Customizing Learning,
Nurturing Potential...
Delivering Excellence

UPPER ST CLAIR SCHOOL DISTRICT

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

COMMITTEE OF THE WHOLE MEETING MINUTES

Monday, August 3, 2020 @ 8:00am
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 August 3, 2020 in the District Administration Board Room

School Board Members in Attendance:

Mrs. Barbara Bolas, President (in-person)
Mr. Patrick Hewitt, Vice President (in-person)
Mrs. Amy Billerbeck (virtual)
Mrs. Jennifer L. Bowen (in-person)
Mr. Phillip J. Elias (in-person)
Dr. Daphna Gans (virtual)
Mr. Louis P. Mafrice Jr. (in-person)
Mrs. Angela Peterson (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 (in-person)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (virtual)
Mr. Scott Burchill, Director of Business & Finance (virtual)
Mrs. Cassandra Doggrell, Director of Student Support Services (virtual)
Mr. Bradley Wilson, Director of Strategic Initiatives (virtual)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (in-person)

Mr. Lou Angelo, Director of Facilities and Operations (virtual)
Mrs. Holly Fisher, Nursing Department Chair (virtual)
Mrs. Lauren Madia, Assistant Director of Student Support Services (virtual)
Mrs. Erin Peterson, Assistant Principal, Fort Couch (virtual)
Mr. Mark Miller, Principal, Eisenhower (virtual)
Mr. Daniel O'Rourke, Principal, Boyce (virtual)
Dr. Tim Wagner, Principal, High School (virtual)

Call to Order / Pledge of Allegiance

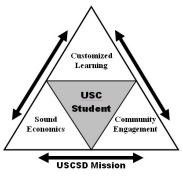
Mr. Hewitt called the meeting to order at approximately 8:00am.

Meeting Procedures

Mrs. Kramer reviewed the meeting procedures for following the health and safety guidelines for gathering inside. She also advised about public comments and the designated spaces for the public to view the meeting.

Reading of the Mission:

Mrs. Bowen 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 #4 from Strategic Plan:

Mrs. Peterson read the following Shared Belief Statement #4:

We Believe that:

The quality of the School District impacts the quality of life in the community.

CONVENE BOARD MEETING

Mrs. Bolas convened a Board Meeting at approximately 8:04am.

Mr. Hewitt reconvened the Committee Meeting at approximately 8:11am.

Superintendent's Report

a. **District Update - Reopening 2020-2021 School Year**
ATTACHED

Dr. Rozzo, and the administrative team, presented the reopening plan for the 2020-2021 school year. Dr. Rozzo advised that, during this meeting, the team will present the plan to the Board and the public and then vote on the plan, at the August 17th meeting. He thanked everyone who was involved in the planning and preparation of the reopening plan. He noted that is has been a challenging four months for everyone in the community and it has taken a team effort to prepare for the start of school, with ever changing information and moving targets. He shared his appreciation and gratitude to the administration and the teachers who took part in the development of the plan, as well as thanking parents for their helpful feedback and suggestions. Dr. Rozzo advised that the reopening plan consists of beginning school with the hybrid model, with parents choosing between the hybrid model or full-remote learning. He stressed that it is his intention to fully reopen the schools, as soon as it safe for all of the students to return; noting that it bothers him very much to not have all of the students in the school buildings, but many decisions are out of the District's control. Dr. Rozzo, along with several members of the administrative team, then presented an in-depth presentation of the reopening plan. The Board members asked several questions during the presentation and thanked the Administrative team for all of their hard work in creating the reopening plan.

b. **Return to School and Draft Health and Safety Plan Discussion**
ATTACHED

Mrs. Madia reviewed the Return to School and Draft Health and Safety Plan, which will be voted on at the August 17th meeting.

Mrs. Kramer noted that that any revisions to the Athletic Safety Plan will also be included, for approval, at the August 17th meeting.

c. **Section 520.1 Resolution and PDE Emergency Instructional Time Template**
ATTACHED

Mrs. Kramer reviewed the Section 520.1 Resolution and PDE Emergency Instructional Time Template.

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

d. **New Student Board Representative - (R.J. Shontz)**

Dr. Rozzo introduced the new Student Board Representative, R.J. Shontz, who will be a junior this Fall. Dr. Rozzo commented that R.J. will be a great representative for the student body and a wonderful liaison between the High School and the Board.

Administrator's Report

a. **Request Approval of the following Special Education and Support Services Agreements/Contracts:**
ATTACHED

Mrs. Doggrell reviewed the below Special Education and Student Support Services Agreements/Contracts.

ii. Therapy Works LLC: Consultant Agreement for speech and language services (in person and teletherapy) for one student at $26/per unit

iii. Wesley Spectrum Services: Creative Arts programming for two students at $125/per hour (full year)

iv. The Watson Institute (Education and Behavior Support Academy): Tuition for six student placements at $50,498 per student (full year)

v. The Watson Institute (WISCA-Social Center for Academic Achievement): Tuition for two student placements at $48,346 (full year)

vi. The Watson Institute Service Agreement: Training and Consultation up to $875 per day and mileage at IRS regulation (as needed)

vii. The Watson Institute Service Agreement: Social work services at $90,000 (full year)

viii. Individual Special Education Transportation Agreement

ix.

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

Budget & Finance

a. **Request Approval for Maher Duessel to Serve as the School District's Auditor for a Three-Year Term through June 30, 2022**
ATTACHED

Mr. Burchill reviewed the request for Maher Duessel to serve as the School District's Auditor for a three-year term through June 30, 2022.

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

b. **Review of Financial & Cash Flow Statements and Budget Transfers**

Mr. Burchill reviewed the Financial and Cash Flow Statements and Budget Transfers, advising there are no statements to present at this meeting, however, everything will be provided, for approval, at the August 17th meeting.

Committee Reports

There were no committee reports at this time.

Resident's Comments - (Regarding Any item)

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 Sunday, August 2, 2020 any time before 4pm. Comments submitted in advance regarding agenda items will be shared with the Board prior to the meeting and summarized at this time.

Dr. Rozzo thanked the residents who were waiting to give a public comment, noting he appreciated their patience. He also reported that many comments were received from the public, via Google Form, and those comments were shared with the Board. He advised that the comments were primarily focused around the reopening of school, noting he appreciates the feedback from the community. He thanked all of the residents for their thoughtful, respectful comments.

During this time, three public comments were made.

Matters of Information - Superintendent & Administration

a. **Magna Award (409 Program) - Keystone Education Radio Podcast**

Dr. Rozzo highlighted Mrs. Bolas and Mrs. Pfender for their recent participation in a Keystone Education Radio Podcast. During the podcast, they discussed the District's recent Magna Award for the 409 Program.

Announcement Regarding Executive Session:

Mr. Hewitt announced that an Executive Session was held on July 29, 2020 at 6:00pm for Safety and Security & Legal Matters.

Adjournment

It was moved by Mr. Mafrice and carried on unanimous voice vote that the meeting adjourn at approximately 11:28am.

Respectfully Submitted,

Sarah MacDonald
School Board Stenographer

Delivering the USC Experience
In-Person AND at Home

Reopening Schools 2020

USCSD 2019 ≠ USCSD 2020

Our world is different, our industry is different, and our capacity is different. We have shown that we can and need to continue to adapt to ensure that we can sustain our tradition of excellence regardless of circumstance.



Background

- March 13, 2020 - All schools in PA were closed and forced into emergency remote learning.
- We are proud of our entire community for their efforts this spring, yet know more is needed for the future if we are ever in a remote learning situation again.
- A full return in person is desired, but two variables may hamper that:
    - Some families will not be comfortable returning in person
    - Changing guidance/mandates are resulting in logistical challenges
        - 6 feet social distancing and close-contact quarantine
        - PPE/masks
- Regardless of the external factors, we are equipped and prepared to deliver a USCSD quality experience at all levels and in any format.

Timeline of Events

- **May 19** – CDC Considerations for Schools
- **June 3** – PDE preliminary guidance for phased reopening
- **June 25** – American Academy of Pediatrics COVID-19 School Re-Entry Considerations
- **July 1** – DOH Mask Order
- **July 3, 17** – DOH Universal Masking FAQ (clarifications impacting schools)
- **July 16** – PDE Public Health Guidance Regarding COVID-19 for Phased Reopening of Pre-K-12 schools
- **July 23** - CDC Importance of Reopening
- **August 1** - Preparing for K-12 School Administration for a Safe Return to School

Goal for Return

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 extent possible.

Key Components

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

Social-Emotional Well-Being

*Schools are an essential part of the infrastructure of communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to go to work. Schools also provide critical services that help to mitigate health disparities, such as school meal programs, social, physical, behavioral, and mental health services...**Communities should make every effort to support the reopening of schools safely for in person learning in the fall.***

CDC
CENTERS FOR DISEASE CONTROL AND PREVENTION

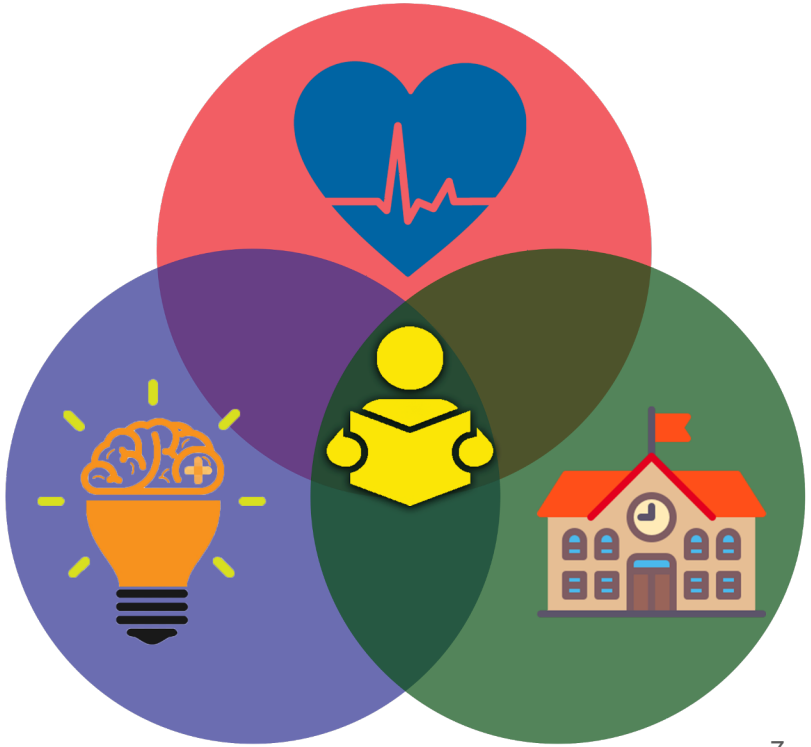
Reopening Planning Teams

Three teams are leading efforts to ensure a safe and appropriate transition back to school this fall:

1. Health
2. Operations & Facilities
3. Instruction

Teams (made up of nearly 100 staff members and consultants) made recommendations toward final school reopening plan.

Parent feedback on 2,300+ survey responses to initial parent survey helped to inform team recommendations.



Guidance and Mandates

- *PDE / PA DOH - School Reopening Guidance / Public Health Guidance Regarding COVID-19 for Phased Reopening of Pre-K to 12 Schools*
  - *Social distancing (6 feet), desk placement*
  - *No large group meetings (go virtual) or non-essential guests*
  - *Busing/Lunch restrictions*
  - *Face covering requirements (guidelines for implementing DOH Order)*
- *CDC - Preparing for a Safe Return to School / Considerations for Schools / Importance of Reopening America's Schools*
  - *Benefits and risks of **both** in-person and virtual models*
  - *Promoting healthy behaviors (handwashing & hygiene)*
  - *Maintaining healthy environments/operations (6 feet / face coverings)*
  - *Preparing for when someone gets sick (quarantine)*
- *AAP - Guidance for School Re-entry*
  - *Physical distancing (3 - 6 feet)*
  - *Face coverings*
  - *Cohorts, schedule modifications*
  - *Cleaning and disinfecting*

CDC
CENTERS FOR DISEASE CONTROL AND PREVENTION

THE AMERICAN ACADEMY OF PEDIATRICS

pennsylvania
DEPARTMENT OF EDUCATION

Guidance and Mandates

Key Mandates

- *PDE Health and Safety Plan that includes adequate mitigation measures*
- *DOH/ACHD Orders setting group limitations for indoor and outdoor gatherings*
- *Face Coverings (DOH Order) - Universal masking Order applies to all K-12 students while at school with the following exceptions:*
  - *Eating or drinking when spaced at least 6 feet apart;*
  - *Seated at desks or assigned workspaces at least 6 feet apart;*
  - *Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.); or*
  - *When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.*
- *Quarantine Requirements (Allegheny County Health Department)*
  - *Isolation for Positive Cases - 10 days or if symptoms continue beyond 10 days, at least one day beyond last symptom; 20 days if immunocompromised*
  - *Close Contact with a Positive Case - required to quarantine for 14 days from the date of contact*
  - *Close Contact means being within 6 feet for 15 minutes or more (even if masked) within two days of the COVID-19 positive person getting sick or a positive test result if asymptomatic*

pennsylvania DEPARTMENT OF EDUCATION

ALLEGHENY COUNTY HEALTH DEPARTMENT

pennsylvania DEPARTMENT OF HEALTH

Public Health vs. Public Health

Full In-Person Return / Full Remote Options:

- Insufficient capacity to space students 6 feet apart
- If a student becomes a positive case, the majority of the class and potentially the teacher would need to be quarantined for 14 days
- Students could not remove their masks while seated and working

Hybrid (In-Person / Remote) and Full Remote Options:

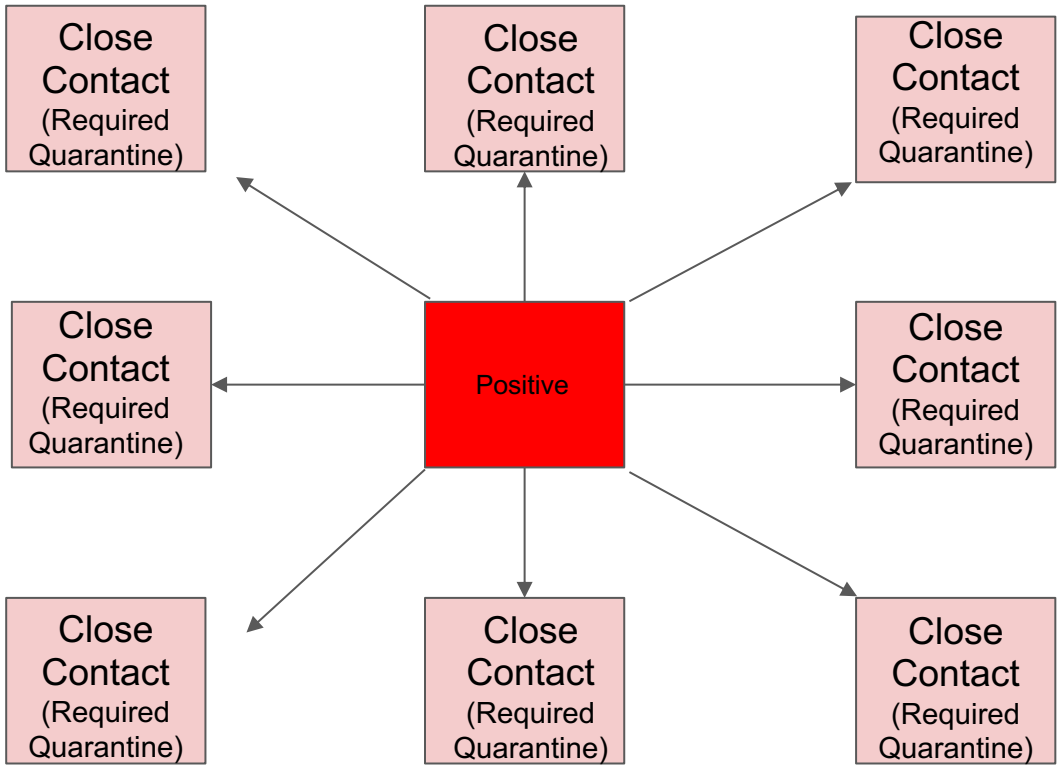
- Capacity to space students 6 feet apart
- Additional opportunities for mask breaks while in class
- Significant reduction in learning disruptions due to quarantine



Exposure and Quarantining

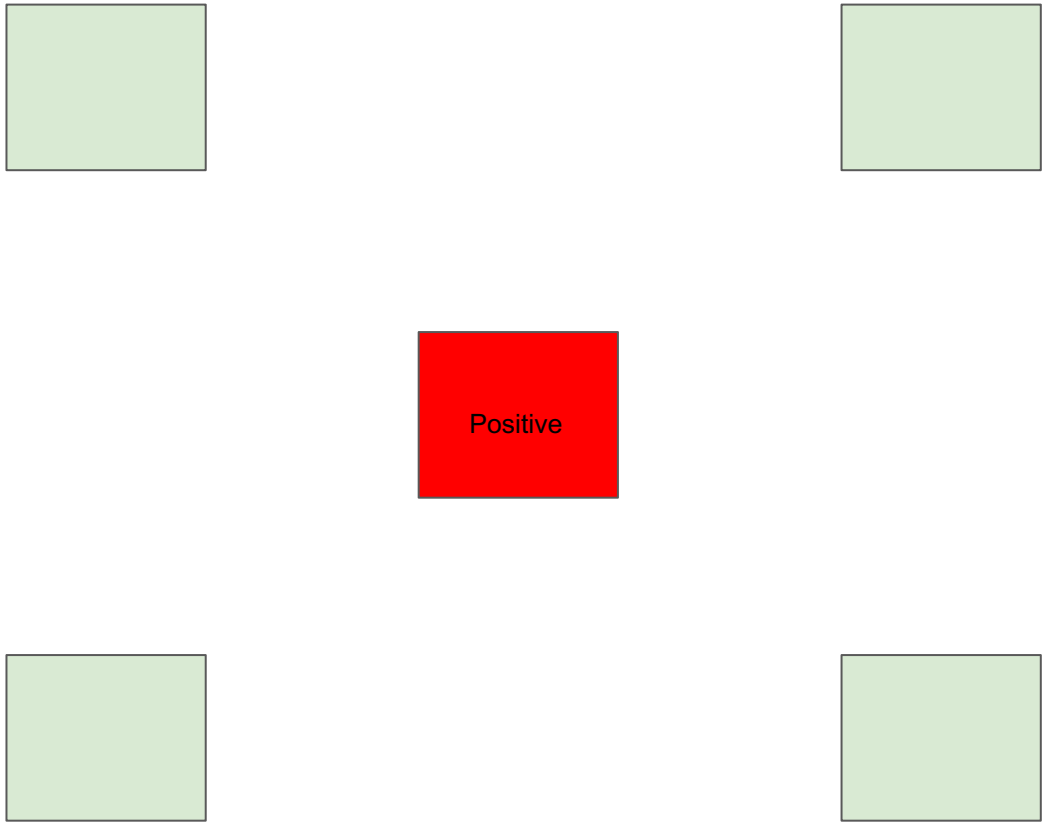
Close Contacts Under 6 Feet Distancing

If classroom desks are less than 6 feet apart and there is a positive case, large portions of the class and potentially the teacher would be required to quarantine for 14 days.



Close Contacts at 6+ Feet Distancing

If classroom desks are at least 6 feet apart and there is a positive case, none of the other classmates would require quarantine (barring some other close contact), and students could remove their masks while working at their desks.



