualified Students with Disabilities
- 105 - Curriculum
- 105.1 - Review of Instructional Materials by Parents and Guardians
- 105.2 - Exemption from Instruction
- 106 - Guides for Planned Instruction
- 107 - Adoption of Planned Instruction
- 108 - Adoption of Textbooks
- 109 - Resource Materials
- 110 - Instructional Supplies
- 111 - Lesson Plans
- 112 - Guidance Counseling
- 113 - Special Education
- 113.1 - Discipline of Students with Disabilities
- 113.2 - Behavior Support
- 113.3 - Screening and Evaluations of Students with Disabilities
- 113.4 - Confidentiality of Special Education Student Information
- 114 - Gifted Education
- 115 - Career and Technical Education
- 116 - Tutoring
- 117 - Homebound Instruction
- 118 - Independent Study
- 119 - Current Events

- 121 - Field Trips
- 122 - Extracurricular Activities
- 123 - Interscholastic Activities
- 123.1 - Concussion Management
- 123.2 - Cardiac Arrest
- 124 - Alternative Education
- 125 - Adult Education
- 126 - Class Size
- 127 - Assessment System
- 130 - Homework
- 137 - Home Education Programs
- 137.1 - Extracurricular Participation by Home Education Students
- 138 - Language Instruction Educational Program for English Learners
- 140 - Charter Schools
- 140.1 - Extracurricular Participation by Charter Cyber Charter Students
- 142 - Migrant Students
- 143 - Standards for Persistently Dangerous Schools
- 144 - Standards for Victims of Violent Crimes
- 146 - Student Services
- 146.1 - Trauma-informed Approach
- 150 - Title I - Comparability of Services
- 218.3 - Discipline of Student Convicted Adjudicated of Sexual Assault
- 252 - Dating Violence
- 252-A1 - Dating Violence
- Cross Reference - 100 Policies

The following Policies will be deleted:

2002, 3003.1, 3017, 3021, 3004, 3004.1, 3004.2, 3004.3, 3004.4, 3004.5, 3004.6, 3018, 3022, 4001, 4003, 4004, 4008, 4005, 4005.1, 4006, 4006.1, 4008.1, 4014, 4015, 4016, 5108, 6003, 6014.1 and Administrative Regulations, 6016, 6019, 7010

ii. **Second Reading and Adoption, and Waiver of the First Reading, of PSBA Policy 915 - Booster Support Groups**

(Kramer, Solicitor / Pfender, Assistant to the Superintendent)

Mrs. Kramer presented Policy 915 -Booster Support Groups. She advised that the District is requesting the Board waive a first reading and approve the policy as presented. She noted that two changes to the Policy were requested by Mrs. Bolas. Mrs. Kramer thanked Mrs. Bolas for her input and advised that the suggested changes have been made.

MOTION: By Petersen: I move that the Board waive the First Reading of the PSBA Policy 915 - Booster Support Groups and adopt the Policy, as presented. Seconded by Gans and carried by unanimous voice vote.

- 915 - Booster Support Groups

Consent Agenda

(Rozzo, Superintendent of Schools)

MOTION: By Schnore: I move that the Board approve the following Consent Agenda items, contingent upon documentation acceptable to the Superintendent and Solicitor, as attached to the permanent record of the minutes of this meeting. Seconded by Petersen and carried by unanimous voice vote.

a. **Approval of Treasurer's Report - 2.8.21
Including Supplemental Report - 2.22.21**
(Burchill, Director of Business & Finance)

Approve the Treasurer's Report including approval of total Bill List and Check File Listing, as follows:

Fund 10 (General Fund) -\$2,191,032.28
Fund 31 (Capital Reserve Fund) - \$14,661.00
Fund 36 (Construction Fund) - \$19,933.54
Fund 50 (School Lunch Fund) -\$314,112.54

b. **Approval of Lease for School Buses and Vans**
(Burchill, Director of Business & Finance)

Approve the Lease for School Buses and Vans

- c. **Approval of the Proposed 2021-2022 Allegheny Intermediate Unit Program of Services Budget in the amount of \$2,161,057.00, with the Upper St. Clair School District contribution to the Program of Services Budget estimated to be \$62,863.00 and will be determined by PDE according to the District Aid Ratio and Weighted Average Daily Membership (WADM)**

(Burchill, Director of Business & Finance)

Approve the Proposed Program of Services Budget with the Allegheny Intermediate Unit for 2021-2022

- d. **Approval of Parkway West General Operating Jointure Budget for 2021-2022 as follows:**

(Burchill, Director of Business & Finance)

	<u>2021-2022</u>
Parkway West General Operating Budget	\$7,156,298
Parkway West Jointure Budget	\$728,707

Upper St. Clair School District's Estimated Share of Budget

Parkway West General Operating Budget	\$165,328.63
Parkway West Jointure Budget	\$102,367.89

Approve the Joint Budget with Parkway West for the 2021-2022

- e. **Approval of Agreement with The SpyGlass Group, LLC, an Ohio Limited Liability Company ("Auditor") to Analyze the District's Primary Telecommunications Accounts (Voice, Data, Internet, Cloud Services and Mobility/Cellular) to Seek Cost Recovery, Service Elimination and Cost Reduction Recommendations**

(Burchill, Director of Business & Finance)

Approve the Agreement with SpyGlass Group, LLC

Resident's Comments - (Regarding Any item)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, February 22, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, February 22, 2021 any time before 2pm. Comments submitted in advance regarding any item will be shared with the Board prior to the meeting and summarized at this time.

There were no Resident's Comments at this time.

Committee Reports

(Hewitt, School Board President)

Mrs. Bolas gave an update from PSBA regarding Charter School Reform and PSBA's Mandate Waiver Bill.

Mrs. Billerbeck gave an update on the Youth Steering Committee, noting that on March 10th a program will be presented called "Share the Keys". "Share the Keys" is a free, 60-90 minute program, which will be offered via Google Meet, for all new and aspiring drivers and their parents. The program will also be offered on the morning of March 11th.

Matters of Information - Superintendent & Administration

(Rozzo, Superintendent of Schools)

a. Update to the 2021-2022 School Calendar

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave an update on the 2021-2022 School Calendar. He noted that there has been a minor clerical change to the calendar. The 4th of July Holiday Observance has been moved to Monday, July 5, 2021 so it aligns with the Federal Holiday Observance.

b. Truxton Hillside Project

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

Mr. Carson gave an update on the Truxton Hillside Project, noting that as previously discussed the Truxton hillside is eroding and needs repaired. He advised there will be a wall put into the hillside and that the wall will have a 50-60 year lifespan. Upon completion of the project, the property will be transferred from the Township to the District. He reported that the Project Manager at Gateway will recommend to the Upper St. Clair Township to award the Bid to Morante Contracting at cost of \$787,045.00. The recommendation will be sent to the Township and will be voted on at an upcoming meeting.

Announcement Regarding Executive Session

(Hewitt, School Board President)

Mr. Hewitt announced that Executive Session was held at 6:30pm for Personnel.

a. Executive Session was held at 6:30pm for Personnel.

Adjournment

(Hewitt, School Board President)

It was moved by Mrs. Bolas and seconded by Mr. Mafrice that that meeting adjourn at approximately 7:41pm.

Patrick A. Hewitt, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
School Board Stenographer

Delivering the USC Experience
In-Person AND at Home

USCSD Instructional Model:

March 22, 2021 Update



Agenda

- I. Goals for Educational Planning**
 - Consistent Focus Since August
- II. Phased Approach to Increase In-Person Opportunities**
 - Previous Recommendations, Current Enrollment by Instructional Model
- III. Updated Health & Safety Information**
 - County Transmission Rate, Vaccinations, CDC Guidance for K-12
- IV. Phase III Recommendation**
 - Options Considered, Rationale
- V. Final Thoughts**
 - Reflections, Next Steps

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Goals



Our Goals

Primary Goal

To deliver a USCSD quality educational experience to all USC families, in-school and at home, in a way that minimizes exposure and disruption to the greatest extent possible.

Key Components

- Safe schools for students and staff
- Choice for families
- High-quality education (in-school or remote) with opportunity to transition seamlessly
- Emphasis on social-emotional well-being

We are committed to a full-return as soon as conditions permit, and we will continue to provide the option to remain fully remote.

*****We will monitor and adjust on a weekly basis.*****

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Phased Approach



Phased Approach Plan (Grades 1-12)

Sample In-Person Learning Options in Action (1-8)

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Phase I: 2-Day Hybrid</i> 9/8/20 -11/13/20	In School	In School	Remote	Remote	Remote
<i>Phase II: 4-Day Hybrid</i> 11/16/20 -Present	In School	In School	Remote	In School	In School

Health/Safety Approach in Action at USCHS

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Phase I: 2-Day Hybrid 9/8/20 - 11/13/20	In School	In School	Remote	Remote	Remote
Phase II: 4-Day Hybrid 11/16/20 - 11/24/20	In School	In School	Remote	In School	In School
2-Day Hybrid 12/7/20 - 1/29/21	In School	In School	Remote	Remote	Remote
3-Day Hybrid 2/1/21-2/26/21	In School	In School	Remote	Remote	In School
4-Day Hybrid 3/1/21-Present	In School	In School	Remote	In School	In School 7

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Updated Health & Safety Information



Decreasing County Transmission

Background

- Required School Districts to adhere to required closure thresholds based upon the number of cases of COVID-19 in school facilities during infectious period

Move From Substantial to Moderate

- At week end on 2/26/21, Allegheny County completed a 2nd consecutive week in the moderate phase thus removing November 2020 attestation requirements

Impact on USCSD

- Community transmission rates down across county
- Closure thresholds moved from required to recommended
- Will continue to work with Allegheny County Health Department to determine need for closures

COVID-19 Vaccinations

Background

- 3 COVID-19 vaccines have been approved and distributed for use
- Pennsylvania originally prioritized candidates based on need (Schools originally in 1B - 2nd level)
- PA made J&J vaccine exclusively available to school districts
- The AIU is responsible for vaccination clinics in Allegheny County

District Response

- Conducted employee survey to gauge interest in receiving a COVID-19 vaccine (89%)
- Partnered with local pharmacies and other school districts and held a clinic for 1A employees (80 people received 1st dose on 3/6/21)
- Participated in the AIU J&J Vaccination Program (approximately 330 employees enrolled)
- Held an on-site clinic for remaining staff, coaches and substitutes (90 people received 1st dose on 3/19/21)
- Created tracking system (over 150 employees and support staff are fully vaccinated)

Impact on USCSO

- Many employees are fully vaccinated, or have received the first dose
- Will reduce positive cases for employees and some need for close-contact quarantining

New CDC Guidance

Background

- Center for Disease Control (CDC) guidance informs recommendations and guidelines set by the Pennsylvania Department of Education (PDE) and Allegheny County Health Department (ACHD)
- When guidance changes at CDC, PDE and ACHD typically adopt changes shortly thereafter

Key CDC Updates Published on March 19, 2021

- Link: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>
- “Revised physical distancing recommendations to reflect at least 3 feet between students in classrooms and provide clearer guidance when a greater distance (such as 6 feet) is recommended.”
- “Removed recommendation for physical barriers.”

Impact on USCS

- Not yet adopted by ACHD and PDE, so no present impact (but may have a future impact on close-contact quarantining procedures)

Trend of COVID+ Cases

PDE COVID+ Cases (Rolling 14 Days)

Allegheny County is currently at the "Moderate" level of transmission, therefore the # of COVID+ cases in a building is used by districts to determine their need to close. In previous months, Allegheny County was in the "Substantial" level of transmission and set limits led to required closures through consultation with the Allegheny County Health Department. This graph will include cases in which either a COVID+ individual was in a school building during their infectious period. The graph is updated immediately after a case is reported and documented.

