



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

COMMITTEE OF THE WHOLE MEETING MINUTES

Monday, January 11, 2021 @ 7:00pm
District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Committee of the Whole meeting of the Board of School Directors was held on January 11, 2021 in the District Administration Board Room.

School Board Members in Attendance:

Mr. Patrick Hewitt President (in-person)
Mr. Mr. Phillip J. Elias, Vice President (in-person)
Mrs. Amy Billerbeck (virtual)
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 (virtual)
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 Professional Development (virtual)
Mrs. Cassandra Doggrell, Director of Student Support Services (virtual)
Mrs. Lauren Madia, Assistant Director of Student Support Services (in-person)
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

(Elias, School Board Vice President)

Mr. Elias called the meeting to order at approximately 7:04pm

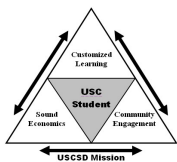
Meeting Procedures

(Kramer, Solicitor)

Mrs. Kramer reviewed the procedures for the meeting and public comments. Mrs. Kramer advised that all attendees should abide by the universal masking and social distancing orders.

Reading of the Mission:

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 #13 from Strategic Plan:

Mrs. Bolas read Shared Belief Statement #13 from the Strategic Plan:

We Believe that:

A wide variety of extra-curricular activities develops a sense of leadership and teamwork in students.

Report from Student Board Representatives

Karsen Damon & R.J. Shontz

(Rozzo, Superintendent of Schools)

Karsen and R.J. gave student updates. Karsen reported on the Arts, including Fall Play, and Choir. The Fall Play was streamed as a radio play on Broadway on Demand. The Choir is planning a virtual concert, details are forthcoming. A Holiday project for Kids helping Kids assembled and distributed 100 gift bags and 100 pounds of clothes to children in need. Student Council arranged a surprise Teacher Appreciation Day prior to winter break.

R.J. reported on Academics and Athletics. High School students will take semester finals this week. The boys' and girls' basketball teams kicked off their seasons last Friday. Both teams came away with a win.

Resident's Comments - (Regarding Agenda Item)
ATTACHED

[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) 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, January 11, 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.

At this time, there were no in-person public comments.

Mrs. MacDonald summarized the comments submitted via the District's Google Form. There were seven comments submitted via the District's Google Form.

Fast Track Curriculum Recommendations Presentation
(Bulazo, Director of Curriculum and Professional Development)

Dr. Bulazo presented the Fall 2020 FastTrack Curriculum Recommendations for Board approval. Due to social distancing requirements, the Curriculum Leaders were not in attendance to present the Recommendations. Dr. Bulazo explained that the Recommendation process has been modified this year. The Recommendations include six course revisions across five courses. Revisions include: ELA, Music, STEAM, Art, Advanced Level Programming, and Novel and Text Book changes. Dr. Bulazo thanked the Board for their thoughtful consideration of the Recommendations and for their continued support.

Convene A Board Meeting
(Hewitt, School Board President)

Mr. Hewitt convened a Board Meeting at approximately 7:17 pm

Mr. Elias reconvened the Committee Meeting at approximately 7:28 pm

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. District Update & Instructional Model Status Update
(Rozzo, Superintendent of Schools)
ATTACHED

Dr. Rozzo, along with Dr. Suritsky, Mrs. Pfender, Mrs. Madia, and Mr. Carson, provided a District Update and presented an Instructional Model Status Update. The presentation included the District's Goals; Current Model: Key factors in

October for Phased Plan, Initial Phase II Recommendation, Phase II in Action, Shift in District Enrollment by Instructional Model, Shift in In-Person Enrollment in Grades 9-12; Revised Plan: Continuation of Phase II, Defer Implementation of Phase III, Considerations for Moving to Phase III; Impact of State Attestation: Nov. 2020 Attestation Requirement, Updated COVID Dashboard; Phase II Experience, Successes & Challenges: Phase II Experiences – District-Wide, Phase II Experiences – Grades K-8, Phase II Experiences – Grades 9-12, Grades K-8 Phase II Schedule and Rationale, Grades 9-12 Phase II Schedule and Rationale and Next Steps. Dr. Rozzo stated that although he is recommending phase III implementation be deferred to April 6, 2021, the Administration will continually evaluate the situation, as the goal remains to have the students in-person 5 days a week. He advised that the revised model will be voted on at the January 25th Board meeting. Several Board members asked questions regarding the presentation. The Administrative team addressed and answered all of their questions.

- **COVID-19 Vaccines**

Dr. Rozzo advised that the vaccine will be available for students in Phase 1-B of the States roll out. He is unsure of the exact timeframe regarding vaccine roll-out. He noted it may be available in 4-8 weeks, and that he would share, with the community, when it is available. Dr. Rozzo also noted that the District has a great relationship with the Allegheny County Health Department (ACHD). He commended Mrs. Madia and Mrs. Fisher for building the strong relationship with ACHD and for fostering the relationship, as they continually consult with them regarding any District questions. He noted that the District would not reopen schools, after a closure, if the ACHD had not been consulted.

- **Summer Programming**

Dr. Rozzo discussed Summer Programming for the Summer of 2021. He advised that Summer Programming is likely to change this year. He noted that any changes and restructuring will occur to address the potential needs of students. He advised that planning and development is in the very early stages and the District will remain mindful of students' academic needs.

Dr. Rozzo noted that more details will be available in the future.

b. Request Approval of Personnel Listings

(Carson, Senior Director of Operations & Administrative Services)

(Consent Agenda)

ATTACHED

Mr. Carson reviewed the Personnel Listing.

The Committee will recommend approval, to be placed on the Consent Agenda.

c. First Reading of the 2021-2022 Calendar

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

Dr. Rozzo presented the First Reading of the 2021-2022 school calendar. He noted that the first day of school for students will be August 24, 2021, with the last student day and commencement falling on June 9, 2022 (student days are 183 and teacher days are 196). He advised that if there are any questions, comments or feedback regarding the calendar to let him know. The Second Reading and Adoption of the Calendar will be held at the January 25th meeting.

Administrator's Report

(Rozzo, Superintendent of Schools)

a. Request Approval of Fast Track Curriculum Recommendations

(Suritsky, Deputy/Assistant Superintendent / Pfender, Assistant to the Superintendent / Bulazo, Director of Curriculum and Professional Development)
(Consent Agenda)

Dr. Bulazo presented the Fast Track Curriculum Recommendations for approval. Dr. Gans thanked everyone involved in this Curriculum Recommendation process and noted that it is impressive that the District has Recommendations during the pandemic.

The Committee will recommend approval, to be placed on the Consent Agenda.

b. Request Approval for the following Technology Contracts:

(Berrott, Director of Technology)
(Consent Agenda)

Mr. Berrott reviewed the below technology contracts for approval. He explained that he is applying for federal funding at the e-rate program for the contracts, noting that if accepted, the District qualifies for 40% reimbursement of the services. He advised that the over the past 15 years, the District has been very successful with E-rate applications.

- Replacement Networking Equipment
Mr. Berrott advised this item pertains to network ethernet switches to support the wireless infrastructure at all school buildings.
- Replacement Wireless Access Points
Mr. Berrott advised this item pertains to wifi at all buildings.
- Network Connectivity to the Bus Garage
Mr. Berrott advised that this item pertains to leased lit fiber services.
- Internet Access

The Committee will recommend approval, to be placed on the Consent Agenda.

- c. **Request Approval of Alternative Education Program Educational Services Agreement with Allegheny Intermediate Unit (Community School West location) for the 2020-2021 School Year: Enrollment Fee for one Student at \$72.00 per day**
(Doggrell, Director of Student Support Services)
(Consent Agenda)

Mrs. Doggrell reviewed the Student Support Services Agreement with the Allegheny Intermediate Unit (Community Schools West).

The Committee will recommend approval, to be placed on the Consent Agenda.

Business & Finance

(Burchill, Director of Business & Finance)

- a. **Review of Financial and Cash Flow Statements and Budget Transfers**
(Burchill, Director of Business & Finance)
(Consent Agenda)
ATTACHED

Mr. Burchill reviewed the Financial and Cash Flow Statements and Budget Transfers.

The Committee will recommend approval, to be placed on the Consent Agenda.

- b. **Request Approval to Solicit Bids for General Supplies 2021-2022**
(Burchill, Director of Business & Finance)
(Consent Agenda)

Mr. Burchill requested approval to solicit bids for General Supplies for the 2021-2022 school year. He noted they will be reviewed and approved later in the Spring.

The Committee will recommend approval, to be placed on the Consent Agenda.

Committee Reports

Dr. Gans gave a Committee Report on the PTC and their District-wide initiative for custodians.

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) 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, January 11, 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.