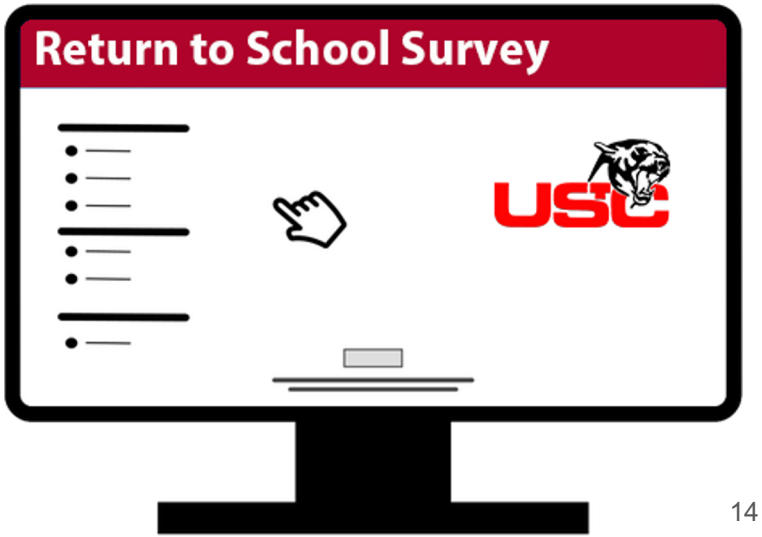
Survey Data

Surveys to Date

- *Parent Survey #1: Completed in mid-June*
  - *~2,300 responses*

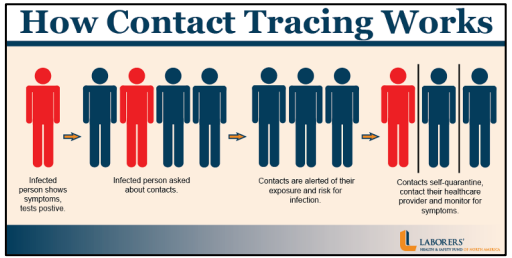
- *Parent Survey #2: Completed in mid-July*
  - *Connected to student ID #s*
  - *Completed for ~3,400 students grades 1-12*
  - *~81%*

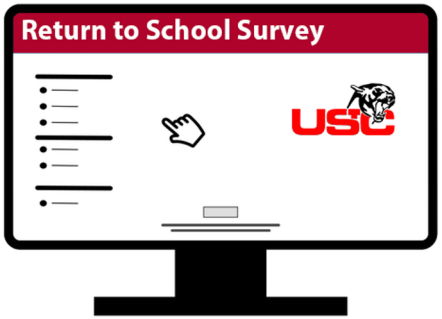
- *Staff Survey: Completed in mid-July*
  - *>90% of teaching staff*

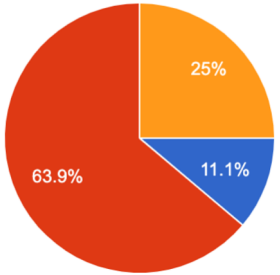


All Things Considered...









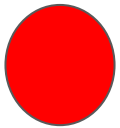
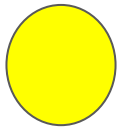
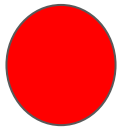
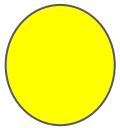
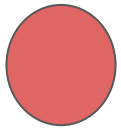
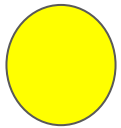
	Hybrid Choice		
	Hybrid: 1/2 day each day (in-person in either morning or afternoon and remote the	Hybrid: Two consecutive days per week (in-person on either Monday & Tuesday or	Hybrid: Every other week (one week in person, one week remote)
ALL Grade 1	27.4%	37.6%	17.3%
ALL Grade 2	31.0%	36.4%	15.1%
ALL Grade 3	26.6%	36.7%	18.9%
ALL Grade 4	27.9%	32.8%	18.7%
Grade 5	30.6%	32.8%	18.1%
Grade 6	20.5%	39.4%	19.7%
Grade 7	23.6%	36.4%	22.7%
Grade 8	27.2%	35.1%	21.1%
Grade 9	26.3%	42.1%	18.1%
Grade 10	28.2%	39.5%	15.6%
Grade 11	24.1%	43.2%	18.7%
Grade 12	25.9%	46.5%	14.6%
TOTALS	27.00%	38.11%	18.10%

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.*

Is this (truly) a local decision?

Although USCSD remains prepared to transition to a full in-person return, the current constraints of the health guidance and mandates force us to choose a **hybrid learning model** as the most viable/balanced alternative for the initial return to school in the fall.

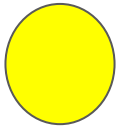
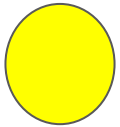
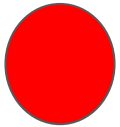
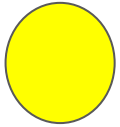
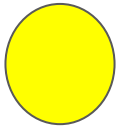
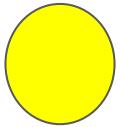
Question 1: Traditional or Remote?

	Parent Survey Data	Safe Schools for Students & Staff	Choice for Families	High Quality Education	Emphasis on Social Emotional Learning	Ability to Execute	Risk
Traditional	77.37%						
Remote Learning	22.63%						

Green: Aligned with decision criteria
Yellow:: Presents risks, but can be managed through mitigation plans
Red: Significant risk or misalignment with decision criteria

Answer: Neither approach is viable as a stand alone option to reopen schools in the fall.

Question 2: Which Hybrid Model?

	Parent Survey Data	Staff Survey Data	Safe Schools for Students & Staff	Choice for Families	High Quality Education	Emphasis on Social Emotional Learning	Ability to Execute	Risk
Hybrid: Two consecutive days/week	38.11%	63.9%						
Hybrid: ½ day everyday	27%	25%						
Hybrid: Alternating weeks	18.1%	11.1%						

Green: Aligned with decision criteria
Yellow:: Presents risks, but can be managed through mitigation plans
Red: Significant risk or misalignment with decision criteria

Answer: The hybrid of “two consecutive days/week” is the most viable option for a successful return to school.

Parents Will Have Two Choices

Hybrid Model

- Part of week in person, part of week remote (Described in detail on upcoming slides)





Full Remote Model

- Daily remote learning
  - Combination of synchronous and asynchronous
  - Improvement upon spring for more human connections
  - Ensure live instruction using USC teachers and USC curriculum







Hybrid Model: Schedule

Group A Sample Schedule				
Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
In School	In School	Remote	Remote	Remote

Group B Sample Schedule				
Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Remote	Remote	Remote	In School	In School

****Our commitment is to ensure that all families follow the same hybrid schedule for their children across buildings and will be grouped alphabetically.**

Hybrid Model

Hybrid Model

- Maximize time in person and support with robust remote learning
  - AARBB Model
  - 2-days/week in person
  - 3-days/week remote

- In-person will follow all health plan guidelines





Remote Learning

Synchronous Learning

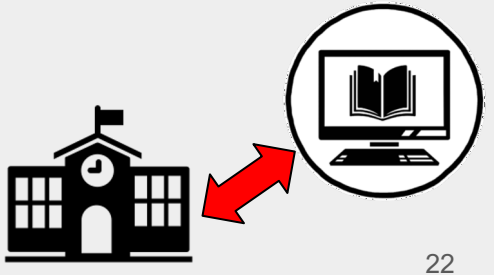
- Occurs in real time to allow for interaction between the student, teacher and classmates
- Maintains classroom connections that are unique to USC's remote learning program.
- Includes consistent times for live instruction ***with USC teachers***, individual progress meetings, and collaboration with peers.

Asynchronous Learning

- Allows for students to access instruction, materials, and assignments in any instructional setting
- Enables students to learn on their own time with high-quality materials designed by USC teachers and aligned to ***USC curriculum.***
- Includes video lessons, practice materials, and assessments

Transitioning Between In-Person and Remote Learning and Programming

- Offers consistent experiences for students who are fully remote, hybrid, or temporarily remote due to leaves from school.
- Enables easy transitioning between any of the instructional models as they are based on the same curriculum and instructional experiences.
- Provides families who start year in full-time remote with the ability to seamlessly return in-person when they believe the time is right.



Full Remote Plan

Characteristics of Remote Learning

- Upgraded teaching/learning practices from spring remote learning
- Synchronized pace and rigor/expectations of in-person learning
    - Allows for seamless transition across models
- Daily synchronous learning included in core content areas
- Set daily schedule with opportunities for interaction w/ USC staff and students



Instructional Delivery Models

Synchronous	**Simultaneous Live Instruction With Both Onsite And Remote Learners**	Using The Google Meet Platform In The Classroom LIVE STREAMING
	Live Instruction With Only Remote Learners	Using The Google Meet Platform LIVE STREAMING
	Live Instruction With Only Onsite Learners	Similar To 18-19 School Year
	 **Small Group Instruction** **Second Chance Learning** **Class Meetings** **One to One Help** **Coaching Sessions** **Check Ins** 	
Asynchronous	**Self Directed Content In Canvas**	

USCSD Remote Experience

Key Scheduled

Academic Components

- Daily **live instruction** delivered based on student schedules in each core content area
- Set schedule for each student to follow
- Prescribed instructional teacher support
- Return to prior district assessment and grading practices

Key Scheduled

Supports to Well-Being

- Intentional opportunities for peer connections, both instructionally and socially
- Engagement with student support services such as counselors, nurses
- Daily homeroom, class meetings, and/or scheduled advisor times for all students

A Day in a Student's Life: Elementary

- Hybrid and remote students will have **scheduled and mandatory daily live instruction** and interaction with staff at school, with peers who are also hybrid/remote as well as students at school periodically (e.g., reading groups, discussions, experiments)
- **Social-emotional learning opportunities** will be built in to weekly schedules for all students, and the staff is committed to providing these opportunities and **positive peer and staff connections for all students**
- **All students (remote/hybrid) will have established schedules** that include core content classes, specials classes, lunch, breaks, homeroom, and opportunities for connections
- **All classes will have daily asynchronous lessons, aligned with USCSD curriculum and synchronous instruction**, that includes activities, assessments, and more that can be self-paced

A Day in a Student's Life: Middle School

- Hybrid and remote students will have **scheduled and mandatory daily live instruction** and interaction with staff at school, with peers who are also hybrid/remote as well as students at school periodically (e.g., reading groups, discussions, experiments)
- **Social-emotional learning opportunities** will be built in to weekly schedules for all students, and the staff is committed to providing these opportunities and **positive peer and staff connections for all students**
- **All students (remote/hybrid) will have established schedules** that include core content classes, specials classes, lunch, breaks, homeroom, and opportunities for connections
- **All classes will have daily asynchronous lessons, aligned with USCSD curriculum and synchronous instruction**, that includes activities, assessments, and more that can be self-paced

A Day in a Student's Life: High School

- Hybrid and remote students will have **scheduled and mandatory daily live instruction** and interaction with staff at school, with peers who are also hybrid/remote as well as students at school periodically (e.g., reading groups, discussions, experiments)
- **Social-emotional learning opportunities** will be built in to weekly schedules for all students, and the staff is committed to providing these opportunities and **positive peer and staff connections for all students**
- **All students (remote/hybrid) will have established schedules** that include core content classes, specials classes, lunch, breaks, homeroom, and opportunities for connections
- **All classes will have daily asynchronous lessons, aligned with USCSD curriculum and synchronous instruction**, that includes activities, assessments, and more that can be self-paced

Grading Practices

Report Card Grade Scales for 2020-2021

- Will return to normal grading scales/documentation regardless of remote/in-person selection



Technology Investment

- K-4 iPads & 5-12 Chromebooks





- Video Conferencing Equipment
  - Owls
  - Webcams





- Wireless earbuds for teachers
- Wired earbuds for students



- Canvas



- G Suite Enterprise for Education

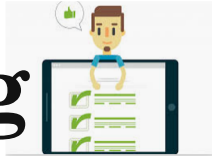


Delivering the USC Experience
In-Person AND at Home

Health, Facilities and Transportation Plan



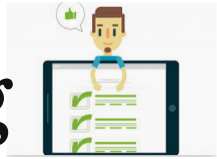
Symptom/Exposure* Screening



- PA Dept of Health is NOT recommending mass temperature checks in schools.
- Parents/guardians will complete daily health check with student prior to leaving the house for school.
- Medically fragile and high-risk students will have a symptom screening completed at school in addition to home screening unless opted out by parent/guardian.

*Exposure: An individual is considered to be exposed to a person with confirmed or presumed positive COVID-19 if there was close contact (within 6 feet) for longer than 15 minutes, irrespective of use of PPE, within 2 days of positive test collection or symptom onset.

Symptom/Exposure Screening



- Students who are unable to attend school due to not passing symptom screening will be provided options for participating in school remotely that day.
- District attendance policy will reflect flexibility for absences due to symptom screening "yes" answers.
- Staff members, including contracted services and substitutes, will complete Google Form each morning prior to entering the building (same procedure as currently being used for 12-month employees).

Symptom Screener from the PHD/PDE

The symptom screener will be used for pre-screening as well as in-school assessment by the health office staff. If 1 or more symptoms from Group A or 2 or more symptoms from Group B are found, students/staff should stay home or be sent home from school. In addition to the symptom screener, exposure questions will be included.

Group A **1 or more symptoms**	**Group B** **2 or more symptoms**
Fever (100.4 or higher) Cough Shortness of breath Difficulty breathing	Sore throat Runny nose/congestion Chills New lack of smell or taste Muscle pain Nausea or Vomiting Headache Diarrhea

Mitigation Strategies: PPE

- Students and staff are to wear masks during the school day in line with the PA mask order.
  - Students and staff will be permitted to remove masks at specific times of the day or in certain situations.
- Students and staff unable to wear a mask due to a medical exemption under the Americans with Disabilities Act will be provided face shields in place of cloth masks.







Mitigation Strategies: PPE

- Additional PPE (clear face shields, gown, gloves) will be available to high risk staff who are medically fragile or who are working closely with students not able to properly wear masks and/or keep 6 feet of distance.

- Students who are medically fragile and require additional PPE at school will have updated IEP/504/IHPs to identify supplies needed and where they will be stored at school.

Mitigation Strategies: Hygiene

- Students and staff will be educated at the start of the school year as well as have daily reminder from signs and other forms of reminders regarding hand hygiene.
- Additional sanitizing systems have been created at door entrances, on buses, and through our school buildings.
- Students and staff will also be given time to sanitize and/or wash their hands at the following times: when entering the bus, upon arriving at school, before and after lunch, before and after mask removal, after using the restroom, upon changing location in the building throughout the day, after recess and/or gym, and as needed if hands become soiled including but not limited to after sneezing and coughing.





Mitigation Strategies: Physical Distancing

- All classroom/learning spaces should have 6 feet of distance between all students and teachers, facing the same direction.
  - This physical distancing allows students to remove masks for breaks when seated inside the classroom.
- In office / learning spaces visited by students, parents, and/or other visitors that prohibit physical distancing of 6 feet or more, additional protective measures will be taken, such as installing physical barriers.
- Students will eat in multiple large capacity locations such as cafeterias, LGIs, and gymnasiums to allow for 6 feet of distance between individuals.

Mitigation Strategies: Physical Distancing

- Marking and signage will be placed in the halls and on floors to remind students and staff to have proper 6 feet of distance.
- When feasible, teachers are to rotate classrooms instead of students.
- Any activity that may require students/teachers to be closer than 6 feet should be kept to a minimum and occur for less than 15 minutes.



Social Distancing
- Cafeteria



Social Distancing
- Classroom



Tri-fold desk dividers



Plexiglass shields for high traffic areas

Mitigation Strategies: Isolation & Quarantine

- Students or staff who are found to be ill at school will be isolated in designated areas via the health office until they are able to exit the building safely.
- Students or staff sent home from school or who do not attend school due to failed symptom screening but without known exposure are permitted to return to school when return to school guidelines are met (symptom-free and/or clearance from a medical provider) and confirmed by school nurse (student) or HR personnel (staff).

  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. A negative test obtained prior to the end of quarantine does not clear an individual for return. The entire quarantine period must be completed. This information is to be documented in the health office and reviewed with the school nurse (student) or HR personnel (staff) prior to the individual returning to school.





Mitigation Strategies: Positive Covid-19 Test

- When the school is notified of a positive COVID-19 case, the building school nurse will immediately notify the Allegheny County Health Department. If the individual with the positive case resides outside of Allegheny County, the DOH will also be notified. DOH or ACHD staff will assist the school with risk assessment, isolation and quarantine recommendations, and other infection control recommendations.
- The school nurse will assist county/state officials to trace all contacts of the individual, in accordance with the state and county guidelines. Confidentiality must be maintained as required by federal/state law/regulations.

Mitigation Strategies: Positive Covid-19 Test

- The district will follow guidance from ACHD/DOH regarding close contact and communication for individuals who are to be alerted that they have come into close or proximate contact with a person with COVID-19. The district will also follow guidance from ACHD/DOH for any recommended isolation/quarantining of close contacts and ensure these students and staff are converted to our robust virtual school program.
- The area where the individual visited during the school day will be closed off for 24 hours and a thorough cleaning/disinfection is to take place.

Mitigation Strategies: Limiting Visitors

- Schools will restrict any outside visitors, including volunteers, to the maximum extent possible.
- Emergent and sensitive meetings will be considered on a case by case basis for in-person, and all other safety protocols included in this plan must be followed in these meetings.
- Visitors that must enter the school who will be in close contact with staff or in the building for more than 15 minutes will have symptom screener completed upon arrival.
- Non-school related permits from outside organizations are not being accepted for building activities.

Mitigation Strategies: Other Considerations

- Use of shared materials will be limited.
- Shared materials will be disinfected between uses.
- Staggered release of classes will limit number of students in the halls.
- One student will be assigned to each locker.
- Singing and use of wind instruments will take place outside (10 feet apart) due to the circulation of forced air. Marching is discouraged.
- Six feet of distance will be used for cooking and eating in Family and Consumer Science classes.
- PE classes will engage in low risk activities that allow for social distancing.
- Playground spaces will be limited to one classroom at a time to allow for proper social distancing.

Mitigation Strategies: Facilities

- Changing custodial shifts to support health plan and education schedule
- Utilizing quick drying disinfectant
- Replacing current hand sanitizers and soap dispensers with touchless equipment; Increasing the number of mobile hand sanitizer stations
- Installing hand sanitizers at building entrances, conference rooms, nutrition centers, and large group areas
- Building and installing plexiglass sneeze guards in offices and other high traffic areas where social distancing may be challenging
- Installing an adhesive covering on every other urinal select water fountains, and hand dryers
- Increasing ventilation to buildings. Continuing to using high grade air filters









Mitigation Strategies: Signage

- Utilizing CDC signage and other messages to reinforce mitigation strategies.