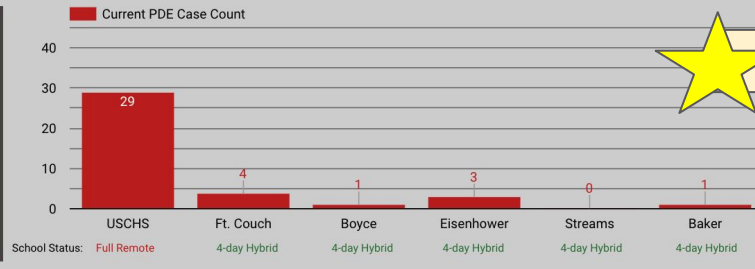
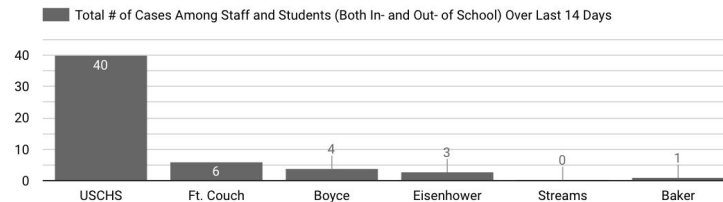


Image Taken on Friday, Mar 19

Total USCSDD COVID+ Cases (Rolling 14 Days)

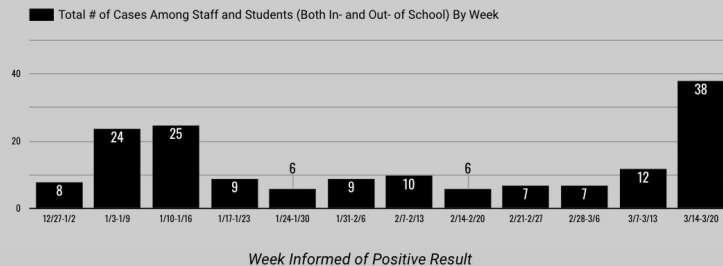
The graph summarizes the total COVID+ counts for all student/staff cases, by building, for the past 14 days. In some cases, the COVID+ individuals were never in school. The data reflect active and resolved COVID+ cases in any student/staff member (whether remote or in-person). The graph is updated immediately after a case is reported and documented. Unlike the PDE methodology (as seen in the graph above), this count will not reset to 0 after a school closure.



****Differences in PDE Cases and Total USCSDD Cases may be due to a number of variables, including whether a COVID+ individual was present in a USC School and if a recent closure reset the PDE count to 0.****

Total USCSDD COVID+ Cases (Most Recent 12 Weeks)

The graph summarizes the total COVID+ counts district-wide for all student and staff cases, for the most recent 12 weeks. In some cases, the COVID+ individuals were never in school. The data reflect active and resolved COVID+ cases in any student/staff member (whether remote or in-person). The data will be updated at the beginning of each week.



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Phase III Recommendation



Key Accomplishments YTD

- 1. Offered Option of High-Quality Learning Models (In-Person/Remote)**
- 2. Ensured a Seamless Transition Between Models (Regardless of Reason for Absence)**
- 3. Maintained Same Teachers and Classes for Entire Year**
- 4. Remained Mindful of Social-Emotional Needs of All Students**
- 5. Made Progress To Return to Traditional Model**

Phase III Options Considered

Goal: Increase in-person learning opportunities while maintaining quality of full remote program.

	Impact of Wednesday Options				
	High-Quality Education (In-Person)	High-Quality Education (Full Remote)	Ability to Transition Seamlessly	Social-Emotional Needs of All Students	Maintain Same Teachers & Classmates
Full Day					
2-Hour Delay					
Half-Day (Morning)					

Detailed Rationale

USC Developed a Unique, High-Quality Model

- Offering full days each day that we are in-person (not case in all districts)
- Providing option for remote learning for any reason (not case in all districts)
- Developing and delivering all content internally (no outsourcing, requires significant time)

Full 5-day Return This Year and Impact on Student Scheduling

- Would result in the need to change teachers/sections (to create full remote sections)
 - Also leads to inability to transition seamlessly between in-person and remote

Benefits of a Half-Day Model

- Maximize instructional time (removal of lunch period, but take home lunches available)
- Leverage time creatively for mandated testing on Wednesdays in many cases
 - USCHS will use 4 of 9 Wednesdays for standardized testing (AP, IB, Keystone)
 - Wednesday afternoons can be used for testing for remote learners

Phase III Recommendation: Wednesday Half-Day

Proposed In-Person Schedule by Level (Starting 4/7)

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Grades 1-4	In School (8:15-2:35)	In School (8:15-2:35)	In School (8:15-11:30) **	In School (8:15-2:35)	In School (8:15-2:35)
Grades 5-8	In School (8:35-3:15)	In School (8:35-3:15)	In School (8:35-12:00) **	In School (8:35-3:15)	In School (8:35-3:15)
Grades 9-12	In School (7:30-2:20)	In School (7:30-2:20)	In School (7:30-11:00) **	In School (7:30-2:20)	In School (7:30-2:20)

There may be some independent work to be completed on Wednesday afternoons. Specific responsibilities will be communicated by building principals.

Instructional Approach (Kindergarten)

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
4-Day 9/8/20 - Present	In School AM 8:15-10:45 PM 12:05-2:35	In School AM 8:15-10:45 PM 12:05-2:35	Remote	In School AM 8:15-10:45 PM 12:05-2:35	In School AM 8:15-10:45 PM 12:05-2:35
New Approach Beginning week of 4/6/21	In School AM 8:15-10:45 PM 12:05-2:35	In School AM 8:15-10:45 PM 12:05-2:35	Modified In School AM 8:15-10:15 PM 1:05-2:35	In School AM 8:15-10:45 PM 12:05-2:35	In School AM 8:15-10:45 PM 12:05-2:35

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Final Thoughts



Reflections

A Year of Rapid Change, Growth, and Development

- Unprecedented times led to unprecedented efforts by all in our community
- Professional learning & collaboration, to meet student needs, is at an all time high

Positive Impact of Earlier Return to 2-Day and 4-Day In-Person Options

- Students spent a majority of their time learning in person
- Supports remain available to all students (academic, physical, social-emotional)

Nearing the End of 2020-2021 School-Year

- Update will enable increased in-person learning for 9 Wednesdays
- This model will enable us to be responsive through the end of the year

Goal for 2021-2022: Full 5-day/Week In-Person Option

- There are many variables to consider and the potential for change exists
- We will continue to evaluate the need for a remote option for future

Next Steps

Board Action

- Vote needed to approve recommendation

Changing Your Child's Instructional Model

- Opportunity to request a change in instructional model will begin immediately and window will close on Wednesday evening (March 24 at midnight) and take effect on Tuesday, April 6, 2021
- Optional form available on FOCUS (email with details will be sent to all families)
- New selections for all schools/grades will be effective April 6, 2021

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Questions?



Health and Safety Plan Summary: Upper St. Clair School District

Anticipated Launch Date: For Staff: 8/24/2020; For Students: 9/3/2020; Updates to take effect 4/6/2021

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

****Note:** As the district prepares to reopen, students and families are expected to comply with all health and safety requirements set forth in the District's Health and Safety Plan(s). Failure to comply may result in student discipline consistent with the degree of violation. A copy of the District's Plan and the applicable health and safety requirements are available on the District's website at www.uscsd.k12.pa.us. In the event a provision of the Health and Safety Plan conflicts with any duly adopted Board Policy, the Plan provisions will apply so long as the Plan is in place.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	The district changed custodial shifts to support the health plan and education schedule that allow for more frequent cleaning of high-touch surfaces throughout the school day. Facilities staff utilize quick drying disinfectant. The district has replaced current hand sanitizers and soap dispensers with touchless equipment and increasing the number of mobile hand sanitizer stations. Hand sanitizers are installed at building entrances, conference rooms, nutrition centers, and large group areas. Adhesive coverings are placed on every other urinal, select water fountains, and hand dryers. The district's facilities team has worked with our service technicians to increase ventilation to buildings and will continue using high grade air filters. The

	district has procured ample supplies of cleaning solutions, supplies, and equipment through its vendors. The transportation schedules allow for cleaning between each run. The nutrition centers adopted enhanced cleaning schedules. All staff have been trained on the cleaning/ventilation protocols and procedures applicable to their responsibilities.

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	Upper St. Clair School District (District) implements physical distancing measures whenever feasible to limit exposure between individuals. The District arranges classrooms to have up to 6 feet of distance between students. Desks/students are arranged to face the same direction whenever possible. In classroom spaces that have tables, students are distanced to the maximum extent possible. All learning spaces have desk shields for each student. The District utilizes physical barriers in work spaces and areas used by staff, students, and others where physical distancing is not feasible.
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	To limit the number of individuals who come into contact with one another throughout the day, cohorts are used and teachers move to classrooms rather than having students move, where this is feasible. Students who receive special services travel to those classrooms/offices as their needs require. Where cohorts do not exist and/or when travel to other classrooms is needed, strategies such as staggered release
* Handling sporting activities consistent with the <u>CDC Considerations for Youth Sports</u> for recess and physical education classes	

Limiting the sharing of materials among students Staggering the use of communal spaces and hallways Adjusting transportation schedules and practices to create social distance between students Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars Other social distancing and safety practices	and hallway traffic management are used. This occurs to a wider extent at the high school level, but all levels experience some need to transition students to more than one classroom for certain subjects (e.g., specials like Art, STEAM, etc. that have unique materials and/or equipment that cannot be transported to classrooms.) The use of communal spaces are scheduled to stagger use. Outdoor spaces are used primarily for physical activity and recreation, but some outdoor spaces may be used for instructional purposes as feasible. PE and Recess include low-risk activities that allow for physical activity while maintaining appropriate distancing. Individual courses are adapted as needed to meet the health / safety planning requirements. Visitors and volunteers are significantly restricted to those who are invited for emergency and sensitive meetings only and for limited periods of time to complete required sign-out procedures. Most large in-person events, celebrations, and other activities are suspended for the duration of this plan. Modified events may be approved by administration in consultation with members of the health/safety team. The district partners with Extended Day Services on coordinated safety/health policies and procedures and any necessary changes to operations.
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	Transportation loading procedures will be adjusted to minimize students' proximity to one another.
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Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
* Monitoring students and staff for symptoms and history of exposure * Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure * Returning isolated or quarantined staff, students, or visitors to school Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols	The Upper St. Clair School District requires students and staff to complete a screening process daily before coming to the school buildings. Staff members complete a google form daily to be submitted before coming to work. Parents review a symptom/exposure risk screening with their child before they send/bring them to school in the morning. Parents have been asked to complete a one-time acknowledgement to provide assurance to the district that this screening is taking place daily. If a parent is unable to complete this screening at home prior to school or if the student/staff member is medically fragile an additional screening may take place at school by the school nurse or other trained staff member. If any screening question is answered "yes", the student/staff member is excluded from school/work until cleared by a medical provider and/or "Returning to Pre-K-12 School" guidelines are met. Students/staff who become ill at school or who do not meet symptom/exposure screening requirements while in the school buildings are isolated immediately via the health office and sent home as soon as possible. The student/staff member is not permitted to return to school until cleared by a physician and/or "Returning to Pre-K-12 School"

	guidelines are met. A student or staff member who is quarantined following close contact with a case may not return to school until cleared to do so by ACHD/DOH. These students are incorporated in the virtual school model fluidly until they are able to return to the school building. These mitigation efforts are continually reviewed and revised to follow CDC/PDE/DOH/ACHD recommendations. When a building is notified of a positive COVID-19 case, the school nurse immediately notifies the Allegheny County Health Department (ACHD) and administration. Using guidance from ACHD, the school nurse collaborates with administration to determine next steps necessary to prevent the spread of illness. The district communicates with families and the community when contact tracing efforts include time when an infectious individual was in a district building/facility or participating in a school-sponsored activity. The communication protects the privacy and confidentiality of the individual who was confirmed positive. School nurses and administrators are trained on the requirements for monitoring student and staff health. This was completed in the weeks before school starts virtually with collaboration from ACDH and our school physician.
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Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
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* Protecting students and staff at higher risk for severe illness * Use of face coverings (masks or face shields) by all staff * Use of face coverings (masks or face shields) by older students (as appropriate) Unique safety protocols for students with complex needs or other vulnerable individuals Strategic deployment of staff	The Upper St. Clair School District follows the PA Face Covering Order in all district buildings. Students/Staff unable to wear a mask/face covering due to medical exemption are required to provide a written statement from their physician. Students who are medically exempt from wearing a mask/face covering have had revisions made to include this in their IEP/504 documents. Individuals who work closely with a student who may not be able to wear a mask/face covering and/or socially distance are offered additional PPE for added protection. Students are provided mask/face covering breaks in accordance with PA Public Health Guidelines. Staff members and students who are at higher risk for severe illness are offered additional PPE if warranted. Students who are medically fragile who are not able to attend school in physical buildings are permitted to participate virtually. Staff members who are unable to work in physical buildings are directed to Human Resources who review their options. The district provides detailed training for substitutes in all areas. Substitutes are required to participate in all training before being permitted to serve as a substitute in the buildings. Substitutes are also required to complete the daily employee symptom/exposure screener before entering the buildings. Upper St. Clair schools utilizes its staff members to provide instruction and related services to all students, whether learning in person or learning at home. All children are taught by USC
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	teachers using the USC curriculum. Whether learning in person or learning at home, students have access to the full USC experience.
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Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Upper St. Clair SD** reviewed and approved the Phased School Reopening Health and Safety Plan on : **(INSERT DATE: MONTH, DAY, YEAR)**.