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

a. Open Mic – February 1, 2021

Dr. Rozzo advised that Open Mic has been rescheduled for February 1, 2021. He reported that the time of the Open Mic is still being finalized and will occur in either the morning or the evening. He noted that he will communicate the time as soon as it is scheduled.

b. Discussion Regarding 2021 Standing Board Committee Assignments

Mr. Hewitt discussed the 2021 Standing Board Committee Assignments. He advised that he is recommending all Board members remain on their current Committees, however if there is a specific request to change a Committee, to please let him know.

Announcement Regarding Executive Session
(Elias, School Board Vice President)

Mr. Elias reported that an Executive Session was held on January 11, 2021 immediately prior to the meeting for Personnel and Litigation.

Adjournment
(Elias, School Board Vice President)

The meeting was adjourned at approximately 8:55pm.

Respectfully Submitted,

Sarah MacDonald
BOARD STENOGRAPHER

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Art

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



Name: Erika Valentine & Matt Cosgrove

Level: High School

Area: Fine Art

Date: Fall 2020

Curriculum Recommendation

Create a semester long advanced level ceramics course- Ceramics Studio Art.

Reason(s) for Recommendation

1. Upper St. Clair School District currently offers a high level course for Introductory Painting & Drawing, Introduction to Sculpture, and Digital Art.
2. Adding Ceramics Studio Art into the High School Art Curriculum enables students who excelled in Introduction to Ceramics to progress to a more in-depth ceramics class.
3. Ceramics Studio Art allows students to experiment with materials, take risks, and explore methods of production using clay as a medium. In addition to this exploration, an upper level course allows for instruction that would be more closely related to that of a higher education ceramics art course.
4. Ceramics Studio Art would allow for opportunities for cross curricular connections. (Eeg: Exploring such things as the chemistry of glaze.)

Implementation Steps

1. Seek administrative approval.
2. Create course description.
 - a. Prerequisite Introduction to Ceramics
3. Update the Program of Studies.
4. Adjust 3D Studio Art course description to reflect the differences between the 3D and Ceramics courses.
5. Provide summer hours to develop the course framework.

Summer
Workshop
time: 1
teacher x 12
hours @
\$30.20 =
\$362.40

Administrative Reaction

Approved providing that staffing levels can manage the course changes and additions.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Robyn Smigel & Matt Cosgrove **Level:** High school

Area: Fine Art **Date:** Fall 2020

Curriculum Recommendation

Offer AP Art and Design as a culminating course to the higher-level art classes.

Reason(s) for Recommendation

1. The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams.
2. AP Studio Art is designed to be an equivalent to an introductory level college class in 2D, 3D or Drawing, respectively. Nearly all U.S colleges accept AP course credit.
3. This is a single year AP course designed to focus on studio practice and prepare a college ready art portfolio. This course is an excellent portfolio development class for students going on to study arts, design and architecture.

Implementation Steps

1. Seek Administrative approval.
2. Write course descriptions and revise the Program of Studies.
 - a. Prerequisite upper level studio course
3. Offer IB Art to those students who would need it as a graduation requirement for the IB Diploma Program.
4. Provide Summer Workshop time for teaching staff to fully develop the semester-long courses.
5. Provide opportunities for current art teachers to observe other local schools who are currently teaching AP Art and Design.

Cost

Summer Workshop
time: 1
teacher x
84 hours @
\$30.20 =
\$2,536.80

Administrative Reaction

Approved provided that staffing levels can manage the course changes and additions.

Offering higher level programming for students with an affinity for art is a valuable addition to the department.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Robyn Smigel & Matt Cosgrove **Level:** High School
Area: Fine Art **Date:** Fall 2020

Curriculum Recommendation

Continued - Offer AP Art and Design as a culminating course to the higher-level art classes.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. The focus of AP Studio Art and Design is designed for students who would like to further their knowledge in studio practice. It would enable the students who may be less inclined to take an AP class to feel successful in their own practice.

Language Arts

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



Name: Melissa Tungate **Level:** High School

Area: English Language Arts **Date:** Fall 2020

Curriculum Recommendation

Pilot *Born a Crime* by Trevor Noah as a core text in the second semester of AP English Language and Composition.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- AP English Language and Composition, offered only to seniors, is an introductory college-level course that focuses on skills that ask students to analyze and practice writing rhetorical situation, claims and evidence, reasoning and organization, and style through nonfiction. <i>Born a Crime</i> by Trevor Noah weaves together stories of his childhood in South Africa with history and cultural norms of life in South Africa. Structurally, the text thoughtfully pairs historical context with his narrative, allowing students the opportunity to study his organization, claims, and style.	- Seek administrative approval. - Update Rubicon Atlas. - Purchase 60 copies of the book. - Develop/create instructional activities and assessments for the book. - Begin teaching the book in the second semester. - Reconvene and evaluate the pilot in the summer of 2021.	60 X \$22.00 = \$1,320.00	Approved for pilot. Continuing to expand non-fiction genre in this course is important to meeting the expectations and standards of this advanced placement option.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Melissa Tungate **Level:** High School
Area: English Language Arts **Date:** Fall 2020

Curriculum Recommendation

*Continued - Pilot **Born a Crime** by Trevor Noah as a core text in the second semester of AP English Language and Composition.*

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

3. The current AP English Language and Composition curriculum consists of two full-length nonfiction texts, *Grit* and *HitMakers*, and many short nonfiction pieces from the textbook *Language of Composition*. This text would help to continue to develop students' skills and experience by adding an additional full-length core text. Thematically, this text complements the core unit on justice and explores mature themes centered around the cycle of poverty and domestic violence.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Melissa Tungate **Level:** High School
Area: English Language Arts **Date:** Fall 2020

Curriculum Recommendation

*Continued - Pilot **Born a Crime** by Trevor Noah as a core text in the second semester of AP English Language and Composition.*

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. *Born a Crime*, a *New York Times* Bestseller, won the 2017 NAACP Image Award for Biography/autobiography and was named one of *Paste's* Best Memoirs of the Decade. It was also named one of the Best Books of the Year by the *New York Times*, *USA Today*, *San Francisco Chronicle*, *NPR*, *Esquire*, *Newsday*, and *Booklist*. The young adult version of *Born a Crime* was also selected as October book of the Month through ProjectLIT, a national literary organization that promotes diverse texts in schools. The book is on their 2019 and 2020 list of recommended texts. Trevor Noah was also the Keynote Speaker for the National Council for Teachers of English Conference in November 2020.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021

Name: Melissa Tungate/ Caty DeWalt

Level: High School

Area: English Language Arts

Date: Fall 2020

Curriculum Recommendation

Develop a Project-Based Learning (PBL) English curriculum with a potential pilot in the 2020-21 school year.

Reason(s) for Recommendation

1. Project-Based Learning, generally understood to prioritize student voice, choice, and skills during instruction, is a research-based model for course development and delivery. This model is grounded in long-standing educational research, but has been on the leading edge of educational innovation in recent years.
2. Unlike Project-based assessment, which assesses students non-traditionally through various authentic projects, Project-Based Learning establishes a framework through which students will develop their own line of inquiry and explore related content. Content in a Project-Based Learning approach allows for comprehensive and sustained customized instruction.

Implementation Steps

1. Seek administrative approval.
2. Explore project ideas and driving questions and align them with selected English Language Arts, Employability Skills and college and career readiness standards.
3. Create a pilot curriculum and instructional materials for the course including project units, rubrics, and other materials and assessment tools with an eye toward meeting gold standards for PBL.
4. Create a course description for the *Program of Studies*. This description will include the nature of the course, including course weighting (this will be a weighted course) and application/recommendation process for pilot year (teacher recommendations and student interest forms will be required for enrollment).

Cost

BIE training and coaching = \$599

Workshop Hours = 24 hours x \$30.20 = \$724.80

Administrative Reaction

Approved.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021

Name: Melissa Tungate/ Caty DeWalt

Level: High School

Area: English Language Arts

Date: Fall 2020

Curriculum Recommendation

Continued - Develop a Project-Based Learning (PBL) English curriculum with a potential pilot in the 2020-21 school year..

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The US Department of Education's Employability Skills Framework outlines several skills important to the workplace, including soft skills that are not the traditional purview of any one academic discipline, such as "the ability to collaborate as a member of a team" and "systems thinking." Similar soft skills also make up the College and Career Readiness component of Pennsylvania's new Future Ready PA Index. Many of these skills, however, are only tangentially addressed by the district's current curriculum. PBL targets many of these critical skills, while also encouraging in-depth knowledge of content. 4. The district also has as part of its mission the development of "life-long learners and responsible citizens for a global society," which are values that PBL fosters.	5. Seek professional development opportunities for PBL best practices. 6. Use best practices and tools derived during the pilot of this course in order to enhance PBL units across traditionally designed courses.		