EX-WD-01
Please Wear Mask
Size: 12" x 12"
Decal



EX-WD-02
Welcome Back, We Missed you
Size: 24" x 14"
Decal



EX-MD-01
Wash Hands
Size: 6"x6"



EX-RRG-01
Please Wash Hands
Size: 7"x5"



EX-DD-06
Please Wear Mask
Size: 8"x8"



EX-RDE-07
Please Practice
Size: 16"x18"



EX-RDE-08
Don't Share
Size: 16"x18"

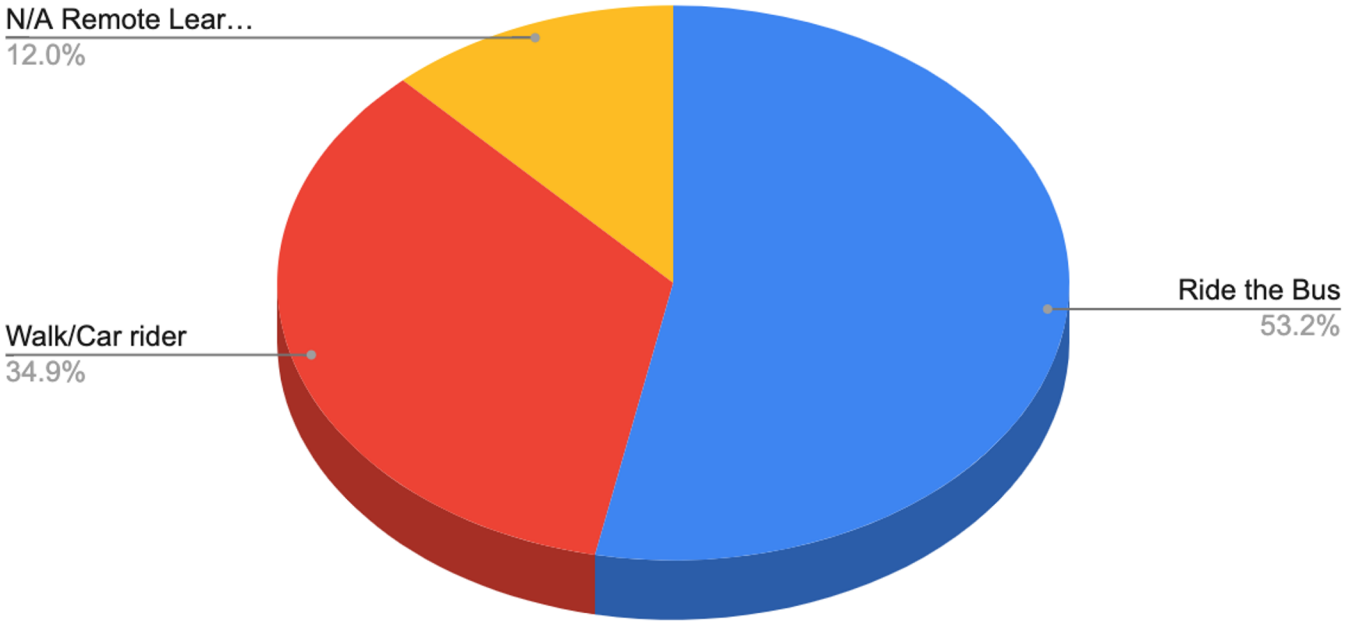


EX-RRG-02
Wipe Down Counter
Size: 7"x4"



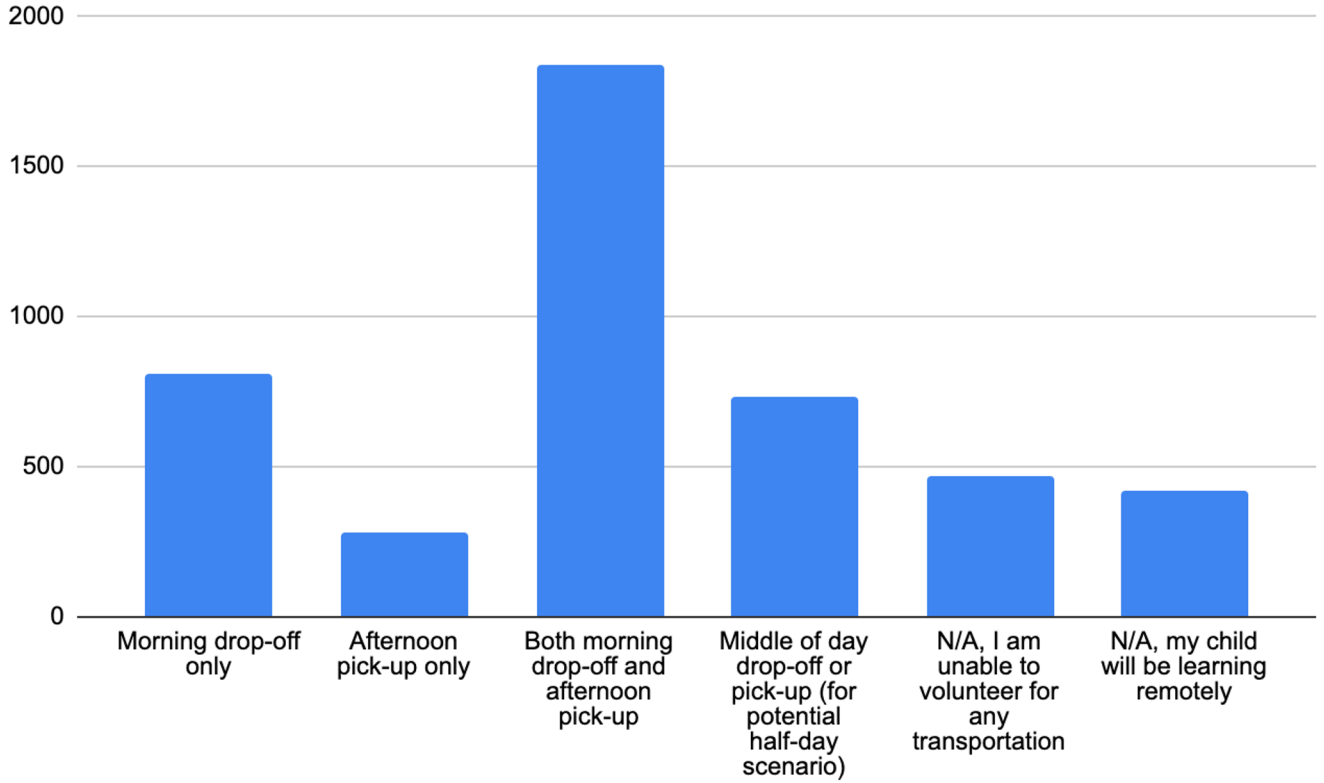
EX-RDE-09
Sanitizer
Size: 16"x16"

Survey Data: Planned Source of Transportation



~3,400 Students Represented

Survey Data: Availability to Self-Transport

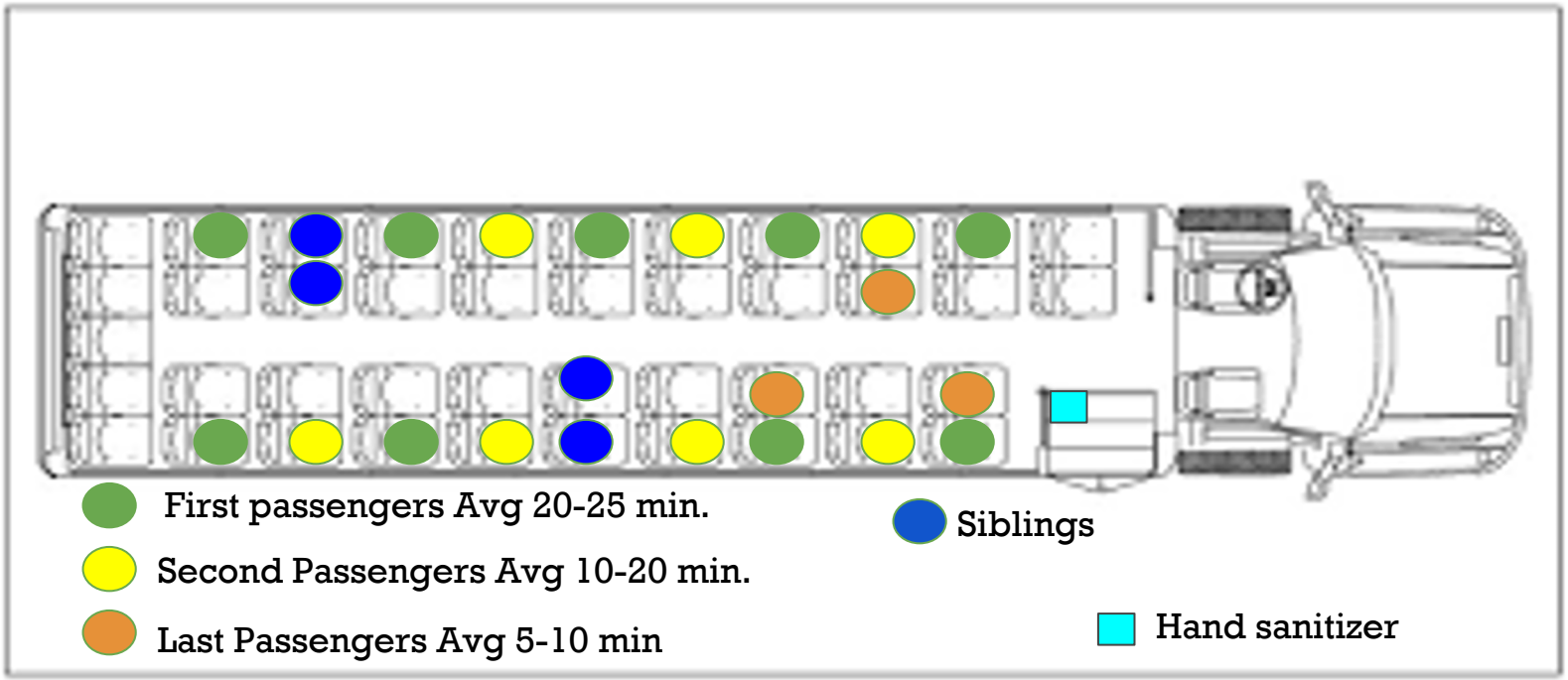


Mitigation Strategies: Transportation

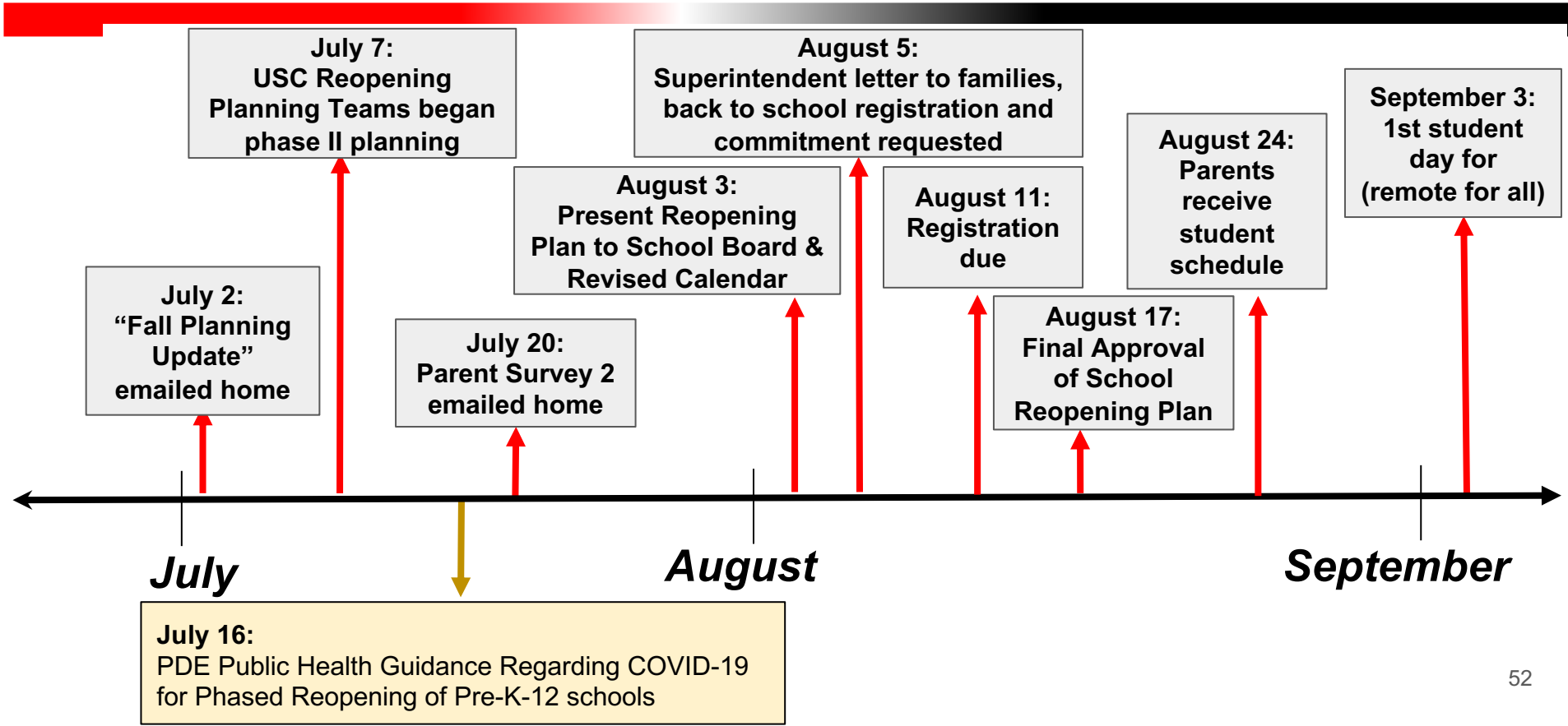
- Drivers and attendants will wear masks and potentially face shields.
- All students will wear masks to and from school.
- Weather permitting, roof hatches and windows will be opened to provide fresh air.
- Hand sanitizers installed on each bus.
- Drivers and custodians will clean the interior of the bus between bus routes/runs while no students are on board.
- Student bus passes (allowing students to ride on a different bus) are prohibited unless emergency situation approved by building administration.
- Students (except kindergarten students) will load from back to front and unload front to back.



Example Bus Loading Procedures



Return to School Timeline



School Year Start

Calendar Change Proposals:

Thursday, Sept 3 and **Friday, Sept 4**

Virtual Orientation for all Students

Tuesday, Sept 8

All students begin in chosen model (hybrid or fully remote)

Important Information

Detailed programming information will be provided to all families to assist in program decision-making.

Parents will be asked to commit and register their children to the hybrid or fully remote program.

Info Distributed:	**August 5th**
Registration Due:	**August 11th**

We Remain Committed to...

- Creating a safe and healthy learning environment for students and staff

- Providing choice for families

- Offering high-quality USC curriculum, instruction, and assessment (in-school or remote) with the opportunity to transition seamlessly

- Attending to all students' social and emotional well-being

In Closing...

We care deeply about doing the best for our students and families and have worked diligently to complete exhaustive research to arrive at the recommendations being proposed.

As always, to ensure the success of our students, we need to have the collaborative efforts of all stakeholders - we are in this together.

Health mandates and guidelines prevent us from a full and typical return to school, which is our greatest desire.

Despite so much of the decision-making being out of our control, we are confident that the recommendations will provide a high quality academic and social experience that will allow *all* students to maintain connections to USC personnel, peers, and the USC curriculum.

Questions?

Phased School Reopening
Health and Safety Plan Template

Each school entity must create a Health and Safety Plan which will serve as the local guidelines for all instructional and non-instructional school reopening activities. As with all emergency plans, the Health and Safety Plan developed for each school entity should be tailored to the unique needs of each school and should be created in consultation with local health agencies. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided in this toolkit can be used to document a school entity's Health and Safety Plan, with a focus on professional learning and communications, to ensure all stakeholders are fully informed and prepared for a local phased reopening of school facilities. A school entity's Health and Safety Plan must be approved by its governing body and posted on the school entity's publicly available website prior to the reopening of school. School entities should also consider whether the adoption of a new policy or the modification of an existing policy is necessary to effectively implement the Health and Safety Plan.

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity's public website.

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This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.

Health and Safety Plan: Upper St. Clair School District

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by Governor Wolf's Process to Reopen Pennsylvania. The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited.
- The Yellow Phase and Green Phase: Schools may provide in-person instruction after developing a written Health and Safety Plan, to be approved by the local governing body (e.g. board of directors/trustees) and posted on the school entity's publicly available website.

Based on your county's current designation (i.e., red, yellow, green) and the best interests of your local community, indicate which type of reopening your LEA has selected by checking the appropriate box in row three of the table below. Use the remainder of the template to document your LEA's plan to bring back students and staff, how you will communicate the type of reopening with stakeholders in your community, and the process for continued monitoring of local health data to assess implications for school operations and potential adjustments throughout the school year.

Depending upon the public health conditions in any county within the Commonwealth, there could be additional actions, orders, or guidance provided by the Pennsylvania Department of Education (PDE) and/or the Pennsylvania Department of Health (DOH) designating the county as being in the red, yellow, or green phase. Some counties may not experience a straight path from a red designation, to a yellow, and then a green designation. Instead, cycling back and forth between less restrictive to more restrictive designations may occur as public health indicators improve or worsen. This means that your school entity should account for

changing conditions in your local Health and Safety Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

Type of Reopening

Key Questions

- How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?
- How did you engage stakeholders in the type of re-opening your school entity selected?
- How will you communicate your plan to your local community?
- Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

Based on your county's current designation and local community needs, which type of reopening has your school entity selected? (SELECT ONE BOX BELOW)

□ Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).

□ Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).

✓ Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).

□ Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August XX, 2020

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.

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked "Pandemic Coordinator". For each additional pandemic team member, enter the individual's name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under "Pandemic Team Roles and Responsibilities":

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Ray Carson	Senior Director of Operations & Administrative Services	Pandemic Coordinator (Both)
John Rozzo	Superintendent	Both
Sharon Suritsky	Deputy/Assistant Superintendent	Both
Amy Pfender	Assistant to the Superintendent	Both
Lou Angelo	Director of Facilities and Operations	Both
Lauren Madia	Assistant Director of Student Support Services	Both
Holly Fisher	School Nursing Department Chair	Both
Scott Burchill	Director of Finance	Both
Joe DeMar	Fort Couch MS Principal	Both
Christine Mussomeli	Boyce MS Principal	Both
Dan Beck	USCHS Assistant Principal	Both
Ashley Lindhurst	Food Services Director	Both
Sean Bryson	Chief of School Police	Both
Jonn Mansfield	Director of Transportation	Both
Billie Williams	Custodial Manager	Both
Dan Snyder	Maintenance Manager	Both
Kevin Dietrick	Athletic Director	Both
Tim Briggs	USCHS Head Custodian	Both

Jim Snowden	Union President for Special Services	Both
Judi Stemmler	HR Representative	Both
Diane Mariano	Benefits Coordinator	Both
Jennifer Kirk	HS Counseling Curriculum Leader	Health and Safety Plan Development
Shannon Dressler	School Psychologist	Health and Safety Plan Development
Dr. Tahniat (Tanya) Syed	School Physician	Both (consultant)
Cindy Baird	USCHS School Nurse	Both
Annette Hansen	Fort Couch MS School Nurse	Both
Jami Vargo	Streams ES School Nurse	Pandemic Crisis Response Team
Anne Lazarova	Eisenhower ES School Nurse	Pandemic Crisis Response Team
Tim Wagner	USCHS Principal	Pandemic Crisis Response Team
Dan Zelenski	USCHS Assistant Principal	Pandemic Crisis Response Team
Erin Peterson	Fort Couch MS Assistant Principal	Pandemic Crisis Response Team
Dan O'Rourke	Boyce MS Principal	Pandemic Crisis Response Team
Patrick McClintock-Comeaux	Baker ES Principal	Pandemic Crisis Response Team
Mark Miller	Eisenhower ES Principal	Pandemic Crisis Response Team
Claire Miller	Streams ES Principal	Pandemic Crisis Response Team

Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education's Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type "same as Yellow" in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

In the following tables, an asterisk (*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and CDC requirements for COVID-19?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions: The district will change custodial shifts to support the health plan and education schedule that will allow for more frequent cleaning of high-touch surfaces throughout the school day. Facilities staff will utilize quick drying disinfectant that can be used frequently. The district is replacing current hand sanitizers and soap dispensers with touchless equipment and increasing the number of mobile hand sanitizer stations. Hand sanitizers will be installed at building entrances, conference rooms, nutrition centers, and large group areas. Adhesive coverings will be placed on every other urinal, select water fountains, and hand dryers. The district's facilities team will work 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 will allow for cleaning between each run. The nutrition centers will adopt enhanced cleaning schedule. All staff will be trained on the cleaning/ventilation protocols and procedures applicable to their responsibilities.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)

*** Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)**		All facilities which include but are not limited to classrooms, locker rooms, band rooms, training rooms, weight rooms, gyms, auditoriums, etc. are disinfected/cleaned as per CDC and/or state health guidelines. All high touch surfaces are disinfected regularly. Transition some fountains to touchless bottle filling stations. Close remaining water fountains to students and staff, and encourage the use of individual water bottles from home or disposable plastic bottles. Conduct regular training reviews on the appropriate cleaning techniques. Assess and document whether appropriate techniques are being followed. Drivers disinfect the interior of busses between routes after students exit the bus. Custodians disinfect busses between runs when busses return to the garage. Use MERV 13, 14, and 15 filters in HVAC units. Adjust air turnover rates to exceed ASHRAE standards and increase outside	Lou Angelo, Director of Operations and Facilities	Cleaning materials per CDC guidelines for sanitizing and disinfecting	Y

		airflow into the buildings. Change all filters.			
Other cleaning, sanitizing, disinfecting, and ventilation practices		Ongoing cleaning during school day; deep cleaning/sanitizing outside school hours by custodial staff Nutrition centers will adopt a timed cleaning schedule in all food preparation areas. During school hours, high touch areas in classrooms are cleaned by staff members between groups of students. Outdoor playground structures are disinfected daily. Classroom windows kept open whenever practical. Follow CDC guidelines for cleaning, disinfecting and responding if/when there is a COVID-19 infection. Weather permitting, bus windows and roof hatches will remain at least 1 inch open.	Lou Angelo, Director of Operations and Facilities		

Social Distancing and Other Safety Protocols

Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?

- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions: Upper St. Clair School District (District) will implement physical distancing measures whenever feasible to limit exposure between individuals. The District will arrange classrooms to have 6 feet of distance between stationary desks, and these desks will be arranged to face the same direction whenever possible. In classroom spaces that have tables, students will be seated in a staggered manner and on one side of the table. The District will utilize physical barriers in work spaces and areas used by staff, students, and others where physical distancing is not feasible.

To limit the number of individuals who come into contact with one another throughout the day, cohorts will be used and teachers will move to classrooms rather than having students move, where this is feasible. Students who receive special services will 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 and hallway traffic management will be used. This is expected to occur to a wider extent at the high school level, but all levels will 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 will be scheduled to stagger use. Outdoor space will be used primarily for physical activity and recreation, but some outdoor spaces may be used for instructional purposes as feasible. Individual courses will be adapted as needed to meet the health / safety planning requirements.

Visitors and volunteers will be 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.

Large in-person events, celebrations, and other activities are suspended for the duration of this plan.

The district will partner with Extended Day Services on coordinated safety/health policies and procedures and any necessary changes to operations.

Transportation loading procedures will be adjusted to minimize students' proximity to one another.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
*** Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible**		District will follow most updated DOH & PDE Guidance under "Adult/Staff Interaction" Specifically, classroom spaces will accommodate students and staff with 6 feet of separation between stationary desks/tables to the maximum extent feasible. Any desks not meeting this distance will be clearly identified. Desks/tables will face the same direction to the extent feasible. Students will be assigned consistent seating arrangements. Staff work spaces will also have 6 feet of separation between workstations to the extent feasible. In work spaces that do not allow physical distancing of 6 feet or more between workstations,	Building administrators Building custodians Lou Angelo, Director of Operations and Facilities		Y

		additional protective measures will be taken, such as installing physical barriers. In office / learning spaces visited by students, parents, and/or other visitors that prohibit physical distancing of 6 feet or more, additional protective measures will be taken, such as installing physical barriers. Additionally, efforts to limit the amount of time in these spaces are encouraged. Classroom teachers will maintain consistent seating arrangements.			
*** Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**		District will follow most updated DOH & PDE Guidance under "Meals/Cafeterias" Specifically, students will eat in settings that allow for 6 feet or more between students where meals can be properly supervised and where necessary cleaning can be completed after each meal. Students will be seated so as to not face one another / staggered seating will be used. Students will eat in cohorts (where cohorts exist) and use consistent seating assignments. Schools may use the cafeteria or other locations	Building administrators Building custodians Building nutrition center managers Ashley Lindhurst, Food Service Director		

		where these guidelines can be met. Staff will eat in settings that allow for 6 feet or more between staff members where necessary cleaning can be completed. Meal service will be adjusted in the following ways: all self-service food areas will be moved to behind the line, condiments/utensils will not be self-serve but dispensed from behind the line, touch-less payment at the register, enhanced cleaning and preparation procedures			
*** Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices**		District will follow most updated DOH & PDE Guidance under "Adult/Staff Interaction," "Students," & "Hand Hygiene" Specifically, students and staff will sanitize/wash their hands upon entry to the building as well as exiting the building. Students and staff will also be given time to	Holly Fisher, School Nursing Department Chair School nurses Building custodians Lou Angelo, Director of Facilities and Operations	Operations to provide hand sanitizer for each of the classrooms and sanitation stations for all entrances/exits of all buildings, restrooms, and cafeterias. Sanitizing wipes or disinfectant also needed for	Y

		sanitize and/or wash their hands at the following times: before entering the bus, before and after lunch, before and after mask removal, after using the restroom, upon changing location in the building throughout the day, after recess and/or gym, and as needed if hands become soiled including but not limited to after sneezing and coughing. Current hand sanitizers and soap dispensers will be replaced with touchless equipment, and increase the number of sanitizers within the district. Students and staff will be educated at the start of school with weekly reminders as to proper hand washing and general hygiene. Transition some fountains to touchless bottle filling stations. Close remaining water fountains to students and staff, and encourage the use of individual water bottles from home or disposable plastic bottles.	Ashley Lindhurst, Director of Food Services	high-touch classroom areas **Building Needs:** Determine appropriate personnel, practice, & system for educating proper hand washing and general hygiene **District Needs:** Protocol for submitting request for additional hand sanitizer	

		Air hand dryers in restrooms will be covered and paper towels will be available. Restrooms with urinals will have every other urinal closed.			
*** Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs**		District will follow most updated DOH & PDE Guidance under "Hand Hygiene, Cleaning, and Disinfection" Signage as provided by the CDC is posted throughout the school buildings. Each building will have posted signs (on how to stop spread of COVID, such as properly washing hands, promoting everyday protective measures and properly wearing a face mask, physical distancing) at school entrances/exits, in restrooms, as part of regular announcements, on the district website, and school social media. District will communicate to families the elements of local	Building Administrators Holly Fisher, School Nursing Department Chair School nurses Building custodians Tina Vojtko, Communications Specialist	**Building Needs:** Collaborate with school nurse for school appropriate signage to hang Collaborate with students & staff about video creation around protective & mitigation measures Collaborate with Tina Vojtko on communication	

		Health & Safety Plan including ways that families can practice safe hygiene in the home Schools will include reminders on daily announcements.			
*** Identifying and restricting non-essential visitors and volunteers**		District will follow most updated DOH & PDE Guidance under "Adult/Staff Interaction" Schools will restrict any outside visitors, including volunteers, to the maximum extent possible. Parents/Guardians picking up students will be permitted entry to complete sign-out procedures but time inside buildings will be strictly limited. All safety protocols, including physical distancing and the use of face coverings, included in this plan are to be followed by any person entering the building. Emergent and sensitive meetings will be considered on a case by case basis for in-person meetings, and all other safety protocols included in this plan must be followed in these meetings. Any meeting that involves non-essential visitors/volunteers is	Building Administrators Building Secretaries	**District Needs:** Identify who is considered non-essential visitor(s) and volunteer(s) Establish protocol & communication for consistent identification(s) & restriction(s) to stakeholders Potential technology platforms to allow these meetings to be held virtually	Y

		to be held remotely including but not limited to parent meetings, PTA/PTO/PTSO meetings, guest speakers, etc. In-person activities/celebrations, such as birthday book readings, parent-student lunch visits, etc. are suspended for the duration of this plan. Non-school district activities sponsored by volunteers and/or outside organizations (including parent group - sponsored activities) are suspended for the duration of this plan. Large-group in-person student activities, including but not limited to dances/socials, banquets, holiday/seasonal celebrations, etc. are suspended for the duration of this plan. Spectators at any district event will be limited to current Allegheny County / PA Department of Health recommendations. Spectators at athletic events will follow guidelines for sanctioned WPIAL/PIAA events.			
*** Handling sporting activities for recess and**		**PE:** Students will sanitize / wash hands before and after PE class.	Building Administrators	**Building Needs:** Create locker room protocol / schedule	Y

physical education classes consistent with the CDC Considerations for Youth Sports		Limit equipment sharing Create a locker room usage schedule and consider suspending the requirement to change for PE where developmentally appropriate and where other safety and hygiene strategies can be implemented. High-touch surfaces in locker rooms to be cleaned after each use by staff members. Cohort students and limit the size of group using playground/gym at one time Manage student use of space in the gym / outdoor recreation areas to limit proximity. Use outdoor space whenever possible, as available PE classes should include low-risk physical activities Athletes are not required to wear face coverings while actively engaged in workouts and competition that prevent the wearing of face coverings, but must wear face coverings when on the sidelines, in the dugout,	Building Custodians Physical Education Department Chairs	Create outside / recess / playground schedule Partner with facilities on schedule for disinfection Assessment of outside space & inside gyms in need of hand sanitizer, as well as protocol for monitoring/refilling Identify appropriate/low risk playground games Review feasibility of using indoor games/protocol for safe handling of materials Confer with Facilities/Operations Team for protocols	

		etc. and anytime 6 feet of social distancing is not possible **Recess:** Scheduled use of playground structures - only 1 class allowed on playground structure at a time to allow for appropriate student spacing Have students and staff wash their hands or use hand sanitizer, before and after being on playgrounds. Reinforce physical distancing of at least 6 feet during playground play to the extent feasible. Seasonal access to hand washing/sanitizing stations on the playground. When recess cannot be held outdoors, students may engage in low-risk indoor recreation or use individual/non-shared toys and games.			

Limiting the sharing of materials among students		District will follow most updated DOH & PDE Guidance under "Cleaning & Disinfection" Specifically, students purchase and carry their own materials while not utilizing lockers. The district will provide individual copies of textbooks/novels to the maximum extent feasible and/or use digital resources. If students use lockers, only 1 student will be assigned per locker In Kindergarten, individual hooks for coats/backpacks will be used. To the extent possible, materials will not be shared. Schools will have used/unused bins for communal supplies (For example, pens in office to sign in/out) to allow for cleaning between uses. The person responsible for the materials / area is responsible for cleaning. Large equipment that must be shared in areas such as labs, FACS, and STEAM will be cleaned between uses and/or students and staff will sanitize or wash hands before and after use. The person responsible for the	Building Administrators Building Custodians Curriculum Leaders	**District Needs:** Finance additional textbook(s), equipment purchases **Building Needs**: Assess building specific needs for a schedule and/or facilities to best support student storing materials & personal belongings Collaborate with students & staff about video creation around protective & mitigation measures specific to sharing of materials/equipment Purchase of hooks for lower level use (backpacks and coats) **Building Admin Questio**n: What personal items CAN students bring in? Potential materials purchase for one-to-one materials (hard copy or on-line) use by students.	Y

		equipment is responsible for cleaning.			
Staggering the use of communal spaces and hallways		District will follow most updated guidelines from DOH and CDC Schools will provide traffic walking patterns with visual markings including enter/exit signs as one way directional reminders in the hallways and other common gathering areas. Schools will use staggered release between instruction and at arrival and dismissal to the extent possible with the aim of minimizing contact between groups of students. At the high school, students with free mods will be directed to a particular location. Staff common areas will have signage, such as distance markers on floors, to encourage physical distancing. Schools will identify multiple rooms for teachers to eat in and evaluate schedules to allow for limited staff members needing these rooms at a given time.	Building Administrators Building Custodians	**District Needs:** Determine drop-off and pick-up schedule, staggering of students entering and exiting of buildings **Building Needs:** Determine one-way traffic flow in hallways with appropriate signage Determine one way entrance/exit in buildings with appropriate signage Assessment of communal areas / consider feasibility of creating outdoor communal areas. Assessment of capacity to have students in hallways while maintaining 6' distance. Enhanced signage in the restrooms	Y

		Lockers are to be assigned by a cohort where lockers cannot be eliminated. When feasible, keep students in the classroom and rotate teachers instead.			
Adjusting transportation schedules and practices to create social distance between students		District will follow most updated guidelines from DOH and PDE under "Busing & Transportation" to the maximum extent feasible. The use of bus passes (to ride a bus other than the bus assigned) is suspended for the duration of this plan, with the exception of building-administrator approved emergency situations. Students (except kindergarten students) load from back to front and unload front to back. Students wear masks and sit one student per seat in every other seat. If needed, students fill in empty seats between students. As a last resort, students sit two per seat. Siblings, or students living in the same household ride together. Drivers and attendants wear a face shield or mask when transporting students.	Building Administrators Building Custodians Jonn Mansfield, Director of Transportation	**Building Needs:** Determine one-way traffic flow in hallways with appropriate signage Determine one way entrance/exit in buildings with appropriate signage Assessment of communal areas / consider feasibility of creating outdoor communal areas. Assessment of capacity to have students in hallways while maintaining 6' distance. **District Needs:** Develop bus drop-off and pick-up in	Y

				alignment with school day schedules.	
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students		District will follow most updated DOH & PDE Guidance under "Desks/Seating", "Alternative Spaces", "Hallways", and "Gatherings/Field Trips". Strategies include: Schools will utilize spaces where physical distancing can be maintained. Classroom desks to face in the same direction. If desks or workstations cannot be moved, have students spaced apart and sit on only one side of tables. Schools will use cohorts whenever possible: develop schedules so student/staff grouping are as static as possible by having the same group of students stay in the same classroom with the same staff based on age and development level. (Note: students requiring special services will move to those locations as needs require.) Teachers and staff will keep accurate seating charts with attendance notes needed for possible contact tracing.	Building Administrators Building Custodians	**Building Needs:** Assessment of capacity of additional spaces at 6' distance. Assess the feasibility of reallocating individual desks to classrooms with multi-student tables. Assess staff work areas to identify spaces that require additional protective measures. Identify feasibility of repurposing spaces to create additional classrooms. (These steps to be taken by facilities staff, administration, with consultation with school nurse.) **District Needs:** Protocol for vetting individual requests not identified through assessment process	Y

		Staggered schedule to limit number of individuals in classroom to maintain 6 feet of distance between students			
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars		The District will work with our provider, EDS/K-PLUS, to coordinate procedure and policy	Building Administrators EDS coordinator	Determination to allow Preschool Program to take place at High School this year Collaboration with EDS to ensure they follow our safety plan while using our buildings. Determine which spaces EDS can use as they will need to be expanded to allow for 6 feet distance for their population.	
Other social distancing and safety practices		Due to forced air used when singing and playing wind instruments, no indoor chorus or use of wind instruments to be held at this time. Outdoor use is permitted with 10 feet of distance between each player. Marching is discouraged.		Identify spaces where furniture can be removed to eliminate "congregating" areas. **For Facilities/Operations team:** What is our storage capacity for removed furniture/items?	

		District-sponsored teams and groups will not be permitted to travel to any competition / event in an identified “hot spot”. Families moving/returning to the school district from identified “hot spot” areas will not be permitted to begin school in the buildings until their 14 day quarantine period is completed. These students will be encouraged to begin the remote option for that time. Health offices will have designated “clean” areas to be used for injuries and daily health services. There will be a “sick” area for all students to report to for any illness complaint. Health offices will also designated at least 2 isolation areas to be used in the event of a suspected COVID-19 case. Non-school district requests for use of district indoor facilities will be denied for the duration of this plan. Non-school district requests for use of outdoor district facilities will be considered on a case-by-case basis and may not include any non-community residents. Prior to			

		facility usage, a health and safety plan that meets the standards set forth in this plan must be submitted and approved by the Director of Operations.			

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions: The Upper St. Clair School District will require students and staff to complete a screening process daily before coming to the school buildings. Staff members will complete a google form daily to be submitted before coming to work. Parents will review a symptom/exposure risk screening with their child before they send/bring them to school

in the morning. Parents will be 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.

If any screening question is answered “yes”, the student/staff member will be 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 will be isolated immediately via the health office and sent home as soon as possible. The student/staff member will not be 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 will be incorporated in the virtual school model fluidly until they are able to return to the school building. These mitigation efforts will be 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 will iImmediately notify the Allegheny County Health Department (ACHD) and administration. Using guidance from ACHD the school nurse will collaborate with administration to determine next steps necessary to prevent the spread of illness. The district will communicate with families and the community as directed by the county health officials while protecting the privacy and confidentiality of the individual who was confirmed positive.

School nurses and administrators will be trained on the requirements for monitoring student and staff health. This will be completed in the weeks before school starts virtually with collaboration from ACDH and our school physician.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* **Monitoring students and staff for symptoms and history of exposure**		**For Students:** Using the symptom screening tool, parents/guardians will be asked to complete a daily health check on students prior to leaving the house for school. School staff will be	Holly Fisher, Nursing Department Chair School Nurses	Identify and train staff to facilitate with backup symptom screening needs (school police officer, administrator,	Y

		available to assist with symptom/exposure screening upon arrival to school (due to varying home circumstances) when needed. Medically fragile and high-risk students will have a symptom screening completed at school in addition to home screening. Students who are unable to attend school due to not passing symptom screening, will be provided options for participating in school remotely until return to school. District attendance policy will reflect flexibility for absences due to symptom screening "yes" answers. **For Staff:** Staff members, including contracted services & substitutes, will complete a symptom/exposure screening and record an assurance via Google Form each morning prior to entering the building. Staff members who do not pass the symptom/exposure screening will not report to work.	Tina Vojtko, Communications Specialist Building Administrators Technology Department Building Secretaries	secretary, paraprofessional, etc.). **District Needs for Students:** Creation of the following items for families: - acknowledgement from parents that this will be completed. - E-blast first day of school to remind parents of symptom screening questions. - Form linked on website for families. Create a protocol for parents to notify school about failed symptom screening. Create protocol for ease of transition to remote learning access. **District Needs for Staff:** Specific procedures developed for staff of what to do if "yes" answers any of the symptom screening	

		For Visitors: Invited guests (limited to those who are needed in person) will have temperature taken at front desk & will need to answer "no" to symptom/exposure screening questions to be permitted entry. Guests are defined as visitors that must enter the school who will be in close contact with staff or in the building for more than 15 minutes. Temporary guests are defined as those who are visiting the building for quick exchanges for student educational needs or signing students in/out of school. **Other:** District representative for athletics and activities will develop a protocol that adheres to most updated PDE guidance for non-district employed coaches/sponsors of district approved events.		questions. (Ex: Entering into Aesop) **District Needs for Visitors/Substitutes:** Google Form needs to be developed for substitute staff	
*** Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a**		District will follow most updated PDE guidance under "Symptom Monitoring". Every school building will have an identified isolation area with proper cleaning protocol established.	Holly Fisher, Department Chair Building Certified School Nurse	**District Need:** Protocol created and communicated to staff and families of steps to be taken if a positive case of COVID is	Y

history of exposure		Students/Staff sent home from the school nurse due a failed symptom screening / symptom presentation at school must stay home until asymptomatic and/or cleared by a physician to return to school per DOH/PDE guidelines and verified by school nurse (student) or HR personnel (staff). 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. Quarantine of students, faculty, or staff will be required after international travel or travel within certain states with widespread community transmission of COVID-19 otherwise known as a “hot spot” per DOH designation. ----------	Building Administrator Building Custodian Tina Vojtko, Communications Specialist Allegheny County Health Department	identified in the building **Building Needs:** Identification of appropriate isolation areas for the health office to utilize Identification of other areas health office to utilize for non illness needs Work with custodial staff to maintain proper cleaning. Identifying areas where the student/staff will quickly exit the building from the health office. *Consider incorporating most updated PDE guidance of "Return to School" guidelines.*	
*** Returning isolated or quarantined staff, students, or visitors to school**		For Students: District will follow most updated DOH/PDE guidance for "Returning to Pre-K to 12 School". Parents will contact the building Health Office to coordinate the return of students with symptoms	Holly Fisher, Department Chair Building Certified School Nurse Allegheny County Health Department	Nurses to adopt most updated PDE guidance regarding discontinuing Isolation for COVID	Y

		that are not suspected to be COVID-related prior to returning to confirm that the student meets “symptom free” criteria. District will follow the most updated PDE guidance of "Release from Isolation" criteria for probable or positive COVID cases. For Staff: District will follow the most updated PDE guidance for "Returning to Pre-K to 12 School". Staff with symptoms that are not suspected to be COVID-related will contact HR prior to returning to confirm that the staff member meets “symptom free” criteria. District will follow the most updated PDE guidance of "Release from Isolation" criteria for probable or positive COVID cases. This will also be coordinated through HR in consultation with applicable health departments and/or medical providers.			
Notifying staff, families, and the public of school		District will utilize E-alerts, district-wide emails, School District website and/or social	Holly Fisher, Department Chair	Prior to school starting, families need to be notified of specific	Y

closures and within-school-year changes in safety protocols		media accounts, automated phone chains, and/or building specific emails.	Building Certified School Nurse Building Administrator Tina Vojtko, Communications Specialist Allegheny County Health Department	steps the district will take if someone tests positive per most updated PDE guidance.	
Other monitoring and screening practices		District will create a check and balance check list for areas such as cleaning, health office, building administrators to ensure that all components of the plan are properly implemented daily and to monitor overall district status/needs.			

Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

Summary of Responses to Key Questions: The Upper St. Clair School District will follow the PA Mask Order in all district buildings. Students/Staff unable to wear a mask due to medical exemption will be required to provide a written statement from their physician. These individuals will be provided a clear face shield to wear in place of the mask. Students who are medically exempt from wearing a mask will have revisions made to include this in their IEP/504/IHP. Individuals who work closely with a student who may not be able to wear a mask and/or socially distance will be offered additional PPE for added protection.

Staff members and students who are at higher risk for severe illness will be offered additional PPE if warranted. Students who are medically fragile who are not able to attend school in physical buildings will be permitted to participate virtually. Staff members who are unable to work in physical buildings are directed to Human Resources who will review their options.

Students will be provided mask breaks in accordance with PA Public Health Guidelines.

The Upper St. Clair School District will provide a detailed training for substitutes in all areas. Substitutes will be required to participate in all training before being permitted to serve as a substitute in the buildings. Substitutes will also be required to complete the daily employee symptom/exposure screener before entering the buildings.

Upper St. Clair schools will utilize its staff members to provide instruction and related services to all students, whether learning in person or learning at home. All children will be taught by USC teachers using the USC curriculum. Whether learning in person or learning at home, students will have access to the full USC experience.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* **Protecting students and staff at higher risk for severe illness**		**For Students**: District will follow most updated PDE guidance regarding students at higher risk. Building staff will conduct symptom screening at school daily	Building Administrators Building Nurses 504/Spec Ed Case managers	**District Needs:** Process for identifying those who will require these additional screenings at school.	Y

		for medically fragile and high risk students in addition to home screening. **For Staff:** District will follow most updated PDE guidance regarding "Staff with Chronic Conditions." The District's HR department will engage with these staff members to identify reasonable accommodations that can be provided. District will provide additional PPE for these staff members.		Check with our attorney if additional/appropriate PPE will be provided for these students if needed. Additional/appropriate PPE provided for these staff members if needed.	
*** Use of face coverings (masks or face shields) by all staff**		District will follow the most updated guidance provided by the Governor of Pennsylvania and PDE. Specifically: Students and staff members are required to wear masks/face coverings at all times on school buses, inside school buildings, and outdoors when physical distancing is not feasible. Staff may remove masks/face coverings in the following situations: -Eating or drinking at least 6 feet apart	Building Administrators	**District Needs:** Obtain supplies needed to support staff. Consider clear face masks especially for teachers with students with audio/visual learning needs.	Y

		-When wearing a mask or face covering creates an unsafe condition in which to operate equipment or execute a task.			
*** Use of face coverings (masks or face shields) by older students (as appropriate)**		District will follow the most updated guidance provided by the Governor of Pennsylvania and the DOH & PDE. Students are permitted to remove masks/face coverings for breaks in the following situations: -Eating or drinking at least 6 feet apart -Seated at desks/workspaces at least 6 feet apart -Engaged in activities at least 6 feet apart (recess, face covering breaks, etc.) -When wearing a mask or face covering creates an unsafe condition in which to operate equipment or execute a task. A suggested strategy is to stagger mask breaks in classrooms so that not all students have their masks off at the same time.	Building Administrators	**District Needs:** Communication to parents that back up masks should be readily available to students. **Building Needs**: Identification of where masks can be placed when not in use (hooks on side of desks?)	Y
Unique safety protocols for students with		For Students:	Diane Rodi Tina Votjko	**District Needs:** Staff need to be alerted and provided	Y

complex needs or other vulnerable individuals		District will engage with families of these students to modify/adjust their individual IHP/504/IEP plans. For Staff: District will provide additional PPE for staff members working closely with students with complex needs. The District's HR department will engage with staff members to identify reasonable accommodations that can be provided.	Building Nurses 504/Spec Ed Case managers	reminders of what benefits are available to them due to COVID.	
Strategic deployment of staff		Upper St. Clair schools will utilize its staff members to provide instruction and related services to all students, whether learning in person or learning at home. All children will be taught by USC teachers using the USC curriculum. Whether learning in person or learning at home, students will have access to the full USC experience.	Building administrators HR personnel	Training materials for substitutes	Y (for substitutes)

Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Cleaning, sanitizing, disinfecting, and ventilation practices	Custodial Staff and classroom staff	Lou Angelo	Virtual and/or small group	Examples of products and videos of techniques of disinfecting		
Social Distancing - (Classroom, Staff Areas, Hallways, Food Centers, communal areas, limiting number of people)	All Staff	Lauren Madia	Virtual	Photos of classrooms/cafeterias/ hallways		
Hygiene practices (hand hygiene, restrooms, fountains, limiting shared materials, lab equipment, chorus, band)	All Staff	Holly Fisher	Virtual	Photos and examples, results from research to support decisions regarding music and band		

Identifying and restricting non-essential visitors and volunteers	Building Administrators, secretaries, and teaching staff (maybe just all staff?)	Lauren Madia	Virtual	Examples of what is allowed and what is not. If a different sign in program will be used, photos and videos of that would be needed as well.		
Transportation procedure - including bus and drop offs	All staff	Lou Angelo	Virtual	Photos and examples of school processes for staggering drop offs and pickups, photos of bus usage		
Symptom screening and isolation/quarantine (start and end processes)	All Staff	Holly Fisher	Virtual	Symptom screener, protocol for isolation or quarantine		
Masks and protecting those at high risk for illness	All Staff	Lauren Madia	Virtual	Mask Order Q&A, examples of additional PPE, examples of changes in IEP/504/IHPs, check and balance check list.		
Communication for families	Administrators, teachers, paraprofessionals	Lauren Madia	Virtual	Examples of when what is communicated		
Nutrition Center changes	Nutrition Center Staff	Ashley Lindhurst	Virtual	Scanning systems direction, examples and photos of new changes		
Substitute Education	All substitute Areas	Judi Stemmler	Virtual	Substitute requirements, health plan education		

Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Social Distancing					
Transportation					
Food Services					
Symptom monitoring and isolation/quarantine					
Masks and other mitigation strategies (limit sharing items, Gym/music departments, additional PPE, those at risk for severe illness)					

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

Anticipated Launch Date: (INSERT DATE)

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 will change custodial shifts to support the health plan and education schedule that will allow for more frequent cleaning of high-touch surfaces throughout the school day. Facilities staff will utilize quick drying disinfectant. The district is replacing current hand sanitizers and soap dispensers with touchless equipment and increasing the number of mobile hand sanitizer stations. Hand sanitizers will be installed at building entrances, conference rooms, nutrition centers, and large group areas. Adhesive coverings will be placed on every other urinal, select water fountains, and hand dryers. The district's facilities team will work 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 will allow for cleaning between each run. The nutrition centers will adopt enhanced cleaning schedules. All staff will be 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** *** 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** *** Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes**	Upper St. Clair School District (District) will implement physical distancing measures whenever feasible to limit exposure between individuals. The District will arrange classrooms to have 6 feet of distance between stationary desks, and these desks will be arranged to face the same direction whenever possible. In classroom spaces that have tables, students will be seated in a staggered manner and on one side of the table. All learning spaces will have desk shields for each student. The District will utilize physical barriers in work spaces and areas used by staff, students, and others where physical distancing is not feasible. To limit the number of individuals who come into contact with one another throughout the day, cohorts will be used and teachers will move to classrooms rather than having students move, where this is feasible. Students who receive special services will travel to those classrooms/offices as their needs

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	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 will be incorporated in the virtual school model fluidly until they are able to return to the school building. These mitigation efforts will be 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 will iImmediately notify the Allegheny County Health Department (ACHD) and administration. Using guidance from ACHD, the school nurse will collaborate with administration to determine next steps necessary to prevent the spread of illness. The district will communicate with families and the community as directed by the county health officials while protecting the privacy and confidentiality of the individual who was confirmed positive. School nurses and administrators will be trained on the requirements for monitoring student and staff health. This will be completed in the weeks before school starts virtually with collaboration from ACDH and our school physician.

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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.

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

Anticipated Launch Date: (INSERT DATE)

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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*)

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RESOLUTION NO. _____-20

A RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF THE UPPER ST. CLAIR SCHOOL DISTRICT DECLARING A LOCAL EMERGENCY UNDER SECTION 520.1 OF THE PUBLIC SCHOOL CODE AND APPROVING MODIFICATIONS TO THE INSTRUCTIONAL DAYS AND INSTRUCTIONAL DELIVERY WITHIN THE SCHOOL DISTRICT AS SET FORTH ON THE EMERGENCY INSTRUCTIONAL TIME TEMPLATE

WHEREAS, the World Health Organization declared COVID-19 a global pandemic; and

WHEREAS, the Pennsylvania Department of Education has determined that the COVID-19 pandemic constitutes an "emergency" within the meaning of Section 520.1 of the Public School Code; and

WHEREAS, the Board of School Directors has determined that COVID-19 constitutes an emergency the Board could not anticipate or foresee, and which may result in the School District being unable to provide for the attendance of all pupils during the prescribed length of school days, number of days per week, or usual hours of classes.

NOW THEREFORE, the Board resolves as follows:

1. The COVID-19 pandemic is an emergency within the meaning of Section 520.1 of the Pennsylvania School Code.
2. Effective immediately and continuing throughout the pandemic emergency, but not to exceed a period of four years, the Superintendent and designees are directed to develop a Health and Safety Plan in a form and manner prescribed by the Pennsylvania Department of Education that:
    a. Permits a minimum of 180 days of instruction;
    b. Allows for a minimum of 450 instructional hours for Kindergarten, 900 instructional hours at the elementary level, and 990 instructional hours at the secondary level; and
    c. Includes any combination of in-person or remote learning options as the Superintendent deems necessary.
3. The Board hereby authorizes the Superintendent to implement any or both of the following temporary provisions, subject to approval by the Pennsylvania Department of Education:
    a. Keep the schools of the District in session such days and number of days per week as they shall deem necessary or desirable, but the provisions of this act requiring a minimum of one hundred eighty (180) session days as a school year shall not be affected thereby.
    b. Reduce the length of time of daily instruction for various courses and classes.
4. Instructional hours provided under the temporary provisions authorized herein may include a combination of in-person and remote learning options that include both synchronous and asynchronous instruction and shall count as session days toward the instructional day requirement.
5. The Board approves the Emergency Instructional Time Template as presented.

6. The Superintendent is authorized to modify the daily instructional schedule and the Emergency Instructional Time Template consistent with the Board approved Health and Safety Plan to address current health and safety requirements on an interim basis, pending Board approval.
7. The Board shall approve any changes to the Health and Safety Plan, including any modifications necessary and consistent with Section 520.1 of the Public School Code and any required revisions to the Emergency Instructional Time Template at its next regularly scheduled meeting.
8. The proper Board officer and Superintendent or designee are authorized and directed to file the required Emergency Instructional Time Template and required documentation with the Pennsylvania Department of Education, and any revisions thereto.

RESOLVED this ____ day _____, 2020.

ATTEST: **UPPER ST. CLAIR SCHOOL DISTRICT**

_____ By:_____

Secretary President

USC SCHOOL DISTRICT

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Ms. Cassandra Doggrell

Date: August 3, 2020

RE: Special Education and Student Support Services Agreements/Contracts

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I request approval of the following agreement to participate for the **2020-2021 school year:**

1. Therapy Works LLC: Consultant agreement for speech and language services (in person and teletherapy) for one student at $26.00 per unit

2. Wesley Spectrum Services: Creative arts programming for two students at $125 per hour (full year)

3. The Watson Institute (Education Center and Behavior Support Academy): Tuition for six student placements at $50,498 per student (full year)

4. The Watson Institute (WISCA-Social Center for Academic Achievement): Tuition for two student placements at $48,346 (full year)

5. The Watson Institute Service Agreement: Training and consultation up to $875 per day and mileage at IRS regulation (as needed)

6. The Watson Institute Service Agreement: Social work services at $90,000 (full year)

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

Upper St. Clair School District
District Administration Building
1775 McLaughlin Run Road
Upper St. Clair, Pa. 15241
412.833.1600 | www.uscsd.k12.pa.us

Customizing Learning,
Nurturing Potential...
Delivering Excellence

MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill SPB

Date: August 3, 2020

RE: Audit Services

The term of the three-year engagement with Maher Duessel, auditors for the School District, expired with the completion of the June 30, 2019 audit. The fee paid to Maher Duessel for the 2018-19 audit was $29,500 that included responding to various questions throughout the year and assistance regarding new GASB standards.

Maher Duessel's fee proposal is as follows:

Year ending June 30, 2020	$28,500
Year ending June 30, 2021	$29,000
Year ending June 30, 2022	$29,500

Administration recommends that the Board approve Maher Duessel as the School District's auditors for a three-year term through June 30, 2022.

PUBLIC COMMENTS

August 3, 2020

Jeff Moeslein
406 Oaklawn

For the August 3 board meeting, regarding reopening of schools.

As the parent of an incoming freshman and 5th grader, I desperately hope that the USCSD makes the decision to reopen schools fully for in person instruction with as few added measures as legally permissible. I am not nearly as concerned about my kids contracting or spreading Covid 19 as I am concerned about them receive an appropriate and effective education which for my kids, means in person.

My son who is 11, has dysgraphia and repeated kindergarten, he has an IEP in place but did not receive the necessary level of support via remote learning to allow him to achieve his educational goals as laid out in his iep, he missed the all. I don't blame the district for this, everyone was scrambling in the spring and I believe his teachers did the best they could for him. However it is apparent, that even with a much improved version of online school, my son will not thrive without in person instruction.

My daughter who is 14, also stuggled academically as well as psychologically due to the closing of schools. She just was not willing to engage with the online content. Part of this I believe was due to the fact that she already struggles in school and has relied on caring teachers to help her along and part of this was depression due to loss of face to face time with her friends.

While I am sure that remote learning works for many students, I believe that for those with academic and emotional challenges, there is no version of remote learning that will adequately meet their needs. This will lead to a situation where the weakest and most vulnerable students will fall further behind and that's not acceptable to me as a parent. Please reopen the schools for full time in person instruction this fall.

Thank you,

Jeff Moeslein

Michelle Coleman
209 Keifer dr

I would like to put these comments down for the school board meeting on Monday, August 2. I think that the schools need to open at 50% capacity with a hybrid model of two days a week in school for half of the kids in two days a week in school for the other half of the kids. I think that that's the only way that the children will be able to social distance. I think if the schools open fully to capacity that they will be forced to close within a month because of too many illnesses.

Sarah Sams
112 Highview Drive

I urge the district to consider beginning the year with remote learning district-wide. While this will be inconvenient for many families, it is the only way to guarantee that the spread of Covid will not occur in our district and the district will not be responsible for putting both children and staff in a risky situation. I also ask that the district clarifies what the remote-only option will require and will provide explanation about the ease of transitioning back to the classroom if Covid cases do decline.

Tammy Gollinger
1666 Red Mill Drive

Governor Wolf and the PIAA announcement to have no spectators permitted at our child's sporting event makes no sense in comparison to other daily permissible activities. Being that football takes place outdoors, it is my hope that spectators be permitted to home games at least to a reduced capacity and perhaps limited to parents. I feel terrible for the players, the band and the cheerleaders, that they would have absolutely no one in the stands. It makes no sense and schools should stand together against Governor Wolf and the inconsistency to insist on an alternate plan.

Roy Casali
1486 Jenkins Drive

I strongly encourage this group to consider a hybrid option for the re-opening of the USC schools. This option provides families with the flexibility required to navigate the "new normal". Additionally, it is my view that a hybrid model would enhance the safety of our faculty and students.

As a parent and resident, I am wiling to commit to limiting (or eliminating) travel, social gatherings, as well as practicing other mitigation measures as needed during the course of the school year to support a hybrid model.

Lastly, please consider the difficulty of the decision that an "all or nothing" (either full time in person or full time remote) model causes. The "all or nothing" model forces a choice between elevated risk (full in person) vs. severe social impact (full time remote).

It is my expectation that a school district with the resources available to us is able to provide the hybrid option.

Thank you!

Roy Casali
1486 Jenkins Drive
(412) 519-2051
roycasali@comcast.net

Jennifer Grigonis
1802 Tragone Drive

Regarding school reopening in the fall:
We have three children (at the elementary level) in the USC School District. We are more concerned about the long-term damage to our children from the lack of in-person learning than we are about our children getting infected by COVID-19. We want our children to have as normal of a year as possible. So, it is our hope that the school district does the bare minimum required by the state to disrupt their education because of a virus that is very, very low risk to them and their educators.

Some people may criticize our position by saying, "what about the teachers?" Well, we can sympathize that they may have apprehensions and concerns. However, as an adult who was deemed an essential worker without the option to work remotely throughout the pandemic, I never missed a week at the office at a site with thousands of workers. I've done it and our teachers can do it too. We see teachers as being essential / in-person workers for the 2020-2021 school year to support the education of our children.