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **(INSERT DATE: MONTH, DAY, YEAR)**

By:

(Signature of Board President)*

(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.

Emergency Instructional Time Template

Section 520.1

As [communicated to chief school administrators on July 6, 2020](#), Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity. The Pennsylvania Department of Education (PDE) considers the World Health Organization-declared Coronavirus disease (COVID-19) a global pandemic and an emergency as contemplated by Section 520.1.

A local education agency (LEA) that elects to implement temporary provisions in response to the COVID-19 global pandemic may meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in PDE's July 6 guidance. Such LEAs must provide PDE with the following information:

1. LEA's Proposed Calendar and Schedule(s) for SY 2020-21

a. School Year Calendar

School Year Start Date	School Year End Date	Total Number of Instructional Days <i>Must meet minimum 180 days</i>
September 3, 2020	June 9, 2021	180

- b. A sample weekly academic schedule as approved by the LEA's governing body. (Recognizing the need for flexibility and that circumstances may change as the LEA responds to the COVID-19 pandemic, an LEA may provide more than one proposed weekly schedule.) Example schedules are provided in Appendix A.

2. If the proposed schedule includes remote learning (*i.e.*, learning outside the school building), describe how the LEA will ensure access to remote learning opportunities for all students.

In grades K-12, students will access instructional materials through the district approved learning management system, Canvas. In Canvas, will be a variety of instructional materials that include, but are not limited to, district approved curricular sites, access to materials to print at home, and teacher developed videos for asynchronous learning. All students in grades K-12 will be provided access to district approved and funded technology device to access education.

3. The Chief School Administrator and Board President affirm the following:

- ☒ The proposed school calendar and academic schedule(s) will provide all students the planned instruction needed to attain the relevant academic standards set forth in Chapter 4.
- ☒ The proposed school calendar and academic schedule(s) allow sufficient instructional time necessary for content mastery and provide instructional blocks for each grade level and content area.
- ☒ The proposed school calendar and academic schedule(s) provide at least 900 hours (elementary) and 990 hours (secondary) of in-person instruction and/or remote learning for all students. (Such time may include synchronous and/or asynchronous instruction.)

- ☒ The proposed school calendar and academic schedule(s) define instructional time for students as time in the school day devoted to instruction and instructional activities under the direction of certified school employees. (Such time may include synchronous and/or asynchronous instructional activities.)
- ☒ Clearly defined systems for tracking attendance and instructional time will be implemented to ensure student engagement in remote instruction.
- ☒ The LEA acknowledges that it must provide Free and Appropriate Public Education (FAPE) during this pandemic-related emergency.
- ☒ The proposed school calendar and academic schedule(s) ensures ESL services for English Learners.
- ☒ Clearly defined and ongoing systems for evaluating the quality and outcomes of instructional delivery will be implemented, at least quarterly, and necessary adjustments will be made when data highlight concerns about quality, equity, and/or lack of progress in student learning.

Name of Local Education Agency: Upper St. Clair School District

Signature of Chief School Administrator:

Date:

Signature of Governing Body President:

Date:

Date Approved at Board Meeting:

Please scan and submit this entire signed document, the proposed weekly schedule, and a copy of the board minutes at which such schedule was approved to RA-EDContinuityofED@pa.gov.

Any questions can be submitted to RA-EDContinuityofED@pa.gov.

Appendix A: Sample Weekly Schedules

Full Remote Option Available

School Level	Hours of Available Instruction (M, T, Th, Fri)	Wednesday	Instructional Model
Elementary	8:15-2:40	8:15-11:30	Full remote with Synchronous/Asynchronous
Middle	8:35-3:15	8:35-12:00	Full remote with Synchronous/Asynchronous
High	7:30-2:20	7:30-11:00	Full remote with Synchronous/Asynchronous

In-Person Schedule by Level

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Grades 1-4	In School (8:15-2:35)	In School (8:15-2:35)	In School (8:15-11:30)	In School (8:15-2:35)	In School (8:15-2:35)

Grades 5-8	In School (8:35-3:15)	In School (8:35-3:15)	In School (8:35-12:00)	In School (8:35-3:15)	In School (8:35-3:15)
Grades 9-12	In School (7:30-2:20)	In School (7:30-2:20)	In School (7:30-11:00)	In School (7:30-2:20)	In School (7:30-2:20)

****Note: Kindergarten on M, T, Th, Fri will follow the tradition kindergarten schedule. On Wednesday, the following times are scheduled: AM 8:15-10:15. PM 1:05-2:35**

This MEMORANDUM OF UNDERTSANDING (“MOU”) made this ____ day of _____, 2021, by and between the UPPER ST. CLAIR SCHOOL DISTRICT (“School District”) and the UPPER ST. CLAIR EDUCATION ASSOCIATION (“Association”) (referred to collectively as “the Parties”).

WHEREAS, the Parties entered into a Collective Bargaining Agreement (CBA) effective 2016 through 2022; and

WHEREAS, the World Health Organization declared COVID-19 to be a global pandemic, and the Governor of the Commonwealth of Pennsylvania declared a state of emergency and closed Pennsylvania elementary and secondary schools for the remainder of the 2019-2020 school year; and

WHEREAS, Pennsylvania schools were able to reopen for in-person instruction with a health and safety plan for the 2020-2021 school year and the School Board enacted a resolution that provides for a temporary emergency and the modification of instructional days pursuant to Section 520.1 of the School Code; and

WHEREAS, the health and safety plan and emergency resolution permits families to choose from in-person and remote instruction for their child(ren) and may require hybrid instruction (in-person and remote instruction) or full-remote instruction based on health and safety considerations and applicable mitigation measures; and

WHEREAS, the Federation and the District entered into an MOU for the 2020-2021 school year that enabled the District to maximize opportunities for in-person instruction for the first part of the school year; and

WHEREAS, the recommendations for a return to in-person instruction continue to evolve and vaccinations have been made available to school employees; and

WHEREAS, the parties would like to establish an updated MOU to allow for additional in-person instruction while maintaining a full-remote option for the remainder of the school year and minimize disruptions to established schedules for the end of the school year.

NOW, THEREFORE, in consideration of the mutual promises contained herein and intending to be legally bound hereby, the parties agree as follows:

1. The terms of this Agreement shall apply until the end of the 2020-2021 school year.
2. The School District has the obligation to provide educational options for students subject to various health and safety mandates and guidelines relating to the return to in-person instruction. Consistent with the Board approved Health and Safety Plan, the following scheduling options, or any combination thereof, except a and b simultaneously, may be implemented by the School District:
 - a. Full-time in-Person instruction
 - b. Hybrid instruction (part-time in-person/part-time remote)
 - c. Full-time remote instruction
3. Employees will continue to deliver a combination of remote and in-person learning opportunities, including the following:
 - a. Asynchronous, self-directed remote instruction via Canvas (which may include pre-recorded instruction).

- b. Synchronous classroom instruction with only on-site learners, only remote learners, or on-site and remote learners simultaneously.
 - c. Other synchronous teacher-led learning opportunities offered in-person or online, including small group instruction, class meetings, and student interventions (e.g., 1:1 help, second chance learning, and check-ins).
- 4. The School District may utilize in-classroom technology that allows for live instruction for students learning remotely and to provide peer to peer and peer to teacher interaction. When live instruction is offered to students learning remotely, the following technology parameters will be enforced:
 - a. Live video in the classroom will be done by the teacher at scheduled times during class and other video recording of instruction may be done at other times during the day. The teacher will make use of the available video streaming technology for live-streaming synchronous learning activities, and teachers may use available video recording technology to provide asynchronous instruction. Teachers will not be recorded or live streamed without their knowledge or consent.
 - b. The video technology may be used to provide live instruction to students learning remotely because of participation in the remote option, because of student absence, including for isolation or quarantine, or for other instructional purposes (e.g., inter-class activities, in-services, conferences, etc.).
 - c. The video technology or recordings shall not be used as part of an employee's performance evaluation unless otherwise agreed upon by the teacher and supervisor. Employee lessons and content shall continue to be subject to evaluation.
 - d. The School District shall be responsible for informing students and families of the use of video/audio technology in the classroom.
- 5. The School District recognizes that implementing multiple learning models for students is a new and evolving practice for teachers and to further support employees, the parties agree to the following, which shall take precedence over any conflicting CBA language during the time the Health and Safety Plan is in effect:
 - a. Teacher schedules may be adjusted to reflect changes in the enrollment of students in the in-person or remote learning options or changes to the School District's instructional delivery model, but the parties are entering into this MOU in part to minimize scheduling changes for the remainder of this school year.
 - b. In order to continue to support staff in the implementation of the various models and allow students to transition between the models as seamlessly as possible, grade-level content teachers will continue to collaborate to provide a common and consistent experience for students. The type and degree of collaboration will be at teacher discretion except at times directed by administrators during subject level common plan time (including PLCs), department meetings, and building level meetings (referred to collectively as "professional meetings"). To the extent possible, professional meetings will be held primarily on Wednesdays. If a meeting occurs on an additional day of the week, it will not infringe on teacher required preparation time. Administrators may direct the development of common Canvas courses during collaborative planning times referenced above. Collaboration may also include common Canvas practices and instructional delivery through the sharing of resources, materials, common learning targets, activities, assessments, and asynchronous content. The District will provide additional planning and/or structured collaboration time during the regular work day, when time is available and dependent upon the learning model in place at the time.
 - c. The following schedule modifications will apply based on the instructional model in place:
 - i. If **all** students in the District are remote the following will apply:
 - 1) Employees will provide synchronous and asynchronous instruction to remote learners on a daily basis.