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021

Name: Melissa Tungate/ Caty DeWalt

Level: High School

Area: English Language Arts

Date: Fall 2020

Curriculum Recommendation

Continued -Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

5. Studying literature through project-based learning provides students with opportunities to personalize their own learning, read more nonfiction texts on related topics and themes, and gain experience with real-world research and writing tasks.
6. Two meta-analyses of the research on PBL found that the type of learning experiences offered by PBL have proven to be highly engaging for students of all ability levels (*“Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms”* by Margaret Holm, 2011 and *“A Review of Research on Project-Based Learning”* by John W. Thomas, 2000).

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021



Name: Melissa Tungate/ Caty DeWalt

Level: High School

Area: English Language Arts

Date: Fall 2020

Curriculum Recommendation

Continued - Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

7. These meta-analyses also indicated that PBL fosters better self-reliance in students and improved attitudes toward learning, makes retention and transfer of knowledge and skills more likely, and is more effective in helping students learn complex processes, such as planning, communicating, problem solving, and decision making (Thomas, 2000).
8. Students demonstrate greater gains in content knowledge with PBL than in traditionally taught courses; students also demonstrate higher gains in processing and group skills, as well as greater information literacy skills (Holm, 2011; Sanchez-Romero, 2019).
9. Prolonged exposure to PBL, especially across multiple subject areas, is associated with increased improvement in student achievement (Geier, et al., 2008; Holm, 2011; Maddox & Saye, 2014; Thomas, 2000)

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021



Name: Melissa Tungate/ Caty DeWalt

Level: High School

Area: English Language Arts

Date: Fall 2020

Curriculum Recommendation

Continued - Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

10. Studies of high schools with extensive PBL curriculum demonstrate high levels of student success, including higher scores on the SAT and ACT tests (Behrend et al., 2014) and college perseverance rates (Arnold et al., 2015; Behrend et al., 2014; The Power of Us: New Tech Network school and student success, 2018).

Music

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2020-2021

Name: John Seybert **Level:** High School

Area: Music **Date:** Fall 2020

Curriculum Recommendation

Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The current progression of courses in the area of wind performance ensembles, is for students to progress through entry level course(s) (Symphonic Band), the higher level performance course (Wind Ensemble), regardless of performance skills or level of commitment to advancement or future study of music. Creating a course with an Honors designation would provide rigor and challenge for students who have the desire and commitment to advancing their knowledge of music as well as performance skills.

1. Seek administrative approval.
2. Share and revise course description and syllabus.
3. Create units of study utilizing the Understanding by Design framework.
4. Establish Audition protocol and assessment procedures.
5. Develop a communication plan to inform students of these changes.

Approved.
This is a valuable component of a multi-year process to enhance music programming and meet the need of all levels of music students.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2020-2021

Name: John Seybert **Level:** High School
Area: Music **Date:** Fall 2020

Curriculum Recommendation

Continued - Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

2. The Honors course would promote significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. As an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances would serve as a culmination of specific instructional goals. Students would be required to participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2020-2021

Name: John Seybert **Level:** High School

Area: Music **Date:** Fall 2020

Curriculum Recommendation

Continued - Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The Honors designation in this performance course would target students with substantial experience in solo performance and larger performing ensembles. The student is expected to audition prior to enrolling in the Honors course. The students that decide not to enroll in the Honors course may participate in the current Wind Ensemble (academic) course designation for more than one year.
4. The lack of honors designation in the area of music has caused some talented musicians to *decide not to pursue music* coursework. They elect to take honors or AP courses in other areas to show a rigorous course schedule to create competitive college applications.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2020-2021

Name: John Seybert **Level:** High School
Area: Music **Date:** Fall 2020

Curriculum Recommendation

Continued - Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

5. Performance assessments would be used to assess skill development and would be based on growth, while other assessments would be used to measure understanding in the areas of aural skills, music theory, listening, and research. Rubrics used for assessments would be ones upon which students would be provided feedback related to national performance standards. Students would then have the ability to compare themselves to other performers on a national level.
6. The creation of these courses will provide opportunity for a variety of music students' needs to be met.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019



Name: Amy Pfender, John Seybert **Level:** K-12

Area: Performing Arts **Date:** Fall 2020

Curriculum Recommendation

Complete a multi-year comprehensive evaluation of the current K-12 music program in order to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The District has continued to review methods to enhance our current offerings in the K-12 music program. Though many studies and adjustments have been completed through the years, a level of concern over instrumental programming continues to exist. This recommendation will provide an opportunity to complete a comprehensive evaluation of the K-12 music program.
2. Previous survey data from parents of students participating in instrumental music programming indicate dissatisfaction with choices related to scheduling of pull-out instrumental lessons that occur during the school day.. Students in grades 4, 5, and 6, students must select between one elective arts course offering or small group instrumental lessons so as not to miss core academic learning.

1. Administrative Approval
2. Develop two sets of committees:
 - a. District level which includes district administrators, counselors, teachers, curriculum leaders/department chairs and students.
 - b. Building level to include principals, counselors and teachers.
3. Employing the National Association for Music Education (NAfME) Framework for Effective Ensembles, we will evaluate existing curriculum and programs to identify current needs and key areas to be addressed.
4. Identify specific curriculum and programs for review and analysis.
5. Create a timeline for program review and essential components of effective curriculum and programming.

To include purchase of programs/ curriculum, workshop rate for teacher work during the 21-22 SY, and summer of 22-23 SY, and substitute teacher costs

Up to \$25,000 total

Approved.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2020-2021



Name: Amy Pfender, John Seybert

Level: K-12

Area: Performing Arts

Date: Fall 2020

Curriculum Recommendation

Continued - Complete a multi-year comprehensive evaluation of the current K-12 music program in order to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. District music ensemble offerings at the elementary and middle school levels occur outside of the school day in order to preserve learning opportunities in other academic areas. This causes some participation difficulties due to student transportation needs.
4. In order to accommodate instrumental lessons in grades 7 and 8, students must miss core academic classes on a rotating basis. This is done in order to limit the impact of missed learning opportunities in any one core academic class.
5. Students that move into the District from other successful programs throughout the country or regional area are accustomed to opportunities for music performance within the school day. Based on our research, most of these talented students with diverse experiences do not participate in our music program because they either do not want to miss other academic classes or they do not have the requisite transportation.

6. Organize a community input group to provide feedback on Steps #3 through #5
7. Based on findings, we will develop and implement more coordinated music programming from a K-12 perspective.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2020-2021



Name: Amy Pfender, John Seybert

Level: K-12

Area: Performing Arts

Date: Fall 2020

Curriculum Recommendation

Continued - Complete a multi-year comprehensive evaluation of the current K-12 music program in order to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Longitudinal data indicates decreased participation in instrumental music programming between middle school and high school. One identified reason for this decline includes the lack of honors level course offerings. This is in the process of being resolved as a second honors level course is being added to our programming for next school year.
7. This recommendation provides an opportunity to examine these concerns and advance our current music course opportunities for all students in a comprehensive and sequential manner.

Science

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Kistler, Miller, Smith, Williams, Haas

Level: High School

Area: Science

Date: Fall 2020

Curriculum Recommendation

Offer semester long intermediate-level courses in the areas of Engineering, Robotics, and Programming as the next level of programming to the introductory Technology Now and Tomorrow course.

Reason(s) for Recommendation

1. The Technology Now and Tomorrow course (TNT) was board approved during Fast Track Curriculum Panel in 2019, students registered for the course in February of 2020, and approximately 150 students comprising 3 sections are currently enrolled in the course for the 2020-21 school year.
2. TNT was introduced as a means to encourage more students to explore course offerings in STEM-related courses. The intent of the course was to provide the background for further study in any or all of the three areas of concentration; engineering, robotics, and programming.
3. Semester courses in engineering, robotics, and programming will provide additional development of the knowledge and skills in these areas. A semester course will provide more time for the student to gain further understanding in these courses while also providing flexibility for exploration and scheduling.

Implementation Steps

1. Administrative approval.
2. Write course descriptions and revise the Program of Studies.
3. Meet with High School Counselors to acquaint them with the new offerings along with prerequisite TNT and course expectations.
4. Advertise the new courses to currently enrolled TNT students to make them aware of next levels of coursework in these areas.
5. Pending enrollment, consider additional staffing to meet demand.
6. Provide Summer Workshop time for teaching staff to fully develop the semester-long courses.

Cost

Summer Workshop
time: 5
teachers x
30 hours x
\$30.20/hr =
\$4530

Advanced
robotics
equipment;
\$10,000 -
20,000
depending
on
enrollment;
(some costs
could be
included as
part of HS
Science
budget)

Administrative Reaction

Approved
provided that
staffing levels
can manage the
course changes
and additions.