Both the CDC and the American Academy of Pediatrics have stated that in-person education is paramount for a child's mental, social, emotional, and physical well-being. Also, the yearly flu is a much greater threat to children and teachers than COVID-19 is, and there has never been talk of school closure or remote learning as a result of flu. For instance, the CDC estimated that during the 2017-2018 school year, 600 Americans under 18 years of age died as a result of the flu; whereas, between February 1 and July 23, the CDC had only documented 64 Americans under the age of 18 as having died as a result of COVID-19. Also, because children handle the virus so well, other children and adults are at extremely low risk of catching it from a child. A commentary published in the Journal of Pediatrics on July 10, and written by pediatric infectious disease specialists, concludes that the large majority of transmissions that have occurred have not been from child to child or child to adult. For example, in a French study, a boy with COVID-19 exposed over 80 classmates at three schools and none contracted it. In New South Wales, nine infected students and nine staff across 15 schools exposed a total of 735 students and 128 staff to COVID-19 but only two secondary infections resulted, one transmitted by an adult to a child. The WHO has stated that the chances for asymptomatic transmission are very low. Finally, it should be noted that the likelihood of a child developing an inflammatory syndrome due to COVID-19 is rare just like developing pneumonia, encephalopathy, heart problems, or asthma from the flu is rare.

Since the school district is offering remote learning as an option for families, the families who are signing up for in-person learning accept the "risk" of returning to school. Risk is in quotes because the "risk" to our children from COVID-19 is not any different or worse than the risk to our kids in previous years due to flu. Presumably, educators and staff who have health concerns of their own have options just like people

working in the private sector have options during this pandemic (e.g., leave of absence, remote/online teaching).

We are against any hybrid learning models because we consider these will be more difficult to manage and more burden on the teachers and staff for limited or perhaps no benefit. This school year will be difficult, for certain. But we must push forward regardless and we expect USCSD will lead the way. Please let parents know what they can do to support the school district.

Respectfully,
Jennie Grigonis & Bryan Bishop

References:
https://www.cdc.gov/flu/highrisk/children.htm
www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html
https://www.sciencedaily.com/releases/2020/07/200710100934.htm
https://www.cdc.gov/mis-c/cases/

Sarah Sams
112 Highview Drive

If a family chooses the remote learning option, will they be permitted to return in person if they feel comfortable at a later date?

Maggie Boucher
2430 Huntington Dr

Why would a hybrid model be focused upon when 77% of parent said full-time, face to face? What do you plan to do for special needs kids and kids whose parents work full time and cannot teach them 75% of the time?

Brenda Cassler
Johnson Rd

I applaud the upper St. Clair school district for doing such a fantastic and well planned out proposal for the children and staff of the upper at Clair school district to return to school safely. As a parent of three children (Baker, Boyce, and Fort Couch), I am confident in each school and their ability to keep my children safe. All three of my children look forward to coming back into the building and seeing their teachers. Thank you for all the hard work!

Tara Kennedy
829 Somerville dr

I know there was a lot of time and effort put into this plan, but you have not met the needs of the community. Surrounding districts with mitigation are providing full day and so should we. The affects on our children will be life long. This plan is putting serious stress on families with two working parents, which are many. My son has an IEP, this plan puts his accommodations in question. Are we meeting the needs of his disability? I do not think we are and it is very concerning. We respectfully need to do better for our children.

Carrie Fick
1919 Murdstone Rd

1) What kind of hand sanitizer will you be using at all of the sanitizing stations. Sanitizers with the ingredient Triclosan in them can cause hormone disruption, which can directly affect the brain, immune and reproductive systems. It is possible to have hand sanitizers that are safe, and I am willing to volunteer to help the district find those. The continued use of chemicals throughout the day would be an onslaught to the childrens' bodies, which is extremely concerning. This in combination with what chemicals you may be using to sanitize is scary to me. I would like to know what products will be used.

2) My son has special needs, and is on an IEP. Will you offer 4 days in person to students like him that may fall further behind with online learning?

Debbi Bishop
1748 Hathaway Lane

Hi. First, I would like to say thank you for all the work the re-opening team has obviously put into the proposal. It is by far the most detailed and well thought out plan I have seen so far. I am in full agreement with the two models of learning from which parents will have to choose, for 2 of my 3 kids. The hybrid model being considered has me very concerned for my son who is about to begin his last year of eligibility in the district, because he turns 21 in June. He is in the life skills classroom at the high school, and remote learning in any capacity just does not work for him. Those kids do not have the attention span, focus, or ability to comprehend a skill that is being taught over a computer screen. They need face to face contact, repetition, and most of all, social interaction with their peers and trusted adults, in order to have productive learning take place. The inconsistency of a two days on, five days off schedule would greatly impact their ability to learn new skills and maintain them over the break. It would likely be a scenario of "starting over" every time they return to the classroom. Since there are so few kids in the life skills class at the high school (I believe there are 6), they can follow social distancing guidelines in their room at all times. I am asking you to give serious consideration to an alternative schedule for these students. Giving the life skills kids an option to attend school all four days that there are people in the building is undoubtedly in their best interests. It allows them an ample amount of face to face instruction, a consistent schedule, and maximum opportunities for the socialization they have desperately missed over the last five months. Thank you for your consideration.

Jeffery Kennedy
829 Somerville dr

In the second survey you suggested 1/2 day 5 days a week. Why is this not an option? My son is a junior one of the most critical years and he has an IEP with many accommodations. This needs re-evaluated and another option in place.

Tara Miller
1230 Lamson Circle

Thank you for taking the time to read the taxpayers' comments. I will cut to the chase. While I understand the bind that schools are in now, I am disappointed in the fact that the policies that you are implementing in the fall don't support the science or data (that you collected). We are a two parent working home. We are now looking at other options that support us being able to meet our monthly budget and allow our kids to go to school on a regular basis.These options include: depleting our savings so that I may stay home with our children three days a week to support the hybrid model that was offered, my husband (who has served our country for over 23 years in the US Army) deploying to another country so that we can pay our taxes and bills since I can not work now due to the hybrid model that was offered, and private schooling. My children have been attending summer camps all summer with other kids and still remain healthy. Our community is able to host a Black Lives Matter "protest" on municipal property that we as taxpayers fund for over 300+ people that don't all necessarily live in our community , but we can't find or support a schooling option that supports the data that was collected? We, as a society, consistently pacify the loudest citizens that scream about "What could happen", rather than taking care of the citizens that dutifully go along with decisions that are made. Is a five day option ever going to be available? What happens to your numbers once you find out how many students are remote learning? At some point, somebody has to stand up and be a leader. I am disappointed that this year is not USC's year to be that leader or school district that everyone looks up to.

Aric Miller
1230 Lamson Circle

Dr. Rozzo and USC School board members,

Today I would like to address the USCSD decision to offer a "hybrid" school plan and a "Online" school plan this upcoming school year. I am deeply concerned and very upset by the determined choices being offered to the tax-payers of USC who have children in the school district. I firmly believe the decision, that will be voted on today, has serious moral implications for all of you. The decision will certainly have a direct effect on many families abilities to be able to go to work, to make money to pay bills and taxes, or go on leave without pay to stay at home three days a week with his/her children. I know that the USCSD staff have their salaries paid for by the USC taxpayers and will be paid regardless of your decision. Unfortunately, my household doesn't have that option and will be forced to take drastic measures to ensure my family can have one adult home, three days a week, and be able to provide for our family. This will force me to have to accept an overseas military deployment , which will pay the required amount to sustain my family as a sole provider, out of the area. I will be in a position that will certainly prevent me from seeing my wife and three daughters for 9-12 months. Do any of you have to endure that hardship based on your decision for a "hybrid" or Online school year. The answer is No. Another option is for my wife and I to liquidate our savings to provide for the lost income of one of us during this undetermined timeframe. Do any of you, USCSD staff or Schoolboard members have to liquidate your savings based on the decision you make? I believe we all know that answer. I am thoroughly disgusted that we, the tax payer, were not provided 100% in school and 100% online to meet all of our USCSD students needs. I have issue with how you came to determine the "hybrid model" and "Online Model" were your only options. How is it that Bethel Park can return 100% back to school? Is it because the school district and schoolboard determined that their parents could not sustain "hybrid model" and "Online Model" without severe financial hardships? I believe that is correct. I recently watched a 3 hour video of several doctors in front of the US Supreme Court. These Doctors are on the frontline of the COVID response. They all advocated for children to return to school, this next school year, because the risk is extremely low for children and the negative effects of not being in school will have on their development socially and academically is very high. Again, how did you come to your determination that 100% in school option was not feasible? Did you ever think, honestly, how a two parent household or furthermore a single parent household could sustain the "hybrid model"? Even if a parent is able to telework, he or she has has a job to do. We can't work and monitor our children at the same time. Never in the surveys, did you ask what the financial hardships would be for any of the families and possible debt incurred with the options provided. The second survey, seemed very obvious, that the USCSD had made a decision to only offer a form of "hybrid" and "online" schooling. My wife and I specifically moved into this district, 6 years ago,

because of the quality of education USC provides. I am dumbfounded how not one of you have the common sense to be able comprehend the ramifications of your decision to not offer 100% in school option. In the military we use risk management as a part of our military decision making process. As a military leader, I know that I can only mitigate risks, but I cannot completely eradicate all the risks. The mission must go one regardless of risk. I trust that USCSD can do everything possible to mitigate the risks and as a parent I accept the risk. I find the options illogical. How is it that we as a Nation, now base our decisions on a small group of vocal/ hysterical individuals, binding the silent majority from having a voice? I stated this earlier, that this decision has serious moral implications in which all of you will be solely responsible for when you have voted. We are now strongly considering putting our children in a private school. How does a private school offer in person teaching five days a week, and a renowned district in Southwest PA can not offer this option? Thank you for your time. May God be with you all when you vote.

Respectfully,
Aric A. Miller

Emily Mamakos
1710 Scarlett dr

The return to school plan does not outline any accommodations for children with IEP's that receive support services for learning. Can an exception be made so that they go to school in class full time?

Toni Duncan
1351 Red Fern Drive

Please consider a 3rd option for working households that cannot modify their schedule to stay home or assist kids with school tasks during the day hours.

I suggest a remote learning option that is more flexible and not requiring kids to sign in for " live classes or training" at a specific time w a specific schedule.

Children can watch videos, complete their assignments and contact the teacher, if needed during office hours.
Perhaps ONE weekly or Bi weekly check in with the teacher could be possible.

Many families, like ours - has no way to stay home , nor provide a quiet place nor assistance during the workday. We also do not have any babysitters that can assist or tutor with school work.

Please consider a less structured, more flexible schedule for our families.

Ashley Czak
1783 sapphire ct

I urge you to reopen schools for full time, in-person education. As the wife of a physician, and a Registered Nurse myself, I feel an overwhelming sense of urgency to advocate not only for my childs education but for the community as a whole. Without in-person instruction, schools risk children falling behind academically and exacerbating educational inequities. Distance/Virtual learning is a major disadvantage to learning, especially in grades K-5. Young children are still developing the skills to regulate their own behavior, emotions and attention. As a consequence, distance learning/virtual learning will put our young minds at an educational disadvantage.

In the unprecedented era of COVID-19, all current evidence supports children are far less likely to suffer severe symptoms or death compared to adults. As recently as July 17, 2020, the Center for Disease Control (CDC) reported children and adolescents under the age of 18 account for under 7% of COVID-19 cases and less than 0.1% COVID-19-related deaths. Relative to the last five flu seasons and H1N1 pandemic, Covid-19 pediatric mortality has been significantly LESS. Additionally, current data from the CDC COVID-19 Data tracker, National Center for Immunization Research and surveillance, and the World Health Organization (WHO) report the rate of the infection spreading both among younger school children, and from student to teacher has been LOW. Our young generation is not the driver of this pandemic, please do not disrupt, dismantle or disadvantage their educational opportunities any further.

Functioning schools are an important part of keeping our children and community safe, supported, and social. Limiting school time also limits access to social services including but not limited to nutritional services, identifying learning disabilities and disadvantages, and additional tutoring. In-person Schooling also provides emotional support in counseling and identifying physical abuse and neglect.

In conclusion, in-person education IS essential and critically necessary for the future of our community. I’ve included a paper by the CDC for reference and hope you take my account into consideration when making decisions for our future generation.

Please feel free to call or contact me at 917-337-6700 with any questions.

SIncerely,
Ashley Czak

Louis Oliverio
1725 Hunters Path Lane

Good morning.

I am the parent of a rising 7th grader and rising 5th grader in the School District.
The topic of reopening schools is the most challenging and life-altering topic that this School Board has ever had the occasion to consider. This meeting today where you will hear public comment from the citizens and discuss the reopening plan is the most important meeting in the history of this School District. These are the points I wish to respectfully submit for the record at this time:
(1) The schools are not only vital to our children's education and well-being, but they comprise an inextricable fabric to our community and are a significant reason why many citizens elected to reside in Upper St. Clair. (2) The plan presented for this meeting is detailed and has considered many issues, and I have confidence that our professional administrators have thoroughly considered these issues in this unprecedented time. (3) On the positive side, the plan commits to a reopening of the Buildings at a time when some school districts have elected to begin the year with a fully remote option. As a parent of two children that will beginning education in new buildings this year, I am grateful that my children will be able to begin to experience life in these new buildings. It is also a positive that a fully remote option is available for families that either need or desire this track. (4) The plan does not, however, ensure that the students are in school every day, and the ability for the students to have the option to return to the school full time as our country and community recovers from this situation is essential to the education and the well-being of our students and our community. (5) I do ask the Administrators and the Board to consider specifically the plan adopted by the neighboring Bethel Park School District that calls for the students to return to school 5 days per week. I urge the Administrators to consider this plan and, if not adequate, to explain why it cannot work in Upper St. Clair. (6) If students are unable to be in school on a full-time basis, I question whether a track of learning in each middle school could be offered on the half-day model for students wishing to be educated in this manner, provided that parents provide the transportation. I realize the half-day model may not work for everyone, but if it works for a sufficient number of students and parents, then as the school year proceeds, I respectfully ask that this be considered as an alternative. Having the students in the building every day would still be preferable, if feasible. (7) I ask the Administrators to consider endeavoring to structure the 3 proposed remote days in a manner that will enable smaller groups of students to convene either at the school if space, even if temporary, allows (parent-transportation provided), all on a voluntary basis, so that for some or all of the 3 remote days, students have the opportunity to be at least with a small group of their classmates during what, to my understanding, will be live, interactive remote instruction. Either way, the remote days need to be structured to ensure a more regular schedule and interaction that simulates in-person education as much

as possible, and specific guidance should be provided to parents about how to maximize the functionality of these remote days. (8) I ask the Administrators to commit to an at least bi-weekly statement to the parents, perhaps in conjunction with regularly scheduled board meetings and committee meetings, as to how the implementation of the plan is proceeding so that hopefully, in conjunction with potentially changing guidelines should a treatment or vaccine be developed, students can potentially return to school more frequently as conditions warrant. (9) I have a question regarding scheduling to ensure that students will have an equal number of in-class days regardless of grouping--this is in relation to certain holidays and in-service days. (10) Finally, I ask that special attention and recognition be given to these students entering 5th, 7th and 9th grades who never had the opportunity to celebrate an accomplishment and will now be in new buildings. I am disappointed that some type of orientation could not be arranged for these students in the building in advance of the first day of school, although I know there are many safety requirements that presumably made this difficult, but the students still should have an opportunity to both celebrate and properly adjust to their new building on the first day of school that is differentiated from students returning to the same building this year. Thank you for your consideration of these respectfully submitted comments. I want to close by saying that the day of the return of our children to the buildings, even with all the constraints that will prevent it from being a "normal" day, will be a significant step of recovery for our community and our country as we all strive to both defeat this contagion and work to resume as much of a normal life as possible, over time. I am certain that our administrators have had many long days and nights considering everything on an issue that is contentious in both our community and our country. This is an enormous challenge, and I know that our entire Upper St. Clair educational community will rise to meet and ultimately thrive in this difficult environment. I continue to have confidence that our administrators will continue to perform at the highest level to ensure that our School District provides the best quality of education as is possible in these times. Thank you.

Heidi Foster
1758 Norsen Dr

What will you be doing in relation to AM and PM kindergarten? Surely there won't be time to clean between each session. Will the kindergarten children be attending full days on their assigned 2 days?

I assume that siblings will be assigned the same grouping (group A or B). Is this true?

Erin Batykefer
2720 Bingham Drive

This question is for the committee in response to their 2-consecutive days hybrid learning model. I want to say that I am in favor of this model, but I have a question about how you plan to divide students into MT or ThF groups. How will you ensure that divorced families are able to choose which days their child(ren) attend between multiple households? The slide says that all children in a family will be in school on the same days in this model and that this designation will be assigned alphabetically. Our household is on the popular 5-2-2-5 rotation between mother and father. M-T, our daughter is at her other house, where her parent has chosen to enroll her in full day day care and has expressed a desire to send her back to school full time. W-T she is at our house, where we would prefer she stays home, as both of us are immunocompromised and an infection would be catastrophic. If you place her in the ThF group, both households will be in situations they do not want and cannot support. How are you going to help divorced families make healthy compromises?

Bryan Mathews
1734 Scarlett Dr

I would like to provide a comment specifically on the component of return to school groupings by last name.

Many children in local neighborhoods play with other kids in those neighborhoods, the families and moms have play dates and schedules they sync up with the kids.

If you have one neighbor who is M-T and the next door neighbor is Th-F that makes everything more difficult. It also prevents those parents from doing any type of remote 'community' learning.

Finally, it introduces a much higher risk with COVID because these children play at home and then split up the bus and school contacts. It is also a higher bus risk because the bus drivers need to run a full route every day. By using neighborhood groupings, the bus runs will be shorter because they would have A/B routes. Shorter bus rides mean lower risk to the children and the drivers.

In summary, grouping by neighborhood would reduce risk both in the bus and schools because many of these children already are in contact with each other. It allows for parents in those neighborhoods to have a consistent schedule among each other, it also allows for remote learning pods to be created among these children so they can benefit from socialization and play while remote.

I would strongly consider this when implementing the remote A/B option.

Jodi Lagoni
1674 Pinetree Drive

Our family is extremely disappointed, in the return to school plan. When 77%+ tax paying families, vote for a traditional return, and the options provided are hybrid or virtual, an emotional response is expected. We are 1 of the majority families. I have the following questions/comments:

1. 20%+ families do not wish to return to a traditional plan, which reduces the school capacity. This is a good thing for the 77%+ that do want to return traditionally. Has the district thought about shifting headcount, between schools, so we can follow the State guidelines? Please explain what has been done.

2. Bethel Park has found a way to return traditionally. What can we leverage from their plan, to allow for the same at USC?

3. The federal government is offering funds, to help schools that return traditionally. Have temporary trailers/portable structures been considered to support smaller classrooms? Please explain.

4. Has the district considered the increase in suicide, increase in depression/anxiety, increase in drug overdoses, the DECREASE in reported child abuse and the increase in the education gap? Please explain what was considered and why these issues are not a priority over a disease that does not impact children/transmission.

5. General comment - COVID 19 is not a death sentence. There are treatments, which for some reason are being discredited. Multiple studies has been conducted, which support that kids are breaks and not spreaders. I also provided these studies, in my survey responses. We are living in a very scary time. Our constitutional rights are slipping further and further away from us. I would love for USC to be THE community that stands up and says “enough is enough”....our community has spoken and we are responding!! Each day that goes by, our freedoms are going with it.

Steven Czak
1783 Sapphire Court

You’re going to have to explain why school and sports are fully back in our surrounding communities and not at USC, and why the CDC recommendations calling for “consistent, daily in person classroom Experience for young education” are being ignored.

Michelle Coleman
209 Keifer dr

I think you guys did a great job on the reopening plan. From what I read it was very thought out. I am very happy with the hybrid plan. Thanks

Rachel Finkelstein
488 Diablo Drive

Regarding the reopening plan commitment towards hybrid or remote learning, will families have the option to switch from hybrid to remote after a few weeks if it becomes a non-preferred choice? Likewise, if remote learning is chosen and non-preferred, can families change to the hybrid model?