- 2) Employees will receive the total required minutes of preparation time and a duty-free lunch time required by the CBA. The remainder of the teacher work day will be scheduled by the building administrator and may include any combination of instructional and duty time.
 - 3) If all students are fully remote, building administrators may modify schedules to include additional structured/collaborative plan and individual plan time into the employees' daily schedules.
- ii. If students are hybrid (less than 5 days in-person) and full-time remote the following will apply:
- 1) Employees will provide synchronous and asynchronous instruction to both in-person and remote learners on a daily basis.
 - 2) Employees will receive the total required minutes of preparation time and a duty-free lunch time required by the CBA. The remainder of the teacher work day will be scheduled by the building administrator and may include any combination of instructional and duty time. To the maximum extent possible, teacher schedules which include more than two (2) hours of consecutive teaching time will also include one ten (10) minute scheduled break. Necessary provisions will continue to be made for personal hygiene needs.
 - 3) On the one fully remote day (i.e., Wednesdays), employees will provide three (3) hours of synchronous instruction (as defined in 3 b. and c. above and scheduled by the building administrator), will receive a 30 minute duty-free lunch, 60 minutes of structured/collaborative plan time, and 150 minutes of individual preparation time. The remaining 60 minutes of the work day will be for faculty and curriculum meetings or additional plan time. These meetings will follow the preexisting frequency under the current bargaining agreement. Each student should receive a total of two (2) hours of asynchronous instruction in addition to their synchronous instruction on remote Wednesdays. Each subject area teacher will provide at least 25 minutes of asynchronous materials for each remote school day. Employees may be permitted to work from home at the sole discretion of the Superintendent. If permitted to work from home, employees must meet School District expectations and requirements, including adequate technology and adequate private instructional space in the Employee's home. Permission to work from home is not guaranteed and may be revoked at any time. If the employee does not meet School District expectations or requirements, remote work from home may not be permitted or may be discontinued.
 - 4) Teacher responsibility time shall end 30 minutes prior to the end of the work day on Monday, Tuesday, and Thursday to allow teachers time to prepare materials for the following day. On Wednesdays, the 30 additional minutes will be included in the 150 minutes of additional preparation time.
- iii. For the remainder of the 2020-2021 school year only, while the students return to 5 days in-person (full-time in-person) and the District continues to offer a fully remote option, the following schedule will apply:
- 1) Monday, Tuesday, Thursday, and Friday will adhere to the Article VII Employee Workday provisions of the CBA, except that teacher responsibility time shall end

30 minutes prior to the end of the work day on Monday, Tuesday, and Thursday to allow teachers time to prepare materials for the following day.

- 2) Wednesdays shall be in-person with a temporarily modified schedule as follows:
 - a. There will not be student lunch periods.
 - b. Employees will receive a 30 minute duty free lunch.
 - c. The High School student day will end at 11:00 a.m.; the Middle School student day will end at 12:00 p.m.; and the Elementary student day shall end at 11:30 a.m.
 - d. The A.M. Kindergarten student day will end at 10:15 a.m. The P.M. Kindergarten student day will begin at 1:05 p.m. and end at 2:40 p.m. Building substitute teachers will teach the A.M. or P.M. class opposite of the Kindergarten teacher based on the Kindergarten teacher's lesson plan. For example, the Kindergarten teacher will teach the A.M. class and the building substitute will teach the P.M. class, and this will alternate each Wednesday to provide the Kindergarten teacher with additional planning and instructional time for remote students.
 - e. The remainder of the teacher work day on Wednesday will be for professional meetings, additional planning and preparation, or remote instruction responsibilities. To the extent practicable, Wednesday curriculum and faculty meetings will only be held if necessary to discuss emergent or time sensitive material. Otherwise, content will be shared with staff through email. Employees will be permitted to work from home following student dismissal times as designated by the District. Employees must meet school district expectations and requirements, including adequate technology and adequate private instructional space in the employee's home. The ability to work from home is not guaranteed and may be revoked if the employee does not meet School District expectations or requirements.

6. In the event that a school or classroom must be remote for health or safety reasons, the in-person class schedule that applies for that day will apply.

7. Quarantine, Illness, Unable to Report.

a. Exposure/Positive Case Quarantine at School: If an employee is required to quarantine (excluding travel quarantine for elective high-risk travel) or tests positive following exposure at work, the District may make remote work available as the schedule for in-person instruction allows. If available and the employee is able to work remotely, remote work during quarantine will be according to the schedule in place at the time. If the employee is not given remote work while quarantined, they shall not be charged sick or personal time and placed on paid leave for close-contact quarantine. If the employee is offered remote work, but unable to work remotely due to COVID-19 illness, then sick time must be utilized. The School District will reimburse the Association for one-half of the Sick Bank days used by employees who are unable to work remotely because of a COVID-19 illness while school has in-person learning and they contracted COVID-19 at school, except in cases where an employee is deemed eligible for Worker's Compensation.

b. Exposure/Positive Case Quarantine/Failed Pre-Work Health Screen: If an employee is required to quarantine (excluding travel quarantine for elective high-risk travel) or tests positive for COVID-19 and

subsection 7a. does not apply, the District may make remote work available as the schedule for in-person instruction allows. If available and the employee is able to work remotely, remote work during quarantine will be according to the schedule in place at the time. If remote work is not available or the employee is unable to work remotely, then the employee will be required to utilize their own sick or personal days or may request an unpaid leave.

c. Travel Quarantine (if reinstated and required by the State): If an employee is required to quarantine due to elective travel that is not of an urgent, personal matter, that cannot be rescheduled, to a high risk area, as defined by the Pennsylvania Department of Health or Allegheny County Health Department. The District, at its sole discretion, will determine if remote work is available. If remote work is available, then the schedule in place at the time will apply. If remote work is not available, then the employee will be required to utilize their own sick/personal time or may request an unpaid leave.

8. Class coverages. Teachers who are working with a different population of students will be compensated at a rate of \$12.50 for coverage for each 15-minute duration of coverage, except as otherwise limited herein. If a teacher is pulled to cover another teacher's entire class for the day, the teacher shall be relieved from their typical duties and shall receive \$75.00. Each building will request teachers who would like to cover class to place their names on a list for first choice of coverage. Coverage compensation can be earned during in person learning and on any remote day for emergency purposes.

9. Additional Safety. Face masks, face shields, desk shields, and shields for high-traffic areas will be provided for teachers and students. Additional PPE, including NK95 masks, if requested, for special education teachers, aides, and those who have requested out of concern for a personal medical need (including family) will be provided. Students will be required to wear masks in school at all times except during designated mask breaks to last no longer than 10 minutes (while more than six feet apart) in accordance with the universal masking order, or as permitted or required by any subsequent Department of Health Order. The District will provide guidance for the implementation of scheduled mask breaks consistent with the applicable universal masking order to provide consistency across all buildings. If the District must make alternative recommendations for students who cannot wear masks for medical reasons, the District will communicate the names of the students who have these accommodations to the teachers immediately. The District will be responsible for articulating to teachers, parents, and students and consistently enforcing the mask compliance requirements set forth in this agreement and the District's Health and Safety Plan, as may be amended.

The District and the Association agree to follow all opening, closing, and quarantine mandates from the Allegheny County Health Department, the Pennsylvania Department of Education, and the Pennsylvania Department of Health.

10. The District agrees, at its sole expense and cost, to defend, hold harmless, and indemnify classroom teachers against any and all claims, damages, losses, expenses, attorneys' fees, suits, proceedings, investigations, and judgments for damages or equitable relief, cause or causes of action in law or equity, or any place howsoever, which may be brought or threatened to be brought against any of the employees related to or arising out of providing lessons through live video technology including but not limited to, any failure for the technology to function properly, any failure to reach growth measures, any difficulty providing accommodations, negligent acts and/or omissions of the employees in connection with designing, delivering, and assessing instruction via live-stream or any other online course. The District fully accepts any and all responsibility based on the choice to implement in-person instruction with regard to the health, safety, and welfare of students and staff, subject to the applicable limits of the Political Subdivision Tort Claims Act.

11. Families will be notified of an enhanced acceptable use and confidentiality policy and that the reproduction, recording, or publication of live streamed or recorded lessons are strictly prohibited and the District will be responsible for notifying families and students.

12. The District agrees that videos will not be used for disciplinary purposes, except as may be required by the Educator Discipline Act or the Child Protective Services Law or if the Employee violates applicable copyright or other laws relating to the content they deliver. Additionally, failure to complete lessons or assigned tasks will be a basis for discipline.

13. This Memorandum of Understanding shall expire when the Temporary Emergency Resolution is lifted or the end of the 2020-2021 school year, whichever should first occur.

14. The parties agree that this Memorandum of Understanding shall not become a part of the Agreement, does not establish a practice between the parties, and will not be cited as precedent of any alleged practice by either side. Additionally, the terms of this Memorandum of Understanding shall not, in any way, alter the provisions of the Agreement, except where explicitly indicated herein.

15. By signing this Memorandum of Understanding, the parties hereto acknowledge that they understand this Agreement and enter into it voluntarily and that there are no written or oral understandings or agreements that are not set forth herein. This represents the parties' full understanding on this issue, as of the date it was executed by the parties.

16. Any disputes regarding this agreement shall be enforceable through the grievance procedure of the Collective Bargaining Agreement. IN WITNESS WHEREOF, the parties hereto have set their hand(s) and seal(s) the date first above.

ATTEST:

UPPER ST. CLAIR SCHOOL DISTRICT

Secretary

By: _____
President

WITNESS:

UPPER ST. CLAIR EDUCATION ASSOCIATION

By: _____
President

Upper St. Clair School District

2020-2021 Adopted School Calendar (Revised: 03.22.21)

July 2020							July 3 Closed, Independence Day	August 2020							Aug. 24 Teacher Inservice #1 (Staff Opening Day) Aug. 25 Teacher Inservice #2 (Act 80) Aug. 26 Teacher Inservice #3 (Act 80) Aug. 27 Teacher Inservice #4 (Flex) Aug. 28 Teacher Inservice (Floating 6 hour Day) Aug. 31 Teacher Inservice #5 (Act 80) Students = 0 Days Teachers = 5 Days (+1 floating 6 hr day)		
S	M	T	W	T	F	S		S	M	T	W	T	F	S			
																	1
								2	3	4	5	6	7	8			
5	6	7	8	9	10	11		9	10	11	12	13	14	15			
12	13	14	15	16	17	18		16	17	18	19	20	21	22			
19	20	21	22	23	24	25		23	24	25	26	27	28	29			
26	27	28	29	30	31		30	31									
September 2020							Sept. 1 Teacher Inservice #6 Sept. 2 Teacher Inservice #7 (Classroom Mang. #1) Sept. 3-4 Student Welcome Back / Transition Days - REMOTE Sept. 7 No School, Labor Day Sept. 8 First Student In-Person Day Students = 19 Days Teachers = 21 Days	October 2020							Oct. 5 First Marking Period Progress Reports Oct. 21 Half Day/Early Dismissal for students (Act 80) Teacher Professional Development Dismissal Times: HS -10:55am, MS - 11:55am, EL - 11:30am Students = 22 Days Teachers = 22 Days		
S	M	T	W	T	F	S		S	M	T	W	T	F	S			
													1	2			3
6	7	8	9	10	11	12		4	5	6	7	8	9	10			
13	14	15	16	17	18	19		11	12	13	14	15	16	17			
20	21	22	23	24	25	26		18	19	20	21	22	23	24			
27	28	29	30					25	26	27	28	29	30	31			
November 2020							Nov. 2 First Marking Period Ends Nov. 3 Teacher Inservice #8 (Classroom Mang. #2) Nov. 4 Teacher Inservice #9 (Act. 80) Nov. 11 Teacher Inservice #10 (Act 80) Inservice #9 & #10 Parent/Teacher Conferences Nov. 20 First Marking Period Report Cards Nov. 26-27 No School, Thanksgiving Recess Students = 16 Days Teachers = 19 Days	December 2020							Dec. 9 Second Marking Period Progress Reports Dec. 24-31 No School, Winter Recess Students = 17 Days Teachers = 17 Days		
S	M	T	W	T	F	S		S	M	T	W	T	F	S			
1	2	3	4	5	6	7					1	2	3	4			5
8	9	10	11	12	13	14		6	7	8	9	10	11	12			
15	16	17	18	19	20	21		13	14	15	16	17	18	19			
22	23	24	25	26	27	28		20	21	22	23	24	25	26			
29	30							27	28	29	30	31					
January 2021							Jan. 1 No School, Winter Recess Jan. 15 Second Marking Period Ends Jan. 18 Teacher Inservice #11 (Classroom Mang. #3) Students = 19 Days Teachers = 20 Days	February 2021							Feb. 1 Second Marking Period Report Cards Feb. 24 Third Marking Period Progress Reports Students = 20 Days Teachers = 20 Days		
S	M	T	W	T	F	S		S	M	T	W	T	F	S			
									1	2	3	4	5	6			
3	4	5	6	7	8	9		7	8	9	10	11	12	13			
10	11	12	13	14	15	16		14	15	16	17	18	19	20			
17	18	19	20	21	22	23		21	22	23	24	25	26	27			
24	25	26	27	28	29	30		28									
31																	
March 2021							March 5 Half Day/Early Dismissal for Students (Act 80) Teacher's Professional Development Dismissal Times: HS -10:55am, MS - 11:55am, EL - 11:30am March 29 Third Marking Period Ends March 30 Teacher Inservice #12 (Classroom Mang. #4) March 31 No School, Spring Recess Students = 21 Days Teachers = 22 Days	April 2021							April 1-5 No School, Spring Recess April 13 Third Marking Period Report Cards Students = 19 Days Teachers = 19 Days		
S	M	T	W	T	F	S		S	M	T	W	T	F	S			
	1	2	3	4	5	6							2	3			
7	8	9	10	11	12	13		4	5	6	7	8	9	10			
14	15	16	17	18	19	20		11	12	13	14	15	16	17			
21	22	23	24	25	26	27		18	19	20	21	22	23	24			
28	29	30	31					25	26	27	28	29	30				
May 2021							May 11 Fourth Period Progress Reports May 31 No School, Memorial Day Students = 20 Days Teachers = 20 Days	June 2021							June 9 High School Commencement June 9 Fourth Marking Period Ends June 9 Last Day of School for Students June 10 Teacher Inservice #13 (Classroom Mang. #5) June 23 Student Report Cards: USC Parent Portal for HS & MS / Mailed for EL Students = 7 Days Teachers = 8 Days TOTAL Students = 180 Days Teachers = 193 Days		
S	M	T	W	T	F	S		S	M	T	W	T	F	S			
2	3	4	5	6	7	8		6	7	8	9	10	11	12			
9	10	11	12	13	14	15		13	14	15	16	17	18	19			
16	17	18	19	20	21	22		20	21	22	23	24	25	26			
23	24	25	26	27	28	29		27	28	29	30						