This is a logical
next step in this
multi-year
process. The
success of the
new TNT course
and the vision for
this
programming are
commendable.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Kistler, Miller, Smith, Williams, Haas

Level: High School

Area: Science

Date: Fall 2020

Curriculum Recommendation

Continued - Offer semester long intermediate-level courses in the areas of Engineering, Robotics, and Programming as the next level of programming to the introductory Technology Now and Tomorrow course.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. Courses would be identified as Intermediate Engineering, Intermediate Robotics, and Intermediate Programming, so there is a clear message that previous coursework (TNT) would need to have been completed prior to enrolling in the second level courses.
5. These recommended courses would become the prerequisites for existing advanced courses in each of those areas of study (Advanced Engineering, and AP Computer Science), as well as serve as the foundation for a potential new advanced-level robotics course in the future.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Kistler **Level:** High School

Area: Science **Date:** Fall 2020

Curriculum Recommendation

Investigate new texts and resources for use in AP Physics C - Mechanics, Electricity and Magnetism for adoption for the 2021-22 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- The textbook currently in use for AP Physics C, University Physics was adopted in 2008 and as such has seen significant wear over that time. - The current text and publisher offer no online resources to accompany the text which has proven to be a challenge during in-person and remote-learning. - AP Physics 1, AP Biology, and AP Chemistry each have technology infused curriculum resources that provide teacher and student flexibility to customize instruction and learning. Each of these various programs are similar to what students would experience at the college-level and are excellent preparatory materials for the rigors of post-secondary science instruction.	- Administrative approval. - Workshop time for teacher to investigate possible texts and resources, working along with technology to be certain resources are compatible with devices and capabilities within the High School. - Include approximate costs of new text and resources within the HS Science Budget for 2020-21. - Follow up with a recommendation for adoption of resources at Spring Curriculum Panel.	Teacher Workshop time: 10 hours x 1 teacher = \$30.20 = \$302	Approved. The recommendation for the text will be anticipated for approval during the spring recommendation process.

Social Studies

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** Fall 2020

Curriculum Recommendation

Formally adopt Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, and MYP Honors), beginning in the 2021-2022 school year.

Reason(s) for Recommendation

1. This recommendation is designed to formally adopt 9th grade Shaping the Modern World 1, which is currently a pilot course (first implemented in the fall of 2019), and is a component of our overarching [USCSD social studies redesign](#) for students in grades 5-11.
2. Shaping the Modern World 1 will serve as the first half of two Shaping the Modern World courses (pending formal approval of 10th grade Shaping the Modern World 2 next year), which present in-depth, year-long explorations of major world regions and interconnected global systems.

Implementation Steps

1. Seek administrative approval.
2. Continue collaboration with teachers of the course (PLC/curriculum meeting time, along with summer workshop time for teachers, if applicable).
3. Collaborate with colleagues from other disciplines (e.g. ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences.

Cost

\$906 to 1,812* (1-2 teachers X 30 Change of Assignment hours at \$30.20)

* This factors in the possibility that department members who are not currently teaching the course could teach it next year.

Administrative Reaction

Approved.
The success of the pilot and the progressive plan for updating the core Social Studies curriculum has been implemented carefully and with expertise.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: Fall 2020

Curriculum Recommendation

Continued - Formally adopt Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, MYP Honors), beginning in the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. In order to reach the mission of our social studies redesign to develop “civically engaged students” who “take an empowered role in their world,” our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed:
- Who are the people of each region?
 - Why are the people of each region who they are?
 - How is each region interconnected?
 - What are the modern challenges of this region?

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** Fall 2020

Curriculum Recommendation

Continued - Formally adopt Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, MYP Honors), beginning in the 2021-2022 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Shaping the Modern World 1 is built on the multi-disciplinary approach of the C3 Framework, the curricular model of the National Council for the Social Studies (NCSS). During the pilot phase of the course's implementation, students have explored the culture, history, physical geography, government/politics, and economics of several world regions, particularly the United States/North America, Europe, and Russia. Connecting several social sciences into one course has provided our students with the unique opportunity to explore modern issues in more depth and with more context. Our students are gaining a better understanding of the world around them, starting with the U.S.			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** Fall 2020

Curriculum Recommendation

Continued - Formally adopt Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, MYP Honors), beginning in the 2021-2022 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. An additional way the course has benefited students is the seamless transition it provides freshmen students coming from our middle school. It intentionally builds on the content and skills that USCSD students learn in 8th grade. During the first semester in 9th grade, students will continue their prior investigation of U.S. history through an integrated study of the U.S. post-1945, literally picking up where they left off in 8th grade. Understanding the issues that impact the modern world begins with investigating the changes that WWII brought to America and to the world. Expanding on their prior knowledge, our students in the pilot phase have felt more confident in the historical narrative and timeline of the U.S, therefore applying what they learned in 8th grade to the domestic and global issues that are discussed every day in 9th grade.			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** Fall 2020

Curriculum Recommendation

Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

Reason(s) for Recommendation

1. As the next step of [previous curriculum recommendations](#) (beginning in the spring of 2016) to “Design and implement a skill and competency-based social studies framework” for USCSD students in grades 5-11, this course is the third in a planned roll out of three new core social studies courses at the high school level, which also includes Shaping the Modern World 1 in 9th grade, and Shaping the Modern World 2 in 10th grade.
2. American Civic Engagement (ACE) serves as the capstone course/culminating social studies experience of our [USCSD social studies redesign](#) that seeks to develop “civically engaged students” who “take an empowered role in their world.”
3. The course reimagines our semester-long American Civics course (taught prior to 2019 in 9th grade) by providing students with a more thorough, authentic, and dynamic year-long analysis of governmental structures and political processes in the United States.

Implementation Steps

1. Seek administrative approval.
2. Update the Program of Studies to reflect the course offering for the 2021-2022 school year.
3. If necessary, present a recommendation in the spring for the course’s core text and supplemental resources.
4. Provide PLC/curriculum meeting time this spring, along with summer workshop time for teachers.
5. Initiate contact with faculty at the University of Pittsburgh to learn more about ways to incorporate Improvement Science into the ACE course (see Reason for Recommendation #7).
6. Work with USCSD social studies colleagues at the middle school level to determine plans for our locally developed assessment, per Act 35 (see Reason for Recommendation #8).

Cost

\$2,718
(3 teachers x
30 Change
of
Assignment
hours at
\$30.20)

Future
textbook
purchase
TBD

Administrative Reaction

Approved.
Informed civic
engagement is a
critical
component to
maintaining our
democratic
principles.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** Fall 2020

Curriculum Recommendation

Continued - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Built on the multi-disciplinary approach of the [C3 Framework](#), the curricular model of the National Council for the Social Studies (NCSS), the ACE course will combine instruction on civics/government with history, culture, and economics. Ultimately, students will be challenged to apply their content knowledge and skills (learned throughout their grades 5-11 social studies experience) to take “[informed action](#)” on issues that matter to them as American citizens.

7. Collaborate with colleagues from other disciplines (e.g 11th grade Honors English) to determine areas of overlap and potential interdisciplinary learning experiences.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: Fall 2020

Curriculum Recommendation

Continued - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

5. The Civic Action Project (CAPstone) will serve as the major project/performance-based assessment (PBA) of the course and will require students to apply each dimension of the C3 Framework:
- Dimension 1: Developing Questions and Planning Inquiries
 - Dimension 2: Applying Disciplinary Tools and Concepts
 - Dimension 3: Evaluating Sources and Using Evidence
 - Dimension 4: Communicating Conclusions and Taking Informed Action

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: Fall 2020

Curriculum Recommendation

Continued - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

6. While students will be expected to thoroughly understand fundamental content (e.g. the foundations of American democracy, the interactions among the branches of government, civil liberties/rights, and political ideologies), ACE will be designed as a PBA-centered, skill-based course, with authentic tasks meant not only to prepare students for their culminating capstone project, but for life after high school as civic-minded citizens who are engaged with the democratic process.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021

Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** Fall 2020

Curriculum Recommendation

Continued - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

7. The CAPstone will seek to incorporate the Carnegie Foundation's research-based strategies on [Improvement Science](#) as part of students' planning processes. Faculty at the University of Pittsburgh have offered to partner with the USCHS social studies department on this endeavor.

8. Renewed emphasis on civics/government instruction has been growing at both the state and national levels for the last half decade. The implementation of PA [Act 35](#) (enacted in 2018) "requires that all school entities administer a locally developed assessment of U.S. history, government, and civics at least once to students in grades 7-12." Act 35 contains three core pillars, which directly match the focus of ACE: Civic Knowledge, Civic Skills, and Civic Action. In the U.S. Senate and House of Representatives, there are bipartisan measures to significantly increase federal-level investment in civic and history education, with the ["Educating for Democracy Act of 2020"](#) currently under consideration.