Julie Zeringue
461 Aster Circle

Thank you for your efforts to keep our community safe. If families select remote learning, is that commitment for the 2020-2021 school year or will opportunities exist to switch to the in-person option?

Amy Baldasare
1280 Rolling Meadow Road

First and foremost, I applaud your huge efforts in planning for the very difficult upcoming school year. Unfortunately, I think the plan set forth inadequately represents our family and many, many others in USC. We feel we have not been heard. A hybrid education does not work.

As lengthy as the comment below is, I think it really reflects the frustration that many parents are feeling. Thank you for taking the time to read it and consider all the options.

As much as I don't want to, I do understand the given explanation for starting hybrid initially. That being said, however, I hope you really understand how taxing this is on families, both the children, especially the very young, AND their parents, stay at home parents with OTHER children and working parents who can't necessarily aid in teaching at home.

Unfortunately, ANY remote learning is incredibly difficult for our family. Like many, especially right now, my husband works from home with an incredibly demanding meeting schedule that has NOT changed despite the current pandemic. At a time when unemployment is so high, our family cannot afford for him to jeopardize his own job, assuring that our first grader is able to log on for live meetings and staying on task throughout the entire day. As you surely know, this age requires much supervision.

I am a healthcare worker. I do not have the option of staying home. I have two points to make here:

1) With regard to teacher and administrative "risk" - Healthcare workers, grocery clerks, Starbucks baristas, waiters/waitresses, postal workers, and many, many more have all put their health on the line these last few months with no option of working remotely. We see many different people every single day. We do our best. We practice good hand hygiene, wear masks, and social distance as much as possible everyday all day, and most of us have not fallen ill. Even if we did become ill, the statistics show that we would likely recover just fine.

Unlike healthcare workers, grocery clerks, etc, teachers and administration are usually exposed to the same controlled group of children everyday. One would think that their risk is lower based on their regular exposure to the same individuals daily.

2) I cannot help my first grader when I am not home. In fact, it is difficult to help my first grader even when I am home. We have two other small children, 18 months old and 4 years old. The 4 year old also

has an important schedule. She will be going to preschool in the morning and will need to be dropped off and picked up. Will this interfere with our son's remote learning? The 18 month old is on the move. This WILL interfere with our son's remote learning. Should we just put her in the pack-n-play? How can we assure that our son stays on task when we have jobs and two other children who also require our attention? How does my son avoid being distracted by his younger sisters? How do we do our regular housekeeping(vacuuming, etc) with the limited time that we have at home when our son is trying to complete schoolwork quietly from home on MY computer?

We have had childcare in the home for his two younger sisters. Is childcare now to assume the care of my son and all the responsibilities that come with him? Surely I will have to compensate her for the additional work. Is this something we can afford? My son's education will rely more than ever before on the efforts of my husband and I and now potentially our childcare, and yet we continue to pay very high school taxes as if things are the same as before...

The effects are far-reaching to say the least. This was NOT sustainable for families in the spring, and it is both disappointing and NOT sustainable now.

A final but perhaps the most important note... The American Academy of Pediatrics and even the CDC at times have said that children need to go back to school for their own well-being- educationally, socially, emotionally, and IMMUNOLOGICALLY. Children must get sick to grow strong immune systems.

Please also keep in mind that all infectious illnesses that existed prior to COVID still exist and are still very common right now. Not all symptoms and illnesses are COVID.

Is two days in-person enough for the development of our children? At what point will the number of days in-person increase? If this continues for the next 1-2 years, how will families ever survive?

For those that are vulnerable/immunocompromised, work remotely. For those students that not only WANT but NEED to be in school, let the parents sign a waiver. For those teachers and administrative staff that are scared, I'm scared too. But I refuse to abandon my patients.

Listen to the recommendations, take the necessary precautions, and put the rest in God's hands.

Hallie Snyder
1359 Morrow rd

If your child commits to the hybrid program can you change to on-line learning at any point during the first 9 weeks? I'm very concerned about the social/emotional issues that may arise and want to have flexibility with each of my kids.

What is the criteria that needs to be met for 100% in school?

Matthew Weaver
2579 Rossmoor Dr.

Hello,

I know that these are difficult times for all, and I mean no disrespect to anyone involved in trying so hard to keep everyone happy and safe, but as a USC grad and parent in a household of two working parents, I need to point out just how much families like ours are falling through the cracks with this proposed plan of having students in the schools two days a week. Keep in mind I'm friends with some school board members, and married to a USC teacher, and will most likely be accused of "how could you" through these comments, but sometimes things need to be said regardless, that doesn't mean I don't have the utmost love and respect for those involved in this difficult process. I certainly don't envy anyone having to make these decisions, either, but the fact remains that many of us simply cannot do "fully remote" or "hybrid" as it's been presented.

My wife and I are both USC grads. Unlike her, I was frankly a pretty terrible student throughout my time in USC. However, it was the absolutely phenomenal best in the world teachers (and I truly believe that) that helped me become who I am now. And that's someone that after barely graduating high school, found that in college, I was far better equipped than most to stay on honor roll straight through. That's someone that built and sold an extremely successful IT company, moving on to found two Burn Boot Camp Gyms in the area, that are somehow surviving by during a pandemic. I am who I am, because of the love and care I was given at USC. But that care and attention I received never could have been done 2-days-a-week and it certainly could not have been achieved virtually. As someone that's made most of my career managing IT systems for many prominent companies, the biggest thing I've learned is that technology is not appropriate for all scenarios, especially easily distracted kids who require connection and human interaction to truly absorb information effectively.

With the downturn of gym memberships due to COVID, we couldn't make ends meet from the gyms alone, and so I'm now also employed full time in the VA hospital system. I'm leading a project for the mobilization of the workforce of the largest hospital system in the USA. It is not a job that allowed any kind of flexibility for having kids home during the school year two days a week. With my wife being a teacher in the district, well obviously that doesn't help us any, either.

I also fail to see how some of this plan truly mitigates the risks. With the students split by what end of the alphabet they're on, they're going to spend their evenings playing together anyway, regardless of which group they're in, not to mention the same teachers appear to be there full time regardless of which group.

It seems there's several conflicting standards out about what's safe, and perhaps the district has chosen the lowest common denominator for the butt-covering factor. That is something I understand, but I fear it's at the expense of our children and the families trying to get by during this. Also, seeing the pictures of some of the distancing – it's extremely impressive, but I'd like to note it's gone "further" than any of the 5 hospitals I've worked in over the last 3 months…

Respectfully, there must be a way to safely have students attend 5 days a week. It may be the only normalcy they'll achieve at this vital phase in their lives. We're USC for crying out loud. We're the people that make things happen when times are tough. We can build a professional turf field by Boyce, and add beautiful administration offices over the football stadium, as well as add a larger diving pool "just because" – but we can't figure out how to have our students receive the fully-present education that they deserve (and the taxpayers are paying for). I recall several times during my education at USC where temporary (2-3 wide trailer) classrooms were implemented. I lived through Boyce, Ft. Couch, and the High school renovations, and in all of those situations, physical classroom capacity was added while other areas of the school were either demolished, or upgraded.

"Hybrid" does nothing for those of us that don't have a parent available to be at home full time. Fully remote is a similar predicament. The majority that responded they wanted their students back at school did not say "some of the time – we said we wanted our kids back in school to learn in the classroom. For many of us, THAT is why we moved to USC. There is no other reason to stay here paying USC taxes without a USC classroom.

Please, figure out a way to safely give our kids the 5-day-a-week education that they deserve, in person.

Respectfully,

Matt Weaver

Julia Mercer
PHONE CALL

Her daughter will be starting K in Fall 2020.

She wants to know how long parents will have to commit to the option they select for their children. She heard that Mt. Lebanon is only committing to 9 week intervals. She thinks it would be better to commit to intervals, rather than the whole year, seeing that things are changing so quickly.

Nancy Gillespie
2287 Glendale Drive

Thank you for your time and efforts. We have been anticipating the best most effective plan in our region coming from USC's School District. We are now very concerned with the details of this plan. The plan does not reflect the survey results, "majority wanting the students back to school every day". A red dot represents "high" risk. However, if social distancing, mask wearing and cleaning protocols are in place aren't the risks being mitigated greatly?

(1) The majority of parents want the students in school every day, this plan does not exist and no plan for a return to school full time as we recover from this situation is in place. This piece is essential, a full year of school with 2 day attendance is not beneficial to the students, parents or our community. (

2) The plans in Bethel Park and Mt Lebanon School Districts, both of which are larger districts than ours, have students returning to school 5 days per week. Many private schools are also offering 5 days of in person instruction. Our school taxes are higher than both these districts and in many cases higher than tuition at the private schools. Please reconsider this option for your plan and, if not feasible, please provide a detailed explanation as to why.

(3) Having the students in the building every day would still be preferable, even if they are 1/2 day sessions.

(4) How was 2 days determined? The least number of days of class instruction should be 3, Tuesday through Thursday. Two is far too low for effective education. Thank you for considering these options and concerns.

God Bless and Stay Safe,
Nancy Gillespie

Nicole Mattiello
106 Fairway Circle

For those of us who are electing to homeschool this year, as opposed to either the USCSD remote or hybrid model, is there a plan in place to ensure we have access to the curriculum itself? Not all children learn well remotely, and as a parent with a teaching degree who works from home, I would prefer to teach them myself - and ideally using the same curriculum. I know the state requires only text books to be loaned, however under the circumstances, I am hoping the district is prepared to provide more context and content if requested.

Bethany Salmen
2677 thorntree drive

My oldest is going to kindergarten this year. We need 100% 5 days full time. We can not let covid win and our kids lose.

Danielle Kandabarow
1381 Deepwood drive

It is prudent we send our children back to school 5 days a week. Research shows that children rarely transmit the disease. Not attending school can have severely detrimental impacts on children's educational attainment and mental health. Please see attached research articles
https://www.sciencedaily.com/releases/2020/07/200710100934.htm
https://www.wired.co.uk/article/coronavirus-children-schools-impact

Stephanie Ross
378 Oaklawn Dr

Thank you to the administration, school board and everyone who worked on the reopening plan. Your time and dedication is appreciated. We feel that you have developed the best solution possible to this challenging situation. Thank you!

Siddhartha Mukherjee
385 Oaklawn Drive

Dear Board Members:

A most heartfelt thanks for your very well thought out fall reopening proposal. The judicious choice between the hybrid and full online model will serve the educational needs of our children best, given that a pandemic is among us.

My wife and I are both first generation immigrants with two Ph.Ds and an MBA between us and have been fortunate enough to have busy but fulfilling professional careers. We understand the criticality and value of a great education and this prompted us to move to Upper St. Clair when our child was ready for kindergarten.

We, like many others, were leery of the online model when the pandemic first hit. Although we have both imparted and received online instructions in our graduate schools, I was not sure how it would work out for our middle schooler.

I am happy to say, our worries were largely unfounded. Thanks to the excellence of your teachers (primarily) and the robustness of your software platform - our child made the best use of the resources that were available to him. We saw him grow into a self-motivated self learner by the time the instructions ended. Timely live sessions with this teachers were immeasurably helpful in this regard. I would consider myself fortunate, personally, if I had the same caliber of teachers with the same commitment when I was growing up !

Right now, as the data suggests, we are in the resurgence of the pandemic (and we have not even hit the second wave). Any gathering in an indoor space makes an environment ripe for the propagation of the virus. For a crowded school building - this is even more so, as, with a full complement of students, it is impossible to maintain safe social distancing or adhere to other mandated safety standards. This puts our students, our teachers, our staff and all our families at a risk. It has been proved conclusively that even a mild bout of the virus can create lasting organ damage - even in younger people. So, having all students come in for all days of the week (the 5 day in person model) is not only dangerous in this aspect, but, given the anxiety that will generate in students and the teachers , makes effective teaching almost impossible. This also increases the chances of the fast propagation of the virus which may force us to do a complete shutdown in the near future.

I realize it's easy to assume that this will be a normal fall school session, but, reality on the ground is different and we cannot willingly put lives at risk by allowing a full 5 day school routine. I am grateful that you have used data and health recommendations to guide your decision in this regard.

In this regard, your decision to allow choices between a hybrid model and a fully online model is the best recourse available to us. Most schools around the country are adopting these models, moving forward. I realize this is an uncharted territory, but, I am fully confident that the board, the teachers, the students and us, the parents will move forward and make this successful.

I am especially impressed by the gamut of choices you provide for the hybrid and online media for instruction. The merging of the physical and virtual learning spaces that you propose is the correct recipe for continuing our educational services while keeping people safe. As a family with two full-time working parents, we can definitely see the merit of these choices and can see a path forward to our child's continuing (world class) education while keeping him, his teachers and us safe.

Thank you
Sincerely
- Siddhartha Mukherjee, Ph.D.
- Indrani Halder, Ph.D, MBA

08/02/2020

Jessica Columbus
1181 Galaxy Circle

Dear school board,

I will start by saying I appreciate all the hard work and dedication the team put into creating what they believe to be the best plan for our children to return to school this fall. I have to respectfully disagree, in particular with our youngest children in mind, namely kindergarten.

Following the proposed plan, our kindergarten kids will only be receiving two half day in person instruction sessions. This is a critical year for our kindergarten kids- for some, it is their first experience in a school setting. They will be learning life long skills such as reading and writing. Am I to believe this can be done in such little time? These young children need to be in the classroom, learning these important skills in person more than just two half days a week. I fear how much learning will actually occur for them. A five year old is easily distracted by things at home. A five year old will most likely learn best from another adult, not their overstressed parent. A five year old is going to have less self discipline to apply themselves to an online program. They need in person guidance, reading and writing need to be taught by a trained professional in a classroom setting. I'm not sure I trust technology to effectively teach my child the skills he needs at this time.

Furthermore, the social and emotional implications are frightening. Kindergarten is a time to socially develop, learn to navigate the world around them. My child will be sadly sat apart from the very people he needs to learn to share with, play with, connect with. Keeping him home for three days will also disturb these critical connections he needs. I do not want my child to learn isolation and fear of others. I want him to continue to learn how to share with others, to high five a friend, to lend a helping hand when someone needs help, to learn how to make friends and cooperate with one another. These are all things he needs to learn in person, away from a computer, in a classroom that emphasizes the importance of socialization and emotional well being along side academics.

Not to mention the impact this has on a whole to working families. We are lucky- I am a stay at home mom who runs her business from home. I have the capability to assist my child with his virtual learning. But I also have another younger child to attend to which complicates that time. What about families that have two working parents? How will they be able to give up three days of work to handle this new structure? What if these parents do not have access to child care or family to help? I worry for these families. I worry for families like ours that will have to juggle multiple kids doing different schedules in two different schools. It is a lot to ask of us.

I encourage you to rethink this decision and perhaps find a way to utilize a five day week. I would even be happier with a four day week, with cleaning occurring on Wednesdays. Or maybe full day kindergarten can be considered so they're at least getting two full days of instruction? I just feel that more can be done

to give our children and the families the best education possible in a district known for being the best. Thank you for your time and consideration.

Josh Segall
1494 Jenkins Drive

Dear School Board Members,

First off, I'd like to thank you for your time and dedication in putting together such a comprehensive plan for the reopening of school. It is apparent that a lot of thought has gone into the planning and I appreciate that all areas of the school day and student interactions were covered. We feel the school board took into consideration the overall the health of our community when determining the best options for moving forward with the 2020-2021 school year. We recognize that not having the full day option has created undue stress on many households, but at this time, we wouldn't consider sending our children to school 100% full time in person due to the continuing high rate of cases in Allegheny County and the rising number of cases in Upper St Clair itself (from July 25 to August 1 we went from 68 to 107 reported cases in USC alone). With that said, I am looking for clarifications on some areas. The answers to these questions will help us decide whether to participate in the hybrid model or the fully remote option.

1. Will families be able to move from hybrid to remote or remote to hybrid as the school year progresses? Will students be able to switch at any time during the semester if they find the option they chose is not working for them?

2. If a student or teacher tests positive, how and when will the parents for those classes be notified? The plan states that 6' is distant enough to not count as close contact, which implies no other students will be notified or required to quarantine. This seems insufficient given the uncertainty about what a safe distance really is.

3. If a student or teacher tests positive, under what circumstances will the other students in those classes need to be quarantined?

4. The plan says students can remove their masks while working at their desks, if they maintain a 6' distance. Does this mean they can sit at their desks the whole day without a mask? If not, how often/how long are students allowed to remove their masks while at their desks?

5. How will mask wearing and social distancing be enforced? What are the consequences for not following the rules?

6. What does the daily schedule look like for remote learning? In particular, how much of the day is structured with synchronous learning for high school students?

7. If my child transitions from hybrid to remote learning, will they continue with the same teachers and classes, or are there different teachers/classes for the fully remote students?

8. How will the school monitor the number of positive cases and keep parents informed of the situation? What level of cases will make the district reconsider its plans?

Thank you,
Josh Segall

Heather Warmke
397 Manordale Rd

I would like to thank the USC School Board as well as the Committee that has been working hard to come up with the best plan provided the circumstances.

I was a teacher for over 17 years so I do understand the time and efforts needed to plan for a successful academic school year. I also know that social and emotional learning is just as important as all other subjects. Mental health is even more so a concern over these past 6 months. This is why I was disappointed to read the Hybrid proposal for the upcoming 2020 school year.

I have a child with an IEP going into High School and another child that does not have an IEP but now suffers from anxiety due to the Covid changes. I ask that if this Hybrid schedule is how USC decides to operate:
1. Children need to be scheduled with friends. It is not fair to make children go to school using an alphabetically manner. These kids have hung out together for the past 4 months and having them separated even more so by not having them in school together once again goes with the social and emotional absence. I would like to suggest that parents have an opportunity to let the schools know who to schedule their child with.

2. I would like to know how having a child with an IEP, the district plans to accommodate her needs.

3. I am an essential worker as well as my husband as we both work outside of the home. With this Hybrid schedule how are working parents supposed to make this work? Is the school going to provide tutors at the schools expense? We do not have endless pockets of money and we are also not privileged to have a parent stay at home.

Please explain how this Hybrid model came out of the 77% of tax paying USC residents that voted for a FULL 5 day in a classroom setting? With plexiglass and masks, this absolutely can be done. Our district has money, as I pay the taxes. I have a hard time understanding how that 77% for full time in a classroom is now 2 days in classrooms and 3 at home? Children need structure, routines and to be with their peers to be successful in the classroom. The Hybrid model does not accomplish any of those important fundamentals needed for education. The Director of the CDC, Robert Redfield, recommends that children go back to school FULL TIME. Why are you not listening to a man who specializes in the clinical care of chronic human viral infections and infectious diseases for over 30 years? Because of 23% of our community is worried about the spread of Covid due to having their child in a school setting full time, the

rest of the 77% now suffer the consequences. It's the children who are suffering the consequences. This decision will have long term affects on the mental wellbeing of the students. I strongly ask you to consider having 2 choices- 1. Full time 5 days a week 2. Full time remotely. If the 23% stay home, that is almost a quarter of students not in the classrooms, making it easier for social distancing. Please think about the mental consequences that having Hybrid learning will do to children.