 = Teacher Inservice/No School for students
 = Half Day / Early Dismissal for Students
 = No School
 = First & Last Day of School/Student Grade Reporting/Commencement

 = Remote Learning
 Standardized Testing Dates will be sent from each building

Upper St Clair School District

2020-2021 Adopted School Calendar (Revised 03.22.21)

July 2020

3 Closed, Independence Day

August 2020

12 New Teacher Orientation
 13-14 New Teacher Induction
 24 Teacher Inservice #1 (Staff Opening Day)**
 25 Teacher Inservice #2 (Act 80)**
 26 Teacher Inservice #3 (Act 80)**
 27 Teacher Inservice #4 (Flex)**
 28 Teacher Inservice (Floating 6 hour Day)**
 31 Teacher Inservice #5 (Act 80)**

September 2020

1 Teacher Inservice #6
 2 Teacher Inservice #7 (Classroom Mang. #1)
 3-4 Student Welcome Back / Transition Days - REMOTE
 7 No School, (District Closed), Labor Day
 8 First Student In-Person Day

October 2020

5 First Marking Period Progress Reports
 21 Half Day / Early Dismissal for Students – Act 80*
 (Teachers' Professional Development)

November 2020

2 First Marking Period Ends
 3 Teacher Inservice #8 (Classroom Mang. #2)**
 4 Teacher Inservice #9 (Parent / Teacher Conferences / Inservice) – Act 80**
 11 Teacher Inservice #10 (Parent / Teacher Conferences / Inservice) – Act 80**
 20 First Marking Period Report Cards
 26-27 No School, (District Closed), Thanksgiving Recess

December 2020

9 Second Marking Period Progress Reports
 24-31 No School, (District Closed), Winter Recess

January 2021

1 No School, (District Closed), Winter Recess
 15 Second Marking Period Ends
 18 Teacher Inservice #11 (Classroom Mang. #3)**

February 2021

1 Second Marking Period Report Cards
 24 Third Marking Period Progress Reports

March 2021

5 Half Day / Early Dismissal for Students – Act 80*
 (Teacher's Professional Development)
 30 Teacher Inservice #12 (Classroom Mang. #4)**
 29 Third Marking Period Ends
 31 No School, (District Closed), Spring Recess

April 2021

1-5 No School, (District Closed), Spring Recess
 13 Third Marking Period Report Cards

May 2021

11 Fourth Period Progress Reports
 31 No School, (District Closed), Memorial Day

June 2021

9 High School Commencement
 9 Fourth Marking Period Ends
 9 Last Day of School for Students
 10 Teacher Inservice #13 (Classroom Mang. #5)
 23 Report Cards Available:
 High School & Middle School– USC Parent Portal
 Elementary School – Mailed
 27 Kennywood Day

Key

*Early Dismissal Times:

High School @ 10:55am
 Middle School @ 11:55am
 Elementary School @ 11:30am

** No School for students on
 Teacher Inservice Days

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

Students - 180 Total Days

Teachers – 193 Total Days

COMMENDATIONS & RECOGNITIONS

March 2021

HIGH SCHOOL

Upper St. Clair High School Senior Maddie Nolen tied for top honors for Best Monologue – Upper Division in the 27th Annual Shakespeare Monologue & Scene Contest, a program of Pittsburgh Public Theater. Maddie performed the role of Jailer’s Daughter from “Two Noble Kinsmen.”

Upper St. Clair High School senior Manjiri Palayekar has qualified for the President’s Volunteer Service Award for her service to the greater community. The President’s Volunteer Service Award recognizes Americans of all ages who have volunteered significant amounts of their time to serve their communities and their country.

FORT COUCH

Three Fort Couch Middle School students were recognized as finalists in the Upper Division of the 27th Annual Shakespeare Monologue & Scene Contest, a program of the Pittsburgh Public Theater. The finalists included:

- Armen Pettit (Peter Quince)
- Ishaan Sharma (Bottom)
- Rohan Mehta (Starveling), A Midsummer Night's Dream

Fort Couch Middle School Eighth grader Olivia Fuscaldo earned second place in the 2021 NASA Student Art Contest. She was one of 90 student artists recognized from among 773 entries nationwide.

BOYCE

Two Boyce Middle School students were recognized as finalists in the Lower Division of the 27th Annual Shakespeare Monologue & Scene Contest, a program of the Pittsburgh Public Theater. The finalists included:

- Ava Liu (Titania), A Midsummer Night’s Dream
- Aaron Jiang (Bottom), A Midsummer Night's Dream

Boyce Middle School Fifth Grader Aaron Jiang was recently recognized with the 2020 President’s Volunteer Service Award (Gold). Aaron earned the award for completing more than 80 volunteer hours with the Youth Development Resource Consortium, a California-based non-profit organization that promotes student-run community service projects.



MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *S.P.B.*

Date: March 22, 2021

RE: Ratification of rental agreement with Polar Leasing, Inc.

The Food Service Department requires a walk-in refrigeration unit through the end of the school year to assist with meal distribution to families participating in the COVID-SSO site program. The refrigeration unit is eight feet by ten feet, approximately half the size of the unit rented in the fall. Currently, the average breakfasts and lunches distributed weekly are approximately 7,000 meals. As students return to five days of in-person instruction per week, meals will continue to be offered to the fully remote students. After April 6, 2021, the estimated meals to be distribute to fully remote students is 4,200 meals per week.

Administration recommends ratifying the lease agreement through 6/10/2021 with Polar Leasing, Inc. at a total cost of \$4,507.00, as presented.

LOCAL EDUCATION AGENCY LETTER OF AGREEMENT

Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program Roles and Responsibilities

Name(s) of Participating School District or Schools:

and

Name of ECYEH Region: **Region 4**

are committed to complying with the requirements and goals of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program to educate entities/staff who work with children, youth and families, on the rights of children and youth experiencing homelessness and will work collaboratively to eliminate the barriers that may impede enrollment, attendance, or receipt of services that support academic success.

The collaborators will strive to accomplish Pennsylvania's Education for Children and Youth Experiencing Homelessness Program objectives that are specific to their own area(s) of involvement. The above-named public/private entity pledges to collaborate with the above-named region to provide the following specific items/services:

1. Identification of a full-time school employee to serve as homeless liaison.
2. Ensure that McKinney-Vento students enroll in and have full and equal opportunity to succeed in school.
3. Ensure that children/youth in homeless situations are identified by school personnel through outreach and coordination with other entities and agencies.
4. Ensure that public notice of McKinney-Vento rights is disseminated in locations frequented by parents, guardians, and unaccompanied youth, in a manner and form understandable to them.
5. Ensure that school personnel providing McKinney-Vento services receive professional development and other support.
6. Ensure that children/youth/families have access to and receive educational services for which they are eligible, including Head Start, early intervention (IDEA Part C) and other preschool programs.
7. Ensure that children/youth/families receive referrals to health care, dental, mental health, substance abuse, housing and other services.
8. Ensure that disputes are resolved and assistance to access transportation is provided.
9. Ensure that unaccompanied youth are enrolled in school and experience no barriers

that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school.

10. Participate in appropriate professional development and technical assistance.

Signed

(Superintendent/CEO
or designee):

Typed Name:

Title:

School District/

School/

Intermediate Unit:

Date:

Signed (Homeless

Liaison):

Typed Name:

Title:

School District/

School/

Intermediate Unit:

Date:

Signed (Regional
Coordinator):

Nicole Anderson

Typed Name:

Nicole Anderson

Title:

Region 4 Coordinator

School District/

Allegheny Intermediate Unit 3

School/

Intermediate Unit:

Date:

3/12/2021

Memo



To: Dr. John Rozzo

From: Mr. Ray Carson

Date: March 18, 2021

RE: Quest Diagnostic – Substance Abuse Testing Services Agreement

I am requesting approval for an Agreement with Quest Diagnostic for substance abuse testing services.

St. Clair Occupational Medicine ("SCOM") has been the District's sole provider for post-offer/pre-employment drug screening of candidates for the past 12 years. SCOM is a one-location provider and the cost, which is borne by the candidate, was high.

Quest Diagnostics is a better alternative due to the multiple locations available that is more convenient for candidates. Candidates will also pay 35% less by being tested by Quest than SCOM.

Please note: The District will continue using SCOM for the Transportation Department's bus driver candidates.

Administration recommends approving the Substance Abuse Testing Services Agreement with Quest Diagnostics Clinical Laboratories Inc., pending review and approval by the Superintendent and Solicitor.

EXHIBIT A
TO SUBSTANCE ABUSE TESTING SERVICES AGREEMENT
Fees

PRICING FOR "LAB BASED" TESTING AND SERVICES

Testing protocols will be provided to Purchaser upon request.

Quest Diagnostics is pleased to offer the following pricing:

Description	Test Code	Client Test Code Price
ACCOUNT SETUP FEE (NON-REFUNDABLE)	31257N	\$200.00
QUEST URINE COLLECTION FEE	8766N	\$11.00
PREFERRED URINE COLLECTION FEE	35499N	\$15.50
SUBSTANCE ABUSE PANEL 10-50 GC/MS W/NITRITE	35190N	\$19.00

PRICING FOR ORAL FLUID COLLECTION SUPPLIES

Product Number	Product Name	Price Per Kit
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Purchaser is responsible for any shipping, handling, and any applicable sales/use tax.

RETURN TERMS: The oral fluid collection product is not returnable except for the following reasons or as otherwise required by applicable law:

- Device is defective;
- Units were received damaged or incomplete; and/or
- Units were delivered to Purchaser by Quest Diagnostics past the applicable, marked expiration date as indicated on the collection kit

No refunds will be issued for returned devices. Devices returned for any of the above reasons will be replaced at no additional cost to Purchaser. In the event Quest Diagnostics or Purchaser discontinues or terminate the Agreement or this Exhibit, Purchaser will be obligated to pay for any oral fluid collection supplies provided to Purchaser prior to the discontinuance or termination of services.