World Languages

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Lynne Kopaz, Marc-André Clermont

Level: High School

Area: High School World Language

Date: Fall 2020

Curriculum Recommendation

Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a follow-up to the one made in 2019 for a revision of the French 2 class. The aim of the curriculum change was to modify the French 2 class to be more responsive to students who were coming to the high school with the CI (comprehensible input) methodology, as well as to change the coursework to adapt to the numerous curriculum changes that have occurred at the middle school and high school levels. 2. The K-8 language progression has shifted toward a CI approach over the last four years. In the 2018-2019 school year, the 7th grade curriculum was changed to include the CI methodology with the inclusion of the SOMOS curriculum. In the 2019-2020 school year, the 8th grade curriculum was also shifted to reflect the CI methodology.	1. Administrative Approval 2. Allow for summer time to assess the current course and restructure according to student needs and district initiatives as well as time throughout the year to plan and adjust coursework. 3. Develop appropriate assessments and units for the course. 4. Update Rubicon Atlas to highlight the new changes to the course. 5. Update the Program of Studies to reflect the changes that have been made to the course.	2 teachers workshop time for 30 hours (\$1807.20) Purchase of Somos II curriculum. (\$200)	Approved. The positive impact of the middle school curriculum changes on high school programming indicates success with this effective approach to language learning.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Lynne Kopaz, Marc-André Clermont

Level: High School

Area: High School World Language

Date: Fall 2020

Curriculum Recommendation

Continued - **Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. A successful implementation of a redesigned Spanish 2 course will help the middle school to high school transition with a course that is more responsive to student needs and backgrounds. 4. Furthermore, the Passport to Spanish course was created to mirror the CI approach that is currently employed in the middle school. Whether students are coming from a level 1 Spanish course or the K-8 language progression, they are used to acquiring language through context, reading, and constant input in Spanish. 5. With the curriculum changes that have occurred over the last three years, the current Spanish course no longer acts as a transition between the middle school and High school. Many of the early units in the current curriculum are grammar focused and the current transition is difficult for many students.			

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Lynne Kopaz, Marc-André Clermont

Level: High School

Area: High School World Language

Date: Fall 2020

Curriculum Recommendation

Continued - Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Changes in the course framework would reflect the ACTFL (The American Council on the Teaching of Foreign Languages) recommendations of [90% use of target language](#) within the WL classroom. The emphasis on content and message rather than mastery of individual grammar topics allows for sustained use of the target language, which most often translates to improvements in mastery and retention.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Lynne Kopaz, Marc-André Clermont

Level: High School

Area: High School World Language

Date: Fall 2020

Curriculum Recommendation

Continued - Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

7. The updated Spanish 2 course will keep the same language acquisition learning targets but change the context in which those targets will be delivered. The textbooks used for the class will be a combination of the *Paso a Paso* (currently used at the high school) and SOMOS (currently used at the middle school) in order to provide a smoother transition from the methodology and sources currently used at the middle school and the one currently employed at the high school. The new curriculum will be guided by the following guidelines.
- Language acquisition through authentic sources
 - Grammar and vocabulary introduced through natural exposure.
 - An approach geared towards meaning rather than form
 - An emphasis on fluency rather than accuracy

Delivering the USC Experience
In-Person AND at Home

USCSD Instructional Model:

January 11, 2021 Update



Agenda

I. Goals for Educational Planning

II. Current Model

- Last Recommendation, Current Enrollment by Instructional Model

III. Revised Plan

- Continuation of Phase II, Defer Phase III

IV. Impact of State Attestation

- Impact on Instructional Model and Planning

V. Phase II Successes & Challenges

- Updated Mitigation Efforts and Considerations for Instruction

VI. Next Steps

Delivering the USC Experience
In-Person AND at Home

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.*****

Delivering the USC Experience
In-Person AND at Home

Current Model



Key Factors in October for Phased Plan

1. We need to balance mental health & academic needs with the impact of the pandemic.
2. Local data supports lower case counts in schools.
3. The PA Department of Health and ACHD have updated some processes.
4. Parent survey data consistently supports increasing in-person learning.

Initial Phase II Recommendation

Implement phased approach to move toward 5-day in-person option

1. Phase I: 2-day hybrid in-person learning option ends on Nov. 13
2. Phase II: 4-day (M,T,R,F) expanded hybrid in-person learning option begins on Nov. 16
 - a. Maintain Wednesday as a full remote learning day
3. Phase III: 5-day in-person learning option projected to begin on Jan. 19

Key Points:

- Retaining full remote learning option through end of the school year
- Finalizing details of Phase II plan based upon commitment #s
- Implementing all changes for Phases II and III contingent upon changing, present conditions

Phase II in Action

Grades K-8

- 4-day (M,T,R,F) expanded hybrid in-person learning option began on Nov. 16
- No in-person instructional days lost to closures for any K-8 buildings
- 4-day model contributed to a consistent and safe in-person option

Grades 9-12

- 4-day (M,T,R,F) expanded hybrid in-person learning option began on Nov. 16
- USCHS closed on Nov. 30 for 1 week due to COVID positive cases and quarantining
- Return from closure was to a temporary 2-day hybrid-learning model
- Temporary 2-day hybrid-learning model continued based on local factors
- Significant shift occurred with committed hybrid students moving to remote

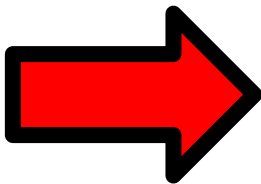
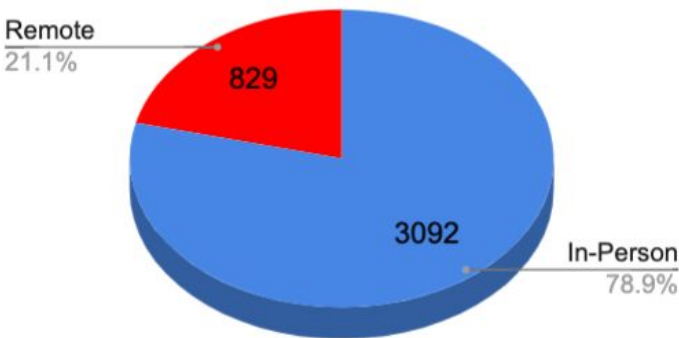
Shift in District Enrollment by Instructional Model

Phase II Changes

Commitment: November 13, 2020

Phase II Commitment	#s
In-Person	3150
Remote	834

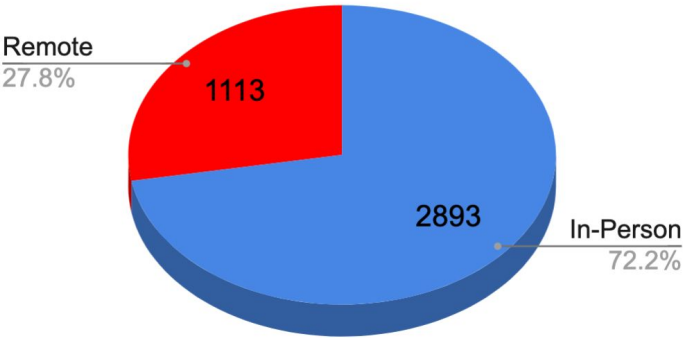
Phase II Commitments



Current: January 6, 2020

Phase II Enrollment	#s
In-Person	2893
Remote	1113

Phase II January Actuals



Shift in In-person Enrollment in Grades 9-12

Grades 9-12 In-Person Enrollment November 2020- January 2021

Grade Level	Initial Phase II Commitment	Current Actuals (Jan. 6, 2021)	Change in # of Students
Grade 9	79.32%	71.12%	-28
Grade 10	76.90%	59.59%	-61
Grade 11	70.00%	57.19%	-41
Grade 12	76.05%	60.70%	-62
Avg/Total	75.62%	62.07%	-192

Revised Plan:

- Continuation of Phase II
- Defer Implementation of Phase III



Revised Plan

Continuation of Phase II Instructional Model

- Grades K-8:
 - Continue with **4-day** hybrid in-person learning and full remote model (No change to the current schedule)
 - Allow families to request a change to either full remote or 4-day hybrid effective Feb. 1
- Grades 9-12 (gradual return to 4-day model):
 - Maintain **2-day** hybrid in-person model for the next several weeks
 - Increase to **3-day** hybrid in-person learning option effective Feb.1 (Revised schedule provided in later charts)
 - Allow families to request a change to either full remote or in-person hybrid effective Feb. 1
 - Return to **4-day** in-person hybrid as conditions allow