Respectfully,

Heather Warmke

Terry Hritz
2437 Huntington Drive

First off, I highly commend you on this thorough plan. I understand how difficult this is to plan & create. I have some questions/comments about the plan: 1/If we start our child in the Remote model, will we be able to switch to the Hybrid model at anytime & vice versa? Please provide more information concerning this. 2/All parents must be notified a.s.a.p if there is a positive case in the building, so we have the choice to remove our child & proceed with the Remote model. 3/Please provide more information on the ASHRAE standards concerning Air Handling system changes. Will systems provide 100% air turnover? How often will filters be changed? 4/Page 10 of proposal-Mask breaks should be outdoors ONLY. Masks should only be removed indoors for eating/drinking & those who cannot wear masks due to health issues. 5/Page 13 of proposal -PLEASE remove this graphic & text. Anyone in a room with a positive case cannot remain & especially NOT REMOVE their masks. 6/Page 22 of proposal -the last sentence in "Transitioning Between...." is not finished. Can we easily move to/from Hybrid to Remote & vice versa? 7/In Health & Safety Template section -Page 16 -I think pre-made lunches should be delivered to & eaten in the student's classroom to limit use of other spaces that could be used as larger classrooms.
Thank you for your efforts in putting this together & providing us with options for our child. However, I am still VERY skeptical that any school district can safely open up in on-site instruction until testing can be performed weekly & a vaccine is created to limit the possibilities of getting the virus. I know you will make your best efforts to provide a high quality education for our kids.
Thanks, Keri & Terry Hritz, Parents of Charlotte (Streams Elementary)

Jessica Locke
1251 Greystone Drive

Hello! I am a concerned parent of an incoming kindergarten student. With kindergarten only being a half of day, and the current proposal is for students to go to school in person twice a week, I feel that this age group will not be receiving the "IN CLASS" instruction that is so vital. Also, most of these children missed out on the last 9 weeks of the Pre K education, and it is concerning to me that they will already be " behind" heading into kindergarten. In addition, students might feel overwhelmed learning on their iPad, if letters and numbers are still not fully understood. I just want to state how important it is to get the early elementary age group into the classroom this fall. The community supports you in this decision to send the children back full time! Please consider my remarks regarding this important decision. I appreciate your attention to this matter.

Heather Shields
1553 ALLISON DR

I taught 7th and 8th grade English for 11 years. I taught on level, inclusion, and gifted kids . I was teacher of the year. Why did I leave the job I loved??? Because I was not giving it my %100 effort for the students after my 3rd son. I had to choose- be the best mom or teacher. I chose to leave and be mom cause I could not do both to the best of my ability. To think, I moved my kids to a district where I am hearing teachers do not reflect that same passion as an educator is terrifying.

I have 3 boys who lovED school. They now hate it. It's going to be a battle getting them to "engage" in online school when much of the learning in school comes from an actual person frontal teaching, interaction, friendships, LEAVING THIS HOUSE ....did we not just spend years sharing information about how dangerous screen time is and to encourage being social with friends and away from technology etc.? I expect the most from USC, and I feel slighted- the school system we moved here for and pay high taxes for is not fighting for US- the majority of parents spoke and you are not listening. We chose USC because we believed it was the best. So, how are OTHER schools managing to get some sort of 5 day attendance at school/closest to normalcy and we cannot? Especially since that was what 80% of the community requested???? I will not accept the comment, "With that many wanting kids to return hybrid was the only way."

My husband lost his job cause of covid. My business is slow because of the economy. We still are paying these taxes for what? To hear people say, "Oh just get a tutor, hire an in home teacher." And the worst I have heard, "The teachers just don't want to work." What about the kids with needs- required to be taken care of? What about the kids who can not learn with an ipad stuck in front of their face. What about the parents who HAVE TO work and don't have an endless pocket? What about the parents who will be forced to leave their kids home alone- and these kids will end up choosing a different path in life due to their not being supervised? Will I get my tax money back so I can address of the prior?

The fight for online, in my opinion, is the easy way out. Hybrid is a joke. Our community doesn't have the resources, mindfulness, or love for this generation of kids THAT WILL NOT DIRECTLY be affected by the virus (look st the facts- they have more risk in a BUS DAILY) have their lives terribly altered in the long term??? We can return to school and be as safe as we can. If you or anyone on this planet thinks we can contain or beat this virus, this is the egocentric point of view that is slowing the process of what will take place ANYHOW> Give us at least 5 days of school for our kids so they can BE KIDS, so PARENTS can WORK, so their can be something other than hybrid 2 day a week schedules.

USC students can go to Skyzone, Walmart, the mall, Chipoltle, the nail salon, play dates, Target, Starbucks...but they can't go to school? Really?

Beatrice Scheuerle
615 Trotwood Ridge Rd

I want to start by thanking all who collaborated to create such a clear and detailed presentation of the very complex plan to open USC schools. This was a huge undertaking and it is obvious that a great deal of careful consideration was given to the many moving parts. There was no way to make everyone happy or to meet each individual family's demands. The district's job, however, isn't to make us all happy, but to educate our children in a safe learning environment. Steps certainly have been taken in the right direction with the current plan. While better than an attempt at a full in-person opening, begining with a hybrid option, still raises concerns. For one, teachers and other school personnel are still left without a choice in regards to their own health and are taking on a bigger workload than is reasonable. It's beyond optimistic to claim that transitions between in-person and remote learning will be seamless and there seems to be a complete lack of regard for the reality of how even classroom instruction will be negatively impacted. Taking on two learning platforms, while juggling a plethora of logistical concerns and inherent technological blips and mishaps, will indeed lead to sacrifices to otherwise exceptional instruction. Neither group of students can receive the teacher's full attention, no matter how exceptional the teacher may be, and instructional time will constantly be cut short. Absences, quarantines, and closures are bound to happen and create more inconsistency and chaos than anyone can prepare for. Substitute shortages can't account for the need we'll have.

Phasing into a hybrid situation by first starting with a full remote opening would mitigate so many of these problems. By creating one streamlined platform, we'd have consistency, safety, and a better chance at the excellence our teachers are known for. Exceptions could and should be made for our most at risk students who require face-to-face interventions for identified needs. These students would have a chance to receive the individualized accommodations they deserve in small and safer settings so that we can better meet the social, emotional, and learning needs of those advocated for by the AAP and educators everywhere. Empty buildings could creatively be used for those facing childcare needs and wanting space for learning pods. Meals could continue to be provided, as they were in the Spring, to help avoid further food insecurities.

The hybrid plan is just what we need, it's just not yet the time to implement it. Let our teachers and students adjust to one thing at a time and let them do so in the safest way possible. We're all fed up with this pandemic, but acting on our wants instead of our needs won't get us through it any faster.

Terry Roberts
1808 Tragone Drive

While a hybrid approach will allow for students to socially distance in the classroom, masks and/or plexiglass desk enclosures should be required of students in the classroom. Failure to require such mitigating steps would not sufficiently take into consideration the remaining risks of being inside of a building and the lack of ways to ensure sick children remain outside of the classroom (the honor system of a self-symptom assessment does not justify a lack of face mask or shield).

Additionally, it should be made clear that parents who choose an approach may change their election. Circumstances and considerations are continuously changing and for the health of families and the peace of mind of parents—this flexibility is necessary.

Raquel Barberena
2676 Bingham Dr

Voting for VIRTUAL CLASSES FULL TIME (5 days) for at least the first grading period (approx 8-9 weeks) and then assess if additional time is needed or not. The only way I would consider the hybrid option (2 days at school and 3 virtually): if classroom capacity is reduced to 50% with at leadt 6 feet apart (not 3 feet); tri peripheral glass in each desk, students to have their own sanitizer in their desk, no cafeteria time (eat at their desk). Masks and face shield (both) should be required. Kids WILL fail in keeping masks 100% of the time. As a backup, the face shield should be in place. No group activities or other requiring close interaction (even with mask), ex: sports, band, chorus. These shohld be put aside for a while. I have 100% trust in USC teachers and core curriculum for a robust virtual program. Im.working from home since mid March. If my employer is taking all the precautions to keep me safe, why shouldn't I do the same as a parent? Schools are not daycares, and while I agree attending physically to class is so beneficial, as of today the circumstances are different and I have the responsibility to weigh the pros and cons. God forbid my son gets the virus, I would also get sick and I don't have family nearby to help me/us. I rather be safe. No one has died of attending (temporarily,) virtual classes. Thanks.

Kelly Shedleski
212 Coral Drive

Hello, in all of updates, changes, and even today's agenda there seems to be noting in regards to how the incoming Kindergarten class will be handled. I know from having older children they typically follow a half day format, how will these plans be effecting them? Its already difficult enough to find someone to assist with the crazy bus schedule but its only a few months, I submit defeat to that inconvenience as I have in the past but it seems to me they wont be getting much of the socialization or experience if they only go 2 half days? Is there a plan to make them a full day for the Monday/Tuesday or Thursday/Friday format? Do they remain unaffected? Its difficult having an older student in the district and dealing with the IEP issues all of this creates, Dealing with and going in between USC and Wesley who needs to know by today if that child is attending their program without having any idea how scheduling or busing or frequency of days will effect the way we choose to educate our other child/children. I will be very honest, I can hardly be both a kindergarten and a Special Education Program teacher at the same time let alone doing it while also having the challenge of being a full time out of home non remote access single working mother. Will K plus or EDS be available? I truly don't even know if i should be registered for that at this time or i should be looking to hire a babysitter or be resigning from my job.

While i appreciate and know you all are trying to get us answers and a solution, I personally am feeling very lost and feel as if i'm being railroaded and unable to make an informed decision in just a few hours on the fly because it the rules and info change too much, i have been lost trying to keep up with it all and yet we have actually run out of time and cant wait for answers. Just to move my day off for the first day of kindergarten and school push back alone has inconvenienced other colleagues and their schedules. The bottom line is this, other schools, childcare, EDS, Employers, Parents making the sacrifice to leave work because they cant afford a nanny 1 day a week let alone 3 all have so much is riding on these decisions, we have been more then flexible and patient during these unprecedented and unforeseen times, but the time has sadly come for some solid answers for us what ever they may be.

Thank You for your time

Jennifer Kramer
3381 Brookdale Drive

Thank you for all your hard work in putting together this comprehensive plan! Could you elaborate on how a remote student can transition back into in person hybrid student? Does the student have to have been a hybrid student to start with to do that?

Thanks again!

Heather Irwin
1327 Moon Ridge Dr

Thank you for all of the district's hard work on the proposed reentry plan. Its clear that the district is trying to make science-based decisions rather than being led by politics. We believe that the safest option ultimately would be to have the entire school year online as to not expose teachers, staff, and of course the students to Covid19. Obviously with dual income households this is a huge hurtle. Our family is able to work remotely this year and we are planning to do so. A few questions regarding remote learning-will it be possible to have an entirely remote class or team where the teacher(s) can interact with the children in a way that allows for focus on this specific method? It seems much more challenging for teachers to be expected to manage in person and online students simultaneously. Also will there be an opt-in date or process for those working remotely if we choose to re-enter them into the hybrid model?

Erica Baldasare
1317 Chartwell Drive

First, thank you board members for all of the thought and time you have put into this difficult school schedule decision.

My husband and I are proud parents to three children: incoming 4th grader, 1st graded and an 18 month old who attends daycare as we both work full time. I'm compelled to express my concern regarding the current options for the 2020-2021 school year. When the sudden remote learning and quarantine occurred this past Spring, as with everyone else, life turned upside down. Having to put in full 40 hr weeks while also watching our toddler AND becoming teachers to our two older kids nearly broke us. My oldest was suddenly told to follow directions and get on calls independently as she could read on her own and we didn't have time to supervise, unless I received a 'she's missing work' email her education QUALITY would have received a solid D. My then kindergartener had to be sat down, wrangled to e-learn by one of us since he can't read yet - something that will need to occur again this coming year. All of this while at the same time attempting to have an 18 month old not kill themselves in our house if my oldest or my husband can't watch him.

Remote learning for any amount of time is not ideal, but more so is NOT sustainable for dual working households. Every waking moment I was not teaching/watching a toddler I was working. For 7 weeks I saw the clock hit 1-2am more times than not.

As a family we have lived in 8+ different locations but 3 years ago gave up careers to move to USC (my husband is an USC grad) for the unprecedented education. The options that have been presented do not live up to this reputation.

Brian Seery
1319 OLD MEADOW RD

It's terribly sad we cannot have the kids in school everyday. Children learn best when physically in the classroom. They will also miss important social and emotional benefits. The kids received a small fraction of the education this Spring compared to last Fall. What are the requirements for students back full time? Children in the classroom should be the priority for the first day of school.

Allison Levkulich
474 Diablo Drive

I would like to thank the USC school board and administration for all of their hard work in coming up with this plan, given our difficult circumstances. My husband and I are both USC graduates and parents of a rising 6th grader and 4th grader. We were really hoping to see a plan with 3 options offered: the full return to school, the hybrid model, and the full remote. We would have chosen the full return. I am very thankful that we do have the hybrid choice so our children will have some direct teacher instruction. However, this option is going to be very challenging for our family as we both work. I fear that I can not give their education the time and attention it deserves because I will not be with them when they are working. I fear their education will suffer because of this. They have already regressed in ways I won't get into here and have experienced anxiety as a result of the isolation and changes happening. I realize a full return is extremely difficult given the safety guidelines. But I was a student here during numerous changes, including renovations and teacher strikes, and USC always rose to the challenge to make great things happen. It is why we chose to raise our family here. Other districts are making the 5-day full return happen. Why can't we? Other districts look to us as a model of excellence. If a full return is not feasible, I am requesting that the 5-day half day hybrid option be reviewed again. This is an option that would still allow daily structure and routine as well as daily direct instruction, which would be a much better option for many of the children attending the hybrid program. It would also exclude lunch at school which would help with the challenges associated with that. I realize there are logistical problems with the half day option but perhaps parents could help with one of those which would be the transportation piece. I would be willing to do this and I know others who would as well. Thank you for listening! Respectfully, Allison Levkulich

Leo Robert
1320 Rose Circle

I believe these children need to be back in school full time 5 days a week. I understand that not everyone feels that way and those people should have the option to watch the class remotely (obviously cameras would have to be installed in classrooms for this option but I think that is doable). I have 3 children in the school district and 2 of them are in high school and are taking honors and AP classes. They both felt like they learned almost nothing remotely and are very worried about another year of this type of learning. I do not think it is good for them academically, socially, or mentally. This option needs to be available for the kids and also for the parents who need to work and who don't have a remote work option available. The reason I moved into this community 8 years ago was for the education program and online instruction does not cut it in mine and my children's opinion. Please consider the full time 5 day option like Bethel Park is doing. Thank you.

Amy Sarkett
1303 Rolling Meadow Rd

I just want to thank the school board and administration for coming up with a thorough, well thought out plan given all the uncertainties and constraints.

Erin Schwille
226 Brookside Boulevard

Re: Comments and Considerations for Reopening Schools 2020

Dear School Board,

We write to express our strong support for the school district's reopening plans, as reflected by the Reopening Schools 2020 slide deck included in the proposed agenda for the August 3rd, 2020 meeting. Our son is a rising first grader at Eisenhower Elementary.

The Plan thoughtfully balances the competing needs of parents to keep our families safe, while providing a high-quality educational experience for our children. While we recognize there is no perfect solution, we appreciate the thoughtful approach presented.

We have some outstanding questions and concerns which are outlined in the response submitted by Tyler Gellasch and Nicole Tichon. We refer you please to their comments for further inquiries from our family.

Again, thank you for the efforts by all to address the physical and mental well-being of our community and students.

Rachel Thiros
488 Diablo Drive

How does the school intend to provide printed materials and books for remote learners?

Richard Helbling
1258 Sun Ridge Dr

The statement that 2019 does not equal 2020 is a distraction and a poly to manipulate a way of thinking. No two days are ever equal, and the world is constantly changing. Our personal world is different after every decision we make. Making these statements temps to lead the decision-making process using emotion and politics rather than logic and data to arrive at an objective decision. Not offering a full 5 days of in person learning for students during the 2020-2021 school year is a complete failure of the individuals we are supposed to trust in providing the best learning opportunities for the children of Upper St. Clair. The first and most obvious point is there is no way the use of any remote learning can meet the stated goal of “To deliver a USCSD quality educational experience to all USC families”. This has been stated by many medical experts and organizations including the CDC, AAP, AFT, NEA, and AASA. The proposed hybrid model has gaping holes for families with working parents. With many business back open parents are back in the office with no available work from home options. This means students are left without a facilitator. And for those students in daycare, how will daycares mange similar duties? And how does this provide the USCSD quality educations? Especially after South Fayette has already announce they plan to offer 5 days in person learning. We should be looking to European countries that have been back to school with in person learning for weeks. Similar to European countries, we have already opened up our community for youth activities and to not move further along the spectrum would be signaling to our children inconsistency and fear. These youth activities have been a success showing extremely low rates of transmission. Which is supported by the data that shows children have extreme low infection and transmission rates. A commentary published in the journal Pediatrics concludes that children infrequently transmit COVID-19 to each other or to adults and that many schools, provided they follow appropriate social distancing guidelines and take into account rates of transmission in their community, can and should reopen in the fall. A school program that does not include 5 full days of in person learning does not deliver the expected quality educational experience that comes with USCSD tax rate. What will be the corresponding millage decrease be for a hybrid model? At some point it is necessary to accept the fact the virus is here and will be something we have to deal with, but we can live in fear forever or will be sheltered in place the rest of our lives. This fact may be one of the most important to teach our kids. The hybrid model is not a solution it is a comprise of negative outcomes. Given the plan for an all online option the real question should be how to make a full time 5 days a week in person learning work not is it an option. The 5 day a week in person full time learning is the only option that should be considered.

Tyler Gellasch
3332 Brookdale Drive

August 2, 2020

By electronic delivery

Upper St. Clair School Board
District Administration Building
1775 McLaughlin Run Road
Upper St. Clair, PA 15241

Re: Comments and Considerations for Reopening Upper St. Clair Schools, before the August 3rd Committee Meeting of the Board of Directors

Dear School Board,

We write express our strong support for the school district's reopening plans, as reflected by the Reopening Schools 2020 slide deck included in the proposed agenda for the August 3rd, 2020 meeting (the "Plan").

We are parents of a rising first grader at Eisenhower Elementary.

The Plan thoughtfully balances the competing needs of parents to keep our families safe, while providing a high-quality educational experience for our children. As described more fully below, however, certain aspects of the Plan should be modified or further clarified.

Well-Structured Options

Our family greatly appreciates having both hybrid and fully remote options. We are currently considering which of these options may make the most sense for us. While we concur with many other commenters on the value of in-person instruction, we also recognize that in-person instruction is also going to be very different than in the past, and that it also comes with other risks.

We also appreciate the Plan's proposed structuring of the hybrid model, which would be two full days each week, with fixed A and B tracks. By fixing the in-person days each week, we and other parents will be better able to schedule with necessary childcare and teaching options. This is far superior to rotating

days or ½ days. We also appreciate that by offering two tracks, the district would have a day in the middle to engage in comprehensive cleaning of facilities before the alternate group comes through the facilities. We appreciate this thoughtful approach.

Importantly, we do not believe a fully in-person option is responsible for teachers, administrators, or students. Given the current state of the virus, and particularly the sharp uptick in cases in Upper St. Clair and around the country in recent weeks, a fully in-person option is likely to expose all members of the community to unnecessary risk—including those who may not even be participating in the program. For example, the scheduling required to conduct parallel fully in-person and remote options could likely lead to strains on teachers, as well as increased likelihood of teachers being ill—negatively impacting the educations of their students who may not be attending school in person, but instead relying on their remote instruction.

Movement Between Options

We believe that parents who may wish to start the year fully remote may wish to later move to a hybrid option, or vice versa. We understand that the Plan is intended to address these considerations, but would welcome further clarification of how that could happen. We ask for clarification of how parents can transition from a remote to a hybrid option before parents are expected to inform the