SUMMARY OF SERVICES INCLUDED IN ABOVE PRICING

- Where bundled testing is provided, the initial screen and confirmation of positives by mass spectrometry (e.g. GC/MS or LC/MS) is included in the Test Code Price above.
- Transportation of ALL specimens to laboratory (international shipping provided at an additional charge).
- Supplies for urine and hair specimen collection.
- Handling of rejected specimens or those otherwise unfit for testing.
- Retention of positive urine or oral fluid specimens in frozen storage for a minimum period of one year.
- Retention of positive hair specimens for a minimum period of one year.

SUMMARY OF SERVICES AVAILABLE AT AN ADDITIONAL CHARGE

- TestSure™ quantitative urine adulteration detection panel.
- Custom Requisitions (non-standard requisitions).
- Custom Supplies.
- Reporting of hard-copy results in a method other than faxing or electronic transmission (if delivered by overnight commercial courier, U.S. Mail, etc.).

LITIGATION ASSISTANCE WILL BE CHARGED AS FOLLOWS

- Litigation Assistance (One Witness, i.e., a Laboratory Responsible Person, Director, or other person designated by Quest Diagnostics, will be made available to testify about the information contained within a documentation package, including test data, laboratory policies, procedures, and SOPs)
 - \$1000.00/day and \$125.00/hour after eight hours, or
 - \$500.00/half-day, or
 - \$125.00/hour (per witness)
 - Plus travel expenses
- Deposition (One Witness, i.e., a Laboratory Responsible Person, Director, or other person requested by the Purchaser, will be made available to testify on site at a Quest Diagnostics laboratory – including telephone and televised testimony from a Quest Diagnostics' laboratory. Additional fact witnesses will be made available for deposition at Quest Diagnostics' discretion.)
 - \$125.00/Hour per witness
- Test Documentation Packet (Litigation Packet)
 - \$250.00/Package
- Cancellation Fee (when cancelled with less than 24 hour notice)
 - \$125.00/Record
- Record Retrieval
 - \$50.00/Record

Please note:

- Fees contained within this agreement are offered for 30 days from the Effective Date.
- Bundled pricing is based on confirmation testing rate of up to 5%.

Personnel List**Board Meeting****March 22, 2021****ELECTION**

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Elias, Abigail	Substitute	ETC Substitute Teacher	Substitute	03-25-21
Froelich, Michael	DAB	District Tech Support (DTS)	PT	03-22-21
Hestwood, Christine	High School	Spring Musical: Pit Orchestra Director	ECA	03-16-21 through 05-15-21
Hutchinson, Jena	Substitute	ETC Substitute Teacher	Substitute	03-11-21
Lee, Kelly	High School	Sponsor: Spanish Club	ECA	2020-2021 SY
Liebel, Garret	Substitute	ETC Substitute Teacher	Substitute	03-25-21
Magliocca, Eric	Ft. Couch	Track	ECA	03-15-21 through 05-15-21
Poling, Ailsa**	Boyce	Per Diem Substitute Teacher (for K. Pascarella)	Per Diem Substitute	03-22-21 through LDTR
Reicoff, Ryan	High School	Assistant Coach - Baseball	Volunteer	03-08-21 through 05-15-21
Smith, Tracy	High School	Sponsor: Robotics Club	ECA	2020-2021 SY
Teklinski, Robin	High School	Assistant Coach: Softball	Volunteer	03-15-21
Toth, Zoltan	Ft. Couch	Assistant Coach: Softball	ECA	03-15-21 through 05-15-21
White, Fred **	District-Wide	District Driver/Delivery	FT	03-10-21
White, Fred	District-Wide	Substitute Custodian	Substitute	03-10-21

** Interim Approval by Dr. John Rozzo, Superintendent on 03-05-21

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Hamel, Michelle	Boyce	1.0 Elementary Teacher	FT	Personal Leave of Absence	Leave	3-1-21 through LDTR
Marmion, Kim	High School	Personal Leave of Absence	Leave	1.0 Custodian	FT	02-15-21 through 03-12-21
Pascarella, Kelly	Boyce	1.0 Elementary Teacher	FT	Personal Leave of Absence	Leave	Begin 04-6-21
Phillips, Donna **	Boyce	AWS Teacher	Substitute	Per Diem Substitute (for S. Fleckenstein)	Per Diem Substitute	3-1-21 through LDTR
Polinski, Amy **	Ft. Couch	Per Diem Substitute (for K. Ruth & C. Cusick as of 12-01-20)	Per Diem Substitute	1.0 Business Ed Teacher (LTS for C. Cusick)	LTS	03-12-21 through end TBD

Short, Rosanne	Eisenhower	1.0 Teacher Aide	FT	Personal Leave of Absence	Leave	Begin 02-22-21
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** Interim Approval by Dr. John Rozzo, Superintendent on 03-05-21 and 03-15-21

REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Corona, Cara	High School	Spring Musical: Costume Design	ECA	03-16-21 through 05-15-21
Dodd, Charles	High School	Spring Musical: Stage Manager/Stage Crew	ECA	03-16-21 through 05-15-21
Lee, Henry	Ft. Couch	Assistant Coach: Softball	ECA	04-12-21 through 05-15-21
Werner, Mary Elizabeth	High School	Spring Musical: Paint Director	ECA	03-16-21 through 05-15-21

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Ecker, Diane	Boyce	1.0 Special Ed Teacher	FT	LDTR 2020-21 school year
Pembroke, Donna	Ft. Couch	Head Cook	FT	6-11-21
Podrasky, Charles	Bus Garage	Bus Driver	PT	LDBD 2020-21 school year

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Binkley, Michael	High School	Spring Musical: Assistant Producer	ECA	02-25-21
Cavalo, Sara	High School	1.0 Custodian	FT	04-02-21
Karidis, Joye	Ft. Couch	Assistant Coach: Softball	ECA	03-16-21
Pickell, Donald	High School	Spring Musical: Pit Orchestra Director	ECA	03-16-21
Seybert, John	High School	Marching Band Director	ECA	03-08-21

PROPOSED SALARY INCREASE **

Daily Substitute Teacher: Per Diem Rate from \$100 per day to \$125 per day; eliminate Friday bonus - effective 03-16-2021

** Interim Approval by Dr. John Rozzo, Superintendent on 03-15-21

INFORMATION ONLY

David, Samuel - 1.0 Custodian - Temporary location change from Ft. Couch to High School

Fleckenstein, Susan (Boyce) - Transfer from 1.0 Gifted/Math Resource Teacher to 1.0 Math Teacher (M. Hamel position) - effective 3-1-21 through LDTR

Stevenson, Angela (Streams) - 1.0 Art Teacher - Return to Work from personal leave of absence - effective 03-15-21



KENNYWOOD INFORMATION	
Park Name:	Kennywood
Mailing Address:	4800 Kennywood Blvd.
City/State/Zip Code:	West Mifflin, PA 15122
Contact Name:	Lisa Bliss / Meaghan Collins
Telephone:	412.461.0500 x1233 / x1242

SCHOOL PICNIC AGREEMENT

GROUP INFORMATION:

Name: Upper St. Clair School District
Street Address:
City State:
Phone No.:
Contact Name:

Event Date: Sunday June 27, 2021

TICKETS:

<u>TICKET TYPE</u>	<u>ESTIMATED ATTENDANCE</u>	<u>PRICE PER TICKET</u>
2021 School Ticket price is \$29.00	N/A	\$29.00

SPECIAL INSTRUCTIONS

1. No personal checks will be accepted by Kennywood.
2. No outside caterers, food (including covered dishes) or (alcoholic or non-alcoholic) beverage products may be brought into Kennywood by the School Picnic Organization.

THIS AGREEMENT IS SUBJECT TO THE ATTACHED TERMS AND CONDITIONS. BY SIGNING BELOW, GROUP REPRESENTS AND WARRANTS THAT IT UNDERSTANDS THE TERMS AND CONDITIONS AND AGREES TO BE BOUND BY THEM.

GROUP – Date Signed: ____/____/____

Signature

Print Name and Title

TERMS AND CONDITIONS OF GROUP EVENT AGREEMENT

1. PARTIES: This Group Event Agreement ("Agreement") is entered into between the Park and the Group referenced on page one of this Agreement. Group is herein appointed for the purpose of ticket sales only and shall have no power or authority to act for Park in any capacity other than in the sale or disbursement of consigned group Event tickets.

2. ACCEPTANCE: This Agreement becomes effective and binding on the date of Group's signature. The signatures on behalf of Group and Park on the page one of this Agreement evidence agreement to all of the terms and conditions of this Agreement.

3. GROUP EVENTS: All group Events are subject to the terms and conditions of this Agreement and the terms and conditions printed on the tickets involved in the Event.

4. TICKETS & PRICES: Group may reserve additional tickets for the Event at the prices listed on the reverse side of this Agreement. Title to all tickets shall remain with Park until sold. Tickets may only be sold to group's members and not Online, to the general public (except as invited by the Group), or otherwise.

5. FOOD AND BEVERAGES: N/A

6. EVENT AREA RESERVED: N/A.

7. DEPOSIT FEE N/A

8. FINAL GUARANTEE: N/A.

9. PAYMENT: Group shall pay for all consignment ticket sold (if any) and return unsold tickets to park within ten days of picnic date along with payment in full. Group shall remit payment in the form of cash, money order or approved Group check (no second-party or personal checks will be accepted), and forwarded to Park's mailing address specified.

10. TAX: N/A

11. CANCELLATION: Either party may cancel the Event by providing thirty (30) days prior written notice to the other party. In the case of inclement weather, Park may close the Park and will attempt to reschedule the Event. Park, in its sole discretion, shall make the decision whether to close the Park. Park is not responsible for disruption of the Event by nature, or for any damages, costs or expenses arising out of cancellation

12. RISK OF LOSS: Group assumes full responsibility and risk of loss for any group tickets consigned, and agrees to pay Park the equivalent cash value for all non-returned tickets, regardless of the reason or cause for said non-return.

13. REFUNDS: Park shall not give any refunds, nor anything else of value, for pre-purchased tickets that are not used.

14. WARRANTY: The person who executes this Agreement on behalf of each party expressly represents and warrants that s/he has the full and complete authority to do so. **EXCEPT AS EXPRESSLY SET FORTH HEREIN, PARK MAKES NO FURTHER WARRANTIES AND SPECIFICALLY DISCLAIMS ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

15. LIABILITY: Park reserves the right to inspect and control all private Events in the Park. Park shall not be liable for personal property or equipment brought into the Park Facility.

16. INDEMNIFICATION: Group shall indemnify, hold harmless and defend Park (including its managers, owners, officers, directors, agents, employees, affiliates and parent companies), from all claims, liabilities, damages or costs (including reasonable attorneys' fees), which may be incurred in conjunction with the Group's acts or omission, negligence, willful misconduct or illegality, or in connection with this Agreement.

17. INSURANCE: N/A.

18. ASSIGNMENT & MODIFICATION: This Agreement is not assignable and shall not be modified except in writing and signed by both parties.

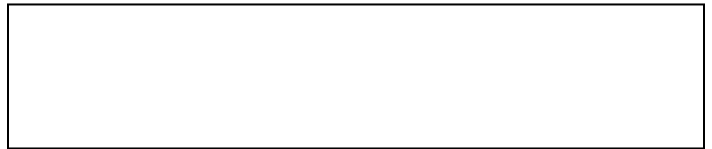
19. GOVERNING LAW: : The laws of the State of Pennsylvania shall govern the validity, performance and construction of this Agreement. Jurisdiction and venue shall lie in the courts in Allegheny County, PA.