Defer Implementation of Phase III

- If conditions allow, target a full **5-day** in-person return with a remote option for all schools beginning April 6

Considerations for Moving to Phase III

Next Date for Board Consideration of Transition to Full In-Person: March 22, 2021

- Timing: End of 3rd term
- Allows for time to evaluate and respond to ever-changing conditions including:
 - Status of vaccine for staff and community
 - Transmission rates
 - Family and student preferences for return to in-person instruction
 - Specifically, will more families want to return to in-person due to improved conditions
- Provides sufficient time to address scheduling for continuity of remote learning option with full 5-day in-person return

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.*****

Delivering the USC Experience
In-Person AND at Home

Impact of State Attestation



Nov. 2020 Attestation Requirement

Order issued on November 23, 2020, PA Department of Health required districts to attest to complying with the following in order to offer in-person learning:

1. Order for Universal Face Coverings
2. Recommendations for K-12 schools following a COVID+ case in schools

Key Points:

- Clear criteria for required closures due to COVID+ cases is provided
 - Criteria is related to the number of students enrolled (different sized buildings, different thresholds)
 - COVID+ cases only count if individuals were in building during infectious period.
- Updated COVID-19 Dashboard includes official PDE Case counts in line with attestation requirements

Updated COVID Dashboard

Box 1:

- Aligned to attestation requirements
- Determines need for closure



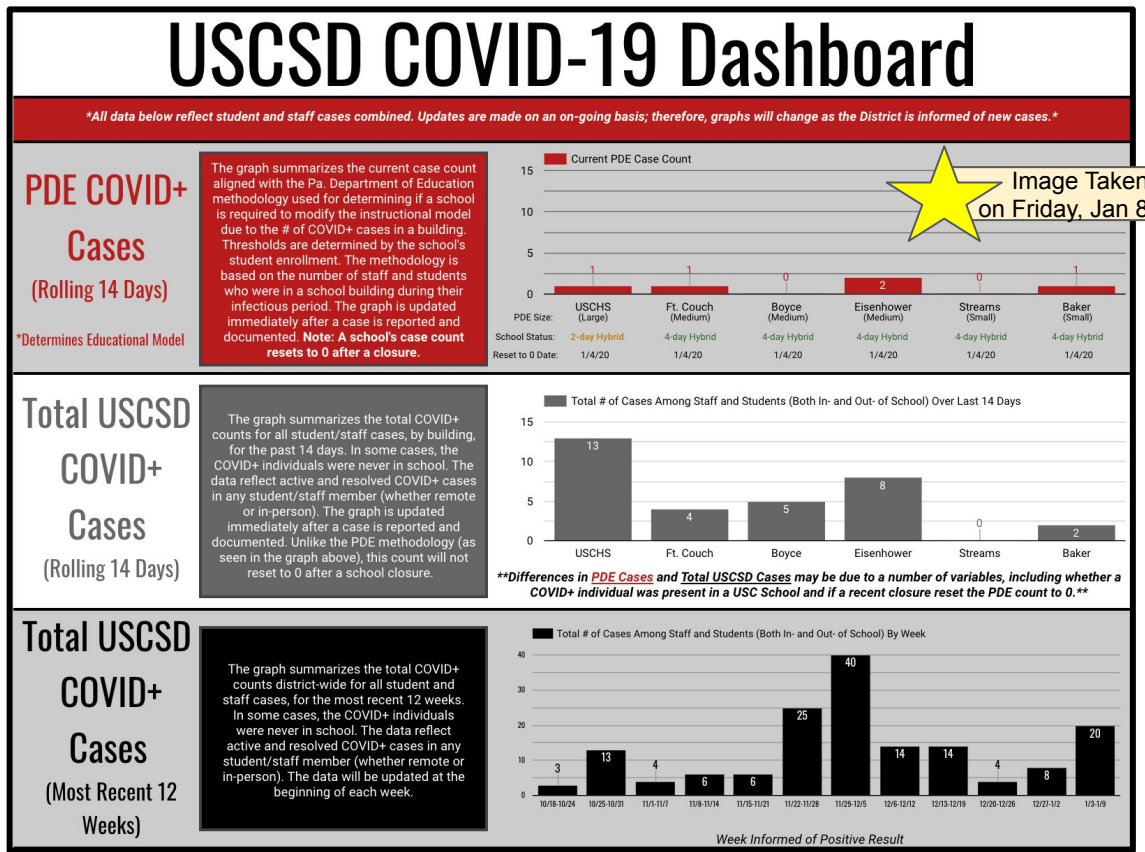
Box 2:

- Community transparency
- Total cases vs. PDE cases for same timeframe as box 1



Box 3:

- Community transparency
- Total cases for last 12 weeks (allows families to see trends)



Updated COVID Dashboard

USCSD COVID-19 Dashboard

All data below reflect student and staff cases combined. Updates are made on an on-going basis; therefore, graphs will change as the District is informed of new cases.

PDE COVID+ Cases (Rolling 14 Days)

*Determines Educational Model

The graph summarizes the current case count aligned with the Pa. Department of Education methodology used for determining if a school is required to modify the instructional model due to the # of COVID+ cases in a building. Thresholds are determined by the school's student enrollment. The methodology is based on the number of staff and students who were in a school building during their infectious period. The graph is updated immediately after a case is reported and documented. **Note: A school's case count resets to 0 after a closure.**

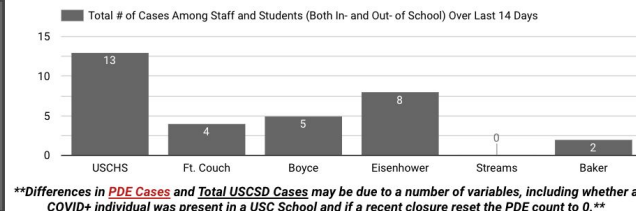


Key Takeaway #1

- Low closure thresholds at the elementary level make 5-day return challenging while in “substantial” phase

Total USCSD 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.

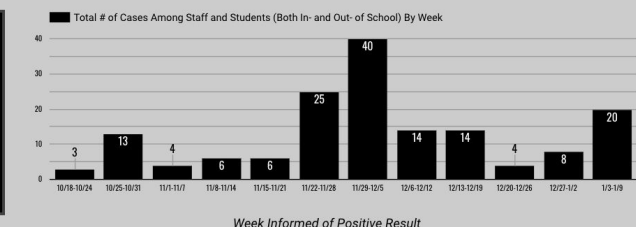


Key Takeaway #2

- Despite cases among student and staff, presence of COVID+ individuals in schools during infectious period is low

Total USCSD 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.



Key Takeaway #3:

- Total district cases trending downward

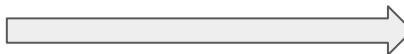
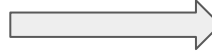
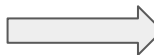
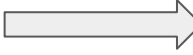
Delivering the USC Experience
In-Person AND at Home

Phase II Experience: Successes & Challenges



Phase II Experiences: District-Wide

Challenges

1. Limiting spread in schools 
2. Ensuring consistency for families 
3. Contact tracing (and potential to close schools while completing) 
4. Community visibility into COVID Tracking 
5. Maintaining staffing through Pandemic 

Successes

1. Limited evidence of in-school transmission
(Credit to mitigation measures)
2. Very consistent schedule for families during Phase II after initial HS closure
3. Contact-tracing completed in a timely manner to avoid school closures
4. COVID Dashboard developed
5. Committed staff and creative planning have kept schools open

Phase II Experiences: Grades K-8

Level-Specific Challenges

1. Managing low thresholds for closure due to student enrollment (especially Streams & Baker) 
2. Limiting close-contact quarantining while distanced at less than 6-feet 
3. Maintaining high-quality educational experiences for all students, in-person and remote with changes to instructional model 

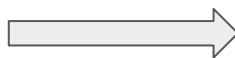
Level-Specific Successes

1. Even with low closure thresholds, no loss of in-person instructional time
 - a. ACHD has permitted Wednesdays to be PDE “Reset” days by allowing time to complete necessary health & safety protocols
2. Reduction of class switches and cohorting in seating charts has limited # of close contacts
 - a. Minimal close-contact quarantining K-8
3. Very few classroom changes K-8 has allowed for continuation with Phase I teachers, and continuation of Wednesday remote-only time

Phase II Experiences: Grades 9-12

Level-Specific Challenges

1. Managing higher incidence rates of COVID-19 among HS demographic (due to increased social contact outside of schools)
2. Limiting close-contact quarantining while distanced at less than 6-feet
3. Maintaining high-quality educational experiences for all students, in-person and remote with changes to instructional model