20. INDEPENDENT CONTRACTOR: Each party hereto is an independent contractor bearing its own risk of profit and loss.

21. SEVERABILITY: The unenforceability or illegality, in whole or in part, of any provision of this Agreement shall not affect the validity of the remainder of such provision or of any agreement resulting from such invalidity.

22. SURVIVAL: Any provision herein that by its nature should survive, shall survive the termination or expiration of this Agreement.

23. WAIVER: Delay or failure of Park to enforce any right or remedy under this Agreement shall not impair, or be deemed a waiver of, any right or remedy hereunder. The waiver by Park of the breach or default of any condition or provision hereof shall in no way impair the right of Park to avail itself of any right or remedy for any subsequent breach or default thereof.



Memo



To: Mr. Ray Carson

From: Dr. Lou Angelo

Date: March 4, 2021

RE: AIU DART Annual Lease

I am requesting approval of the lease agreement with the Allegheny Intermediate Unit (AIU) for their DART program during the **2021-2022 school year**. The lease agreement permits the AIU to utilize one classroom at Baker Elementary School at a cost of \$10,200.00 payable in 12 installments at a rate of \$850.00 per month.

The Upper St. Clair School District has maintained a long-standing relationship with the AIU DART program through the lease agreement. The DART program is an early intervention program that serves children in Allegheny County, ages 3 to 5, who are experiencing developmental delays or disabilities. If approved, the lease will commence July 1, 2021 and terminate on June 30, 2022.



AIU Transition Memorandum of Understanding

The Allegheny Intermediate Unit Head Start and Pre-K Counts Programs, in partnership with the Trying Together and the United Way of Southwest PA, agree to support best practices in transition to kindergarten with the **Upper St. Clair School District** in the **2020-2021 and 2021-2022** school years.

During the 2020-2021 school year, districts plan and implement transition activities that welcome and support children and families to the 2021-2022 school year:

- *2020-2021: Create plan, implement registration events, register students*
- *2021-2022: Welcome new students and families, transition events, report enrollment numbers*

This MOU fulfills the Hi5! and state and federal requirements for kindergarten transition under the Every Student Succeeds Act/Title I. This MOU will be revisited and updated annually.

AIU Best Practice Deliverables Include:

- Hosting and participating in Hi5! Leadership monthly meetings
- Hosting Hi5! Kindergarten Transition Events
- Promoting early and on-time K registration
- Learning about and supporting school transition plans
- Sending pertinent kindergarten information to the receiving schools with parent permission
- Distributing checks to school districts who meet the deliverables

School District Best Practices Deliverables Include:

- The continuation of a school district Transition Team
- The timely signing of this MOU
- The timely submission of a written school district Transition Plan
- Implementation of the Transition Plan
- Promoting early and on-time K registration
- The timely submission of K registration data at three time-points
- Participation in the fall event, spring event, or May Celebration

Signature and Date of School District Representative (SY 2020-2021, 2021-2022)

Signature and Date of School Board Representative (SY 2020-2021, 2021-2022)

Signature and Date of AIU Representative (SY 2020-2021, 2021-2022)

Revised 10/22/2020



Memo

To: Dr. John Rozzo, USC Board Members
From: Ms. Cassandra Doggrell
Date: March 8, 2021
RE: Special Education and Student Support Services Agreement/Contract

I request approval of the following agreement/contract for the 2020-2021 school year:

1. Wesley High School Individual Student Enrollment Agreement: Enrollment fee for one student at \$1,260 for the first semester and \$15,000 for the second semester.
 - a. Enrollment cost for one student attending Wesley High School.
 - b. ATTN: Wesley Family Services Education Director
5250 Caste Drive
Pittsburgh, PA 15236

Approval of contracts/agreements will be contingent upon documentation acceptable to the Superintendent and Solicitor.

Memo



Customizing Learning,
Nurturing Potential...
Delivering Excellence

To: Dr. Rozzo, USCSD Board Members

From: Raymond Berrott, Director of Technology

Date: March 3, 2021

RE: **Copy Services**

In 2014, we outsourced our centralized copy center to Office Depot. Through savings in copier leases and personnel costs, we saved \$40,000 per year. The majority of our copy jobs are packets, booklets, and various coil-bound and saddle-stitched books/packets. Our yearly costs range from \$120,000 to \$140,000.

To interface with the Office Depot ordering system, we had to write our own order/management system. Maintaining our system requires constant monitoring and programming changes to adapt to changes in ordering and job types. With the increase/expansion of technology and demand for support, we analyzed our operations over the last few months to look for more efficiencies with our copier services.

With our copy demand and customizations needed for compatibility with the USCSD network, the market is scarce. We found a company that has a national and local presence, Allegra Marketing Print and Mail. Allegra has employees that previously managed and produced our copy jobs when they were employed at Office Depot. Through those relationships, we were able to meet with them regularly over the last few weeks. We provided them our copy needs and requirements, and they created a customized system that we were able to demo and compare to Office Depot.

The advantages of the Allegra service:

- 100% managed and maintained by Allegra
- Improved turnaround time, 2-3 days as opposed to 3-5 days
- Online Proofing (viewing what the copy jobs looks like before it is submitted)
- Copy Job templates with pre-selected options (to help teachers submit faster and more efficiently)
- Workflows and alerts to manage/monitor the volume
- Advanced reporting and metrics to control costs

To compare costs, we supplied Allegra with average quantities of various copy jobs. Based upon our estimated volumes, we anticipate yearly savings between \$15,000 - \$25,000.

	Office Depot	Allegra
100 Coil bound books	\$240.00	\$225.00
100 Saddle Stched packets	\$69.70	\$68.50
165 Stapled Packets	\$68.78	\$62.23

I recommend the District enter into a one-year agreement with Allegra Marketing Print and Mail for copy and print services, with automatic yearly renewals, contingent upon documentation acceptable to the Superintendent and Solicitor.



MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *SPB*

Date: March 8, 2021

RE: Approval of Easement Agreement with Everest Infrastructure Partners, Inc.

Administration is recommending the approval of the sale of a thirty (30) year term easement to Everest Infrastructure Partners, Inc. for a for a lump sum payment at closing of One Million One Hundred Twenty Thousand Dollars (\$1,120,000.00).

Upper St. Clair School District will transfer and assign to Everest Infrastructure Partners, Inc. the beneficial rights, title and interest to current lease agreements, including but not limited to:

- The right to receive any and all rents and other monies due thereunder
- The right to modify, extend, expand and/or terminate the current lease agreements. Everest shall be required to pay to USCSD all of the rents and other monies due under the Sprint Lease, unless and until the T-Mobile Lease is terminated. In the event the T-Mobile Lease is terminated, Everest shall receive the right to receive any and all rents and other monies due under the Sprint Lease.

A few key points to consider with the execution of the Easement Agreement:

- Eliminates all risk associated with future lease contracts related to the three cellular companies included in the agreement. (AT&T, T-Mobile and Verizon)
- Eliminates any reduction of site value related to changes in technology or the availability of other sites for cellular coverage in the Township.
- No expansion is included in the proposal.
- The District retains the lease rights to Sprint, unless the T-Mobile lease is terminated. If at such time the Sprint lease is terminated as part of the merger with T-Mobile, the District has the right to seek a new tenant.

Prior to execution, all transaction documents will be reviewed by the District's solicitor. Administration recommends approving the Easement Agreement with Everest Infrastructure Partners, Inc.

INTERGOVERNMENTAL COOPERATION AGREEMENT

This Intergovernmental Cooperation Agreement ("Agreement") is entered into this _____ day of _____, 2021, by and between the TOWNSHIP OF UPPER ST. CLAIR, a municipal corporation with its principal office at 1820 McLaughlin Run Road, Upper St. Clair, PA 15241 (hereinafter "Township"), and the UPPER ST. CLAIR SCHOOL DISTRICT, a school district in the Commonwealth of Pennsylvania, with its principal office located at 1775 McLaughlin Run Road, Upper St. Clair, PA 15241 (hereinafter "School District").

WHEREAS, the Township is the owner of property located at the intersection of McLaughlin Run Road and Truxton Drive in the Township of Upper St. Clair, identified by the Allegheny County Office of Property Assessment as Parcel ID 395-R-20 (hereinafter the "Property"); and

WHEREAS, the School District is the owner of adjacent property, identified by the Allegheny County Office of Property Assessment as Parcel ID 478-C-210, where the School District football stadium complex is located; and

WHEREAS, the School District constructed additions to the football stadium complex as approved by Township Ordinance No. 1824 dated July 3, 2000, which provided that as part of the approval, the Township would convey and the School District would accept a land transfer of a portion of the Property to cure the encroachment of the stadium complex onto the adjacent property owned by the Township; and

WHEREAS, the School District's football stadium complex is accessed via Truxton Drive; and

WHEREAS, during a heavy rain in June 2018, a significant portion of the hillside located on Truxton Drive slid toward and onto the sidewalk and roadway, making the stability of the Truxton Drive hillside a concern for both the School District and the Township; and

WHEREAS, the Township, as owner of the Property, engaged The Gateway Engineers, Inc. to assess the stability of the hillside by reviewing the site location and conditions, conducting geological reconnaissance, and boring for subsurface exploration; and

WHEREAS, The Gateway Engineers, Inc. concluded that a portion of the embankment adjacent to Truxton Drive has been experiencing long-term creep movement, and recommended that the embankment be reconstructed; and

WHEREAS, the Pennsylvania Intergovernmental Cooperation Law, Act 180 of 1972, *as amended by*, Act 177 of 1996, 53 Pa. C.S. § 2301, *et seq.*, endorses and authorizes cooperative agreements for provisions of public services, performance of government functions and other government purposes by and between the municipalities of this Commonwealth; and

WHEREAS, the School District Board of School Directors and the Township Board of Commissioners have determined that it is mutually beneficial to pursue the reconstruction of the embankment on the Property (hereinafter referred to as the "Truxton Project") on a cooperative basis; and

WHEREAS, the Township and School District have agreed that following completion of the Truxton Project and as originally contemplated by Township Ordinance No. 1824, the Property will be subdivided and the portion of the Property to the east of Truxton Drive shall be conveyed to the School District, except the Township shall maintain ownership of that portion of property currently used as a Township parking lot to the east of Truxton Drive; and

WHEREAS, the Township and School District have agreed that the Township shall continue to maintain the sidewalk along the eastern side of Truxton Drive.

NOW, THEREFORE, with the intent to be legally bound hereby, the parties hereto agree as follows:

1. The Township and the School District (hereinafter collectively referred to as the "parties") hereby agree to cooperate and have equal financial responsibility for the completion of the Truxton Project.

2. The Township will manage the bidding process for the Truxton Project in accordance with the provisions of Article X ("Contracts") of the Township Charter, including the development of the request for proposals, with input from the School District, and advertising, as required.

3. The parties will jointly review all proposals and bids and will mutually agree as to the final selection of contractors to complete the Truxton Project, subject to all competitive bidding and award requirements of the Township Charter and the Pennsylvania Public School Code.

4. The Township Board of Commissioners shall approve the award of the Truxton Project to the lowest responsible bidder(s), as mutually agreed upon by the parties, and the Township shall execute all necessary contracts with the lowest responsible bidder(s) to engage their services for completion of the Truxton Project.

5. The parties agree that expenses of the Truxton Project, other than the services already performed by The Gateway Engineers, Inc. and the services of the School District and Township Solicitors, shall be shared equally by the parties. The total Truxton Project costs shall

be determined and mutually agreed upon prior to the commencement of the Truxton Project and prior to the Township's execution of any contract with the lowest responsible bidder to reconstruct the embankment. The contract(s) shall be between the Township and the contractor(s), and the School District shall within sixty (60) days reimburse the Township for Fifty Percent (50%) of costs, upon presentation and review of invoices. The invoices shall contain certification by the Township engineer that the invoiced work is complete and meets the parties' agreed upon specifications.

6. The governing bodies of the Township and the School District agree to enact an Ordinance and Resolution, respectively, with this Agreement or within in thirty (30) days from the date hereof pursuant to and in accordance with Section 2307 of the Pennsylvania Intergovernmental Cooperation Act, 53 Pa. C.S.A. § 2307, for the purpose of authorizing and effectuating this Agreement.

7. The parties agree to alert their respective insurance carriers to the terms of this Agreement and the Truxton Project, and the School District shall be named as an additional named insured under the contract(s) for the Truxton Project.

8. Upon completion of the Truxton Project, the Property shall be subdivided and subject to a subdivision Plan in a form to be agreed upon by the parties. As approximately shown on the attached Exhibit A, that portion of the Property to the east of Truxton Drive and bordering the School District's parcel with ID number 478-C-210 shall be transferred by the Township to the School District by special warranty deed. The Township shall retain ownership of the remainder of the Property to the west of Truxton Drive as well as the portion of property to the east of Truxton Drive currently used as a Township parking lot. All costs of the preparation and

recording of the subdivision plan and special warranty deed shall be split equally between the School District and Township.

9. The Township agrees to continue to maintain the sidewalk on the eastern side of Truxton Drive.

10. This Agreement may be executed in counterparts, each of which shall be deemed an original.

11. This Agreement, along with the exhibit incorporated herein by reference, comprise the entire agreement between the parties related to the subject matter of this Agreement, and supersedes any prior agreement, oral or written, between the parties on the subject matter hereof.

12. The parties agree that this Agreement shall continue in full force and effect through the completion of the Truxton Project and shall continue until the transfer of the Property from the Township to the School District is completed, and the subdivision plan and special warranty deed have been executed and recorded in the Allegheny County Department of Real Estate.

13. The parties further agree that this Agreement shall be subject to termination upon sixty (60) days' written notice to the non-terminating party by certified mail, return receipt requested to the following:

To the School District:

Dr. John T. Rozzo, Superintendent
1775 McLaughlin Run Road
Upper St. Clair, PA 15241

Copy to:

Jocelyn Kramer, Esquire
Weiss Burkardt Kramer, LLC
445 Fort Pitt Boulevard, Suite 503
Pittsburgh, PA 15219

To the Township:

Matthew R. Serakowski, Township Manager
Township of Upper St. Clair
1820 McLaughlin Run Road
Upper St. Clair, PA 15241

Copy to:

Irving Firman, Esquire
Tucker Arensberg, PC
1500 One PPG Place
Pittsburgh, PA 15222

IN WITNESS WHEREOF, the parties hereto have set their hand(s) and seal(s) the date first above.

ATTEST:

UPPER ST. CLAIR SCHOOL DISTRICT

Secretary

By: _____
President, Board of School Directors

Date of Approval: _____

ATTEST:

TOWNSHIP OF UPPER ST. CLAIR



Matthew R. Serakowski, Township Manager

By: 

Vice President, Board of Commissioners

Date of Approval: MARCH 1, 2021

TADMS:5464086-1 024932-139860



PROPERTY TO BE SUBDIVIDED

 SCHOOL DISTRICT WILL OWN

 TOWNSHIP WILL OWN



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill

Date: March 8, 2021

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS (PRELIMINARY AND UNAUDITED)

Financial statements for the General Fund, Capital Reserve Fund and Construction Fund for the period ended February 28, 2021 are enclosed for your review. Financial statements for the Cafeteria Fund report for the period ending January 31, 2021 are also enclosed for your review. The reports reflect the realized revenues and expenses incurred from July 1, 2020.

GENERAL FUND

	2020-21	2020-21 through February 28, 2021		2019-20	2019-20 through February 28, 2020	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$59.53	\$59.55	100%	\$57.29	\$57.01	100%
EIT	\$5.67	\$3.12	55%	\$5.67	\$2.81	50%
All Other Local Revenues	\$3.53	\$2.69	76%	\$4.17	\$2.79	67%
State Revenues	\$18.33	\$11.88	65%	\$18.10	\$11.52	64%
Federal Revenues	\$0.48	\$0.44	92%	\$0.38	\$0.15	39%
All Other	\$0.00	\$0.00	0%	\$0.03	\$0.00	0%
Total Revenues	\$87.540	\$77.68	89%	\$85.640	\$74.28	87%
Expenditures	\$87.800	\$51.50	59%	\$85.640	\$50.39	59%
Revenues less Expenditures	(\$0.260)	\$26.18		\$0.000	\$23.89	

Balance Sheet	As of February 28, 2021	As of June 30, 2020 <i>(unaudited)</i>
Cash and Marketable Securities	\$38,466,990	\$17,766,352
Total Assets	\$42,931,568	\$22,130,623
Total Liabilities	\$7,338,706	\$12,508,084
Nonspendable Reserves	\$0	\$208,959
Adjustment to Fund Balance	\$26,179,282	\$371,652
Fund Balance	\$9,413,581	\$9,041,928

The General Fund revenue is ahead last year, comparing the percent of budgeted revenue received as of February 28th. Local tax revenue is 4.4% ahead of last year through February 28th. Interim real estate tax is approximately \$277k higher than 2019-20. Interest income is less than \$10k year-to-date. Last year at the end of November, interest revenue exceeded \$359k.

CAFETERIA FUND

	Budget 2020-21	2020-21 through January 31, 2021	Budget 2019-20	2019-20 through January 31, 2020
Revenues	\$1,927,393	\$817,805	\$1,776,296	\$942,260
Expenditures	\$1,900,718	\$937,827	\$1,700,771	\$1,079,323
Net	\$26,675	(\$120,022)	\$75,525	(\$137,063)

	As of January 31, 2021	As of June 30, 2020
Cash and Marketable Securities	\$322,843	\$110,579
Total Assets	\$595,612	\$246,919
Total Liabilities	\$665,383	\$196,669
Unassigned Fund Balance	(\$69,771)	\$50,250

The food service department is operating under the Seamless Summer Option provision (SSO-COVID), providing free reimbursable lunches to all students in the District through the end of the school year. As student schedules are adjusted for COVID-19, the cafeteria will adapt the schedule for in-person meals and pick-up meals, providing as many breakfasts and lunches to students as possible. Federal reimbursement will make up the majority of revenue for the 2020-21 school year. Sales continue to lag behind last year for a couple of reasons. First, a-la-carte sales are down approximately 75% compared to the same period last year. The decrease in a-la-carte sales is attributed to fewer students attending school and the availability of free reimbursable lunches. Also, the total meals sold to students has decreased due to fewer in-person student days when compared to 2019-20. However, expenditures are down 13% when compared to the same period for 2020.

CAPITAL RESERVE FUND

	Budget 2020-21	2020-21 through February 28, 2021	Budget 2019-20	2019-20 through February 28, 2020
Revenues	\$270,000	\$267,029	\$267,000	\$270,717
Expenditures	\$305,000	\$189,997	\$395,442	\$356,192
Net	(\$35,000)	\$77,032	(\$128,442)	(\$85,475)

	As of February 28, 2021	As of June 30, 2020 (unaudited)
Cash and Marketable Securities	\$177,904	\$176,872
Total Assets	\$177,904	\$176,872
Total Liabilities	\$0	\$25,225
Total Reserves	\$177,904	\$151,647

CONSTRUCTION FUND

	Budget 2020-21	2020-21 through February 28, 2021	Budget 2019-20	2019-20 through February 28, 2020
Revenues	N/A	\$4,186	N/A	\$111,662
Expenditures	N/A	\$374,948	N/A	\$5,071,024
<i>Net</i>		<i>(\$370,762)</i>		<i>(\$4,959,362)</i>

	As of February 28, 2021	As of June 30, 2020 <i>(unaudited)</i>	
Cash and Marketable Securities	\$1,654,057	\$2,258,545	
Total Assets	\$1,654,057	\$2,258,545	
Total Liabilities	\$1,166,010	\$1,365,942	
<i>Fund Balance</i>	\$488,047	\$892,603	

BUDGET TRANSFERS

Budget transfers of \$49,955.00 are enclosed for your review and approval.

Cc: Rebecca Berquist, Treasurer

Memo

To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: March 22, 2021

RE: SUPPLEMENTAL FINANCIAL REPORT

BILL LIST

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

	GENERAL FUND 10	CAPITAL RSV. FND. 31	CONSTRUCTION FND. 36	SCHOOL LUNCH FND. 50
MANUAL CHECKS	\$1,232,638.50			\$305,222.40
BILL LIST	\$888,817.07		\$144,525.26	
TOTAL	\$2,121,455.57	\$0.00	\$144,525.26	\$305,222.40

CREDIT CARD BILL

The credit card bill for February purchases:

265.29	Pass Thru	2,091.00	Shop @ USC
50.65	Elementary Lang Arts	1,418.08	Technology
720.00	MS World Language	18.43	HS Library
879.93	MS Industrial Arts	689.96	Superintendent
198.00	HS Regular Ed.	390.73	HS Principal
170.94	DYP	80.00	Business Office
39.99	HS Math	104.80	Ops. & Maintenance
111.87	HS Science	3,097.00	COVID Cares
520.71	HS Music	135.90	Transportation
946.03	HS Industrial Arts	173.93	Marching Band
140.76	HS FACS	12,244.00	FEBRUARY PURCHASES

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

Cc: B. Berquist

This form attests that Upper St. Clair School District, along with other Pennsylvania Schools and Pennsylvania local government entities is an established Settlor of the Pennsylvania School District Liquid Asset Fund for the purpose of investing public funds.

WHEREAS, the Pennsylvania School District Liquid Asset Fund (the "Fund") was formed on January 22, 1982 in accordance with the authorization contained in the Pennsylvania Intergovernmental Cooperation Act (Act No. 180 of the 1972 Session of the General Assembly) (the "Intergovernmental Cooperation Act") and Section 5-521 of the Pennsylvania Public School Code of 1949 (Act No. 14 of the 1949 Session of the General Assembly, as amended) (the "Public School Code") by the adoption of a Declaration of Trust by certain School Districts, such declaration of trust as amended through the date hereof and as the same may be amended from time to time being hereafter referred to in these preambles and the following resolution as the "Declaration of Trust"; and

WHEREAS, the Declaration of Trust of the Fund, has authorized the school and other Pennsylvania local government entities of the Commonwealth of Pennsylvania to become Settlers of the Fund and make use from time to time including the MAX Series, the Fixed Rate Series, and other services offered by the Fund service providers including the Investment Advisor (PMA Asset Management, LLC), the Administrator (PMA Financial Network, LLC) the Distributor (PMA Securities, LLC) or the Fixed Rate Program Providers, PMA Financial Network, LLC/PMA Securities, LLC/PMA Asset Management, LLC and the Custodian, PNC Bank, ("Service Providers") and/or their successors. ; and

WHEREAS, the Intergovernmental Cooperation Act provides that two or more School Districts of the Commonwealth of Pennsylvania may jointly cooperate in the exercise or in the performance of their respective governmental functions, powers or responsibilities and may enter into such joint agreements as may be deemed appropriate for such purposes when such agreements have been adopted by all such cooperating School Districts; and

WHEREAS, Section 5-521 of the Public School Code provides that School Districts have authority to join with other political subdivisions of the Commonwealth of Pennsylvania in agreements for the purpose of performing governmental powers, duties or functions, and in carrying into effect provisions of law relating to said subjects, which are common to all such political subdivisions; and

WHEREAS, Section 4-440.1 of the Public School Code has authorized the boards of directors of School Districts to invest School District funds consistent with sound business practice by providing for an investment program offered by the Pennsylvania School District Liquid Asset Fund.

Settlor Name: Upper St. Clair SD

Authorized Individual as Designated in Resolution/Ordinance:

Signature: Scott P Burchill Printed Name: Scott P Burchill
Date: 3/4/2021

Completed forms may be submitted to PSDLAF via email (PSDLAF@pmanetwork.com)

With any questions, please feel free to email (PSDLAF@pmanetwork.com) or call at 866-548-8634 (option 2)