Level-Specific Successes

1. 2-day hybrid model has helped to avoid closures and limit close-contact quarantining
 - a. Few close-contacts have become positive cases
2. Reduction of class switches and cohorting in seating charts has limited risk
 - a. Minimal close-contact quarantining
3. Schedule consistency has enabled students to continue with teachers through semester regardless of instructional model

Grades K-8 Phase II Schedule and Rationale

Grades K-8: 4-Day In-Person Schedule (NO CHANGE)

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
4 Day Hybrid In-Person	In School	In School	Remote	In School	In School

Rationale

- Provides a reliable, consistent, and primarily in-person option
- Emphasizes quality for in-person and remote students
- Supports staffing, remote development, and mitigation efforts
- Meets attestation guidelines best with remote Wednesday
- PDE recommends a blended (hybrid) instructional model for K-8 while substantial
- Ensures that all students stay active in remote learning throughout “substantial” phase

Grades 9-12 Phase II Schedule and Rationale

Grades 9-12: 3-Day In-Person Schedule by Hybrid Cohort (Starting 2/1)

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Hybrid “A” Group	In School	In School	Remote	Remote	In School
Hybrid “B” Group	Remote			In School	

Rationale

- Increases in-person opportunities at HS incrementally
- Strategically developed schedule for in-person learning days
- Meets attestation guidelines best with remote Wednesday
- Emphasizes quality for in-person and remote students
- Summary of feedback from HS students
- Supports staffing, remote learning, mitigation efforts, and students’ social/emotional needs ²³

Next Steps

Additional Board Action Not Required At This Time

- Due to October vote for 4-day in-person, Board action will not be required until Phase III implementation is recommended
- Still operating under gradual return to 4-days at the High School
 - Current 3-day recommendation is progression of mitigation to return to 4-days
- Will continue to evaluate a potential increase in-person learning at all levels

Changing Your Child's Instructional Model

- Opportunity to request a change will begin on Wednesday, January 13 and close on Monday, January 18
- Optional form available on FOCUS (email with details will be sent to all families)
- New selections for all schools/grades will be effective February 1, 2021
- If selecting "Full Remote", we are asking for a commitment through April 6, 2021

Delivering the USC Experience
In-Person AND at Home

Questions?



Personnel List**Committee Meeting****January 11, 2021****ELECTION**

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Durbin, Courtney	Substitute	ETC Substitute Teacher	Substitute	01-14-21

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Hulpa, William	Bus Garage	Bus Driver	PT	Leave	Leave	Beginning 12-21-21
Klobusnik, Maura	Streams	Day-to-Day Substitute	Substitute	AWS Teacher	Substitute	02-04-2021 through 06-09-2021
Marmion, Kim	High School	Leave	Leave	1.0 Custodian	FT	Return to Work 1-4-21
Stevenson, Angela	Streams	1.0 Art Teacher	FT	Leave	Leave	Beginning 12-10-20
Yuest, Melissa	Boyce	1.0 Special Ed Teacher	FT	Leave	Leave	Beginning 11-30-20

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date	Salary
Jaquay, Mary Elizabeth	Substitute	Substitute Certified Teacher	Substitute	12-04-20	N/A

OTHER

EE#3594	FT	FFCRA/SSL/C	Leave	12-10-20 through 12-11-20
EE#2543	PT	FFCRA/SSL/C	Leave	11-16-20 through 11-20-20
EE#4393	FT	FFCRA/SSL/C	Leave	9-22-20 through 9-23-20
EE#4298	FT	FFCRA/SSL/C	Leave	12-18-20
EE#1879	FT	FFCRA/SSL/C	Leave	11-12-20 through 11-18-20
EE#2279	PT	FFCRA/SSL/C	Leave	11-18-20 through 11-20-20
EE#2140	FT	FFCRA/SSL/C	Leave	12-3-20 through 12-16-20
EE#4109	PT	FFCRA/SSL/C	Leave	11-23-20 through 11-24-20
EE#3853	FT	FFCRA/SSL/C	Leave	11-30-20 through 12-4-20
EE#3932	PT	FFCRA/SSL/C	Leave	12-7-21 through 12-18-21

EE#3730	PT	FFCRA/SSL/C	Leave	11-29-20 through 11-30-20
EE#2329	FT	FFCRA/SSL/C	Leave	12-11-20 through 12-14-20
EE#3655	PT	FFCRA/SSL/C	Leave	11-30-20 through 12-11-20
EE#3575	FT	FFCRA/SSL/C	Leave	12-18-20
EE#3168	PT	FFCRA/SSL/C	Leave	11-19-20 through 11-20-20
EE#3648	FT	FFCRA/SSL/C	Leave	10-1-20 through 10-2-20; 11-23-20 through 12-4-20
EE#2360	FT	FFCRA/SSL/C	Leave	11-19-20 through 11-20-20
EE#4635	FT	FFCRA/SSL/C	Leave	11-30-20 through 12-11-20
EE#3391	PT	FFCRA/SSL/C	Leave	11-30-20 through 12-7-20
EE#3845	FT	FFCRA	Leave	11-30-12-4,12-10,11,17, 18-2020
EE#3230	FT	FFCRA/SSL/C	Leave	12-1-20 through 12-12-20
EE#1415	FT	FFCRA/SSL/C	Leave	12-4-20 through 12-14-20
EE#3462	FT	FFCRA	Leave	12-10-20 through 12-23-20
EE#3885	PT	FFCRA/SSL/C	Leave	11-19-20 through 11-20-20
EE#3601	FT	FFCRA/SSL/C	Leave	12-21-20 through 12-22-20
EE#3471	FT	FFCRA/SSL/C	Leave	12-7-20 through 12-17-20
EE#2377	FT	FFCRA/SSL/C	Leave	11-13-20 through 11-20-20

INFORMATION ONLY

Beyerl, Amy	Teacher - Eisenhower	Leave (Date Change)	Effective From 08-26-20 through 11-18-20 To Effective 08-26-20 through LDTR
Fortson, Carolyn	Teacher - Streams	Leave(Date Change)	Effective From 01-25-21 through 04-30-21 To Effective 02-08-21 through 04-30-21
Hindman, Cheryl	LTS - Ft. Couch	1.0 French Teacher (LTS for E. Lemon) (Date Change)	Effective From 1-25-21 through LDTR To Effective 12-03-20 through LDTR
Lemon, Erin	Teacher - Ft. Couch	Leave (Date Change)	Effective From 1-25-21 through LDTR To Effective 12-03-20 through LDTR
Little, Margaret	Teacher Aide - High School	Leave (Date Change)	Effective From 11-24-20 through 12-23-20 To Effective 11-24-20 through 01-08-21
McGonigle, Megan	LTS - Eisenhower	1.0 Elementary Teacher (LTS for A. Beyerl) (Date Change)	Effective From 08-26-20 through 11-18-20 To Effective 08-26-20 through LDTR
Schetley, Jennifer	Boyce	Leave (Date Change)	Effective From 09-21-20 through 01-22-21 To Effective 09-21-20 through LDTR

Upper St. Clair School District

2021- 2022 DRAFT School Calendar (DRAFT - 1.2021)

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

 = Remote Learning

Upper St Clair School District

2021-2022 Adopted School Calendar (Draft - 1.2021)

July 2010

2 Closed, Independence Day

September 2021

6 No School, (District Closed), Labor Day
24 First Quarter Progress Reports

November 2021

1 Teacher Inservice #5 (Classroom Mang. #2)**
2 Teacher Inservice #6 (Parent / Teacher Conferences / Inservice) – Act 80**
8 Teacher Inservice #7 (Parent / Teacher Conferences / Inservice) – Act 80**
15 First Quarter Report Cards
24-26 No School, (District Closed), Thanksgiving Recess

January 2022

14 Second Quarter Marking Period Ends
17 Teacher Inservice #8 (Classroom Mang. #3)**
31 Second Quarter Report Cards

March 2022

25 Half Day / Early Dismissal for Students – Act 80*
(Teacher's Professional Development)
25 Third Quarter Marking Period Ends
28 Teacher Inservice #11 (Classroom Mang. #4)**

May 2022

2-13 PSSA Tests – Optional Additional Math, Science & Make-ups (Grades 3-8)
20 Fourth Quarter Progress Reports
30 No School, (District Closed), Memorial Day

August 2021

18 Teacher Inservice #1 (Staff Opening Day)**
19 Teacher Inservice #2 (Act 80)**
20 Teacher Inservice #3 (Act 80)**
23 Teacher Inservice #4 (Classroom Mang. #1 / Flex)**
24 Students First Day of School

October 2021

15 Half Day / Early Dismissal for Students – Act 80*
(Teachers' Professional Development)
29 First Quarter Marking Period Ends

December 2021

8 Second Quarter Progress Reports
23-31 No School, (District Closed), Winter Recess

February 2022

17 Third Quarter Progress Reports
18 Teacher Inservice #9 (Act 80)**
21 Teacher Inservice #10 (Act 80)**

April 2022

8 Third Quarter Report Cards
11-15 No School, (District Closed), Spring Recess
18 Teacher Inservice #12 (Flex)
25-29 PSSA Tests – English Language Arts (Grades 3-8)

June 2022

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

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 - 183 Total Days
Teachers – 196 Total Days



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *SPB*

Date: January 11, 2020

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 December 31, 2020 are enclosed for your review. Financial statements for the Cafeteria Fund report for the period ending November 30, 2020 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 December 31, 2020		2019-20	2019-20 through December 31, 2019	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$59.53	\$58.97	99%	\$57.29	\$56.03	98%
EIT	\$5.67	\$1.94	34%	\$5.67	\$1.67	29%
All Other Local Revenues	\$3.53	\$2.10	59%	\$4.17	\$2.14	51%
State Revenues	\$18.33	\$9.32	51%	\$18.10	\$8.69	48%
Federal Revenues	\$0.48	\$0.30	63%	\$0.38	\$0.09	24%
All Other	\$0.00	\$0.00	0%	\$0.03	\$0.00	0%
Total Revenues	\$87.540	\$72.63	83%	\$85.640	\$68.62	80%
Expenditures	\$87.800	\$38.44	44%	\$85.640	\$37.15	43%
Revenues less Expenditures	<i>(\$0.260)</i>	\$34.19		\$0.000	\$31.47	
Balance Sheet	As of December 31, 2020	As of June 30, 2020 <i>(unaudited)</i>				
Cash and Marketable Securities	\$44,952,661	\$17,766,352				
Total Assets	\$48,303,117	\$22,130,623				
Total Liabilities	\$4,699,945	\$12,508,084				
Nonspendable Reserves	\$0	\$208,959				
Adjustment to Fund Balance	\$34,189,591	\$371,652				
Fund Balance	\$9,413,581	\$9,041,928				

The General Fund revenue is ahead last year on a percentage basis. Local tax revenue is 2.5% higher than the same period in 2019-20. Interim real estate tax is higher than 2019-20 due to the collection for the new Friendship Village facility. Interest income is less than \$10k year-to-date. Last year at the end of November, interest revenue exceeded \$266k.

CAFETERIA FUND

	Budget 2020-21	2020-21 through November 30, 2020	Budget 2019-20	2019-20 through November 30, 2019
Revenues	\$1,927,393	\$485,869	\$1,776,296	\$630,903
Expenditures	\$1,900,718	\$625,192	\$1,700,771	\$712,141
<i>Net</i>	\$26,675	<i>(\$139,323)</i>	\$75,525	<i>(\$81,238)</i>

	As of November 30, 2020	As of June 30, 2020
Cash and Marketable Securities	\$221,515	\$110,579
Total Assets	\$469,392	\$257,202
Total Liabilities	\$584,488	\$232,975
<i>Unassigned Fund Balance</i>	<i>(\$115,096)</i>	\$24,227

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, SSO total meals for October were 44,840, while November was 20,582. The decrease can be attributed to fewer school days and the transition from the hybrid model to 4 day in-person instruction.

CAPITAL RESERVE FUND

	Budget 2020-21	2020-21 through December 31, 2020	Budget 2019-20	2019-20 through December 31, 2019
Revenues	\$270,000	\$267,022	\$267,000	\$270,138
Expenditures	\$305,000	\$175,336	\$395,442	\$270,688
<i>Net</i>	<i>(\$35,000)</i>	\$91,686	<i>(\$128,442)</i>	<i>(\$550)</i>

	As of December 31, 2020	As of June 30, 2020 <i>(unaudited)</i>
Cash and Marketable Securities	\$192,558	\$176,872
Total Assets	\$192,558	\$176,872
Total Liabilities	\$0	\$25,225
<i>Total Reserves</i>	<i>\$192,558</i>	<i>\$151,647</i>

CONSTRUCTION FUND

	Budget 2020-21	2020-21 through December 31,	Budget 2019-20	2019-20 through December 31,
Revenues	N/A	\$4,089	N/A	\$101,826
Expenditures	N/A	\$349,578	N/A	\$3,758,301
<i>Net</i>		<i>(\$345,489)</i>		<i>(\$3,656,475)</i>

	As of December 31, 2020	As of June 30, 2020 <i>(unaudited)</i>	
Cash and Marketable Securities	\$1,730,498	\$2,258,545	
Total Assets	\$1,730,498	\$2,258,545	
Total Liabilities	\$1,217,178	\$1,365,942	
<i>Fund Balance</i>	\$513,320	\$892,603	

All contract liabilities have been recorded for Pool/Admin project. The remaining funds available are \$513,320.

BUDGET TRANSFERS

Budget transfers of \$2,900.00 are enclosed for your review and approval.

Public Comments

January 11, 2021

Submitted prior to the meeting

Via: Google Form

Julie White
520 Long Drive

Data still continues to support that our elementary school students are safe in person, and the implementation of Phase III should not be delayed. The PA Dept. of Ed just put out a statement saying elementary school students need to be in school. Please continue with the plan to bring elementary students back for 5 days a week starting on January 19th.

Terry Hritz
2437 HUNTINGTON DR

Is the School District going to require the teachers to get the COVID-19 vaccine? Will you provide information to parents of how many teachers/staff get the vaccine? Please encourage transparency.

Louis Oliverio
1725 Hunters Path Lane

I am writing first to express my appreciation to the Upper St. Clair School District for being able to offer 4-day in-person education uninterrupted since November 16. This has been a welcome return to some degree of regularity during what has otherwise continued to be a difficult winter for so many. I appreciate all the efforts the Administrators and staff have made to keep the buildings open.

Secondly, I continue to strongly support a return to 5-day in-person learning as soon as is possible. I am disappointed that 5-day in-person learning is not taking place on January 19, but I acknowledge that many things have happened both in terms of increased numbers of COVID-19 cases as well as additional and more restrictive guidance from the PDE that now make taking this step more difficult. Thus, I will continue to support the Administration's recommendations as presented in the agenda for tonight's Committee Meeting.

With the above having been stated, I have 2 inquiries that I hope will be discussed during this evening's presentation:

- (1) What specifically were the factors and reasons for why a move to 5-day education is not being recommended at this time? and
- (2) What informed the decision that it would not be warranted to examine this issue again until March 22 for an April 6 transition to 5-day? In other words, why is it not feasible to re-examine this issue in the February cycle of Board meetings?

Finally, I want to thank the Administrators, staff, and Board members for their diligence in continuing to keep the public and parents informed as well as for continuing efforts to keep the buildings open as much as is possible in this difficult time. My children have now been in 4-day learning for close to 2 months and the increased time in the buildings has been extraordinarily beneficial.

Thank you for your consideration of these comments, and I continue to look forward to the day, hopefully in this academic year, when 5-day learning will return--as well as a day, hopefully in the 2021-2022 academic year when COVID cases will have decreased and vaccinations and treatments will have increased such that a restoration of something approaching a pre-Pandemic educational and social experience for our children will be possible.

Jamie Irvin
2558 Corteland Dr.

We are so grateful to be a part of USC. My elementary school children are thriving in school now that they have more consistency in school. We appreciate all the hard work to keep the kids safe IN SCHOOL!!!

John Reinford
2664 Monterey

Thank you for all of your efforts with teaching our students in person in classroom. Please keep up your efforts to get our children back to 5 day in person in classroom. Continue to advance our children's excellent usc education. Thank you to all teachers, staff and administration.

Erica Baldasare
1317 Chartwell Drive

I support the Board and their decisions to have our children in-person school as much as possible, however learning the news that our elementary age kids will not be shifting to phase 3 (5-days in-person) on January 19th is very disappointing. My two school age children, 1st and 4th grades, have done so much better academically and mentally since being back 4-days a week. I understand the virus situation has evolved since the initial plan was proposed, however delaying the phase 3 transition until April is excessive. Yes it aligns to the end of the next marking period, however if it really the Board's goal to have the students back to in-person as soon as possible, why could the decision not have been re-evaluated monthly until that time?

Rich West
1612 Tier Dri

I just wanted to say THANK YOU again for all that you are doing to keep our children in school and for being ahead of the curve on staying open. I fully support a return to 5 day a week school but in the meantime obviously a continuation of 4 day. It seems too many people want to say follow the science, but when it comes to decisions they don't like, they ignore the science. All of the data and science points to the conclusion that schools need to be open and thankfully PA Dept of Health and PA Dept of Ed have finally said that out loud. I am extremely thankful our board has been and continues to follow the science. Our children need to be in school and since my children have been back in school it has made a significant difference in their well being. Thank you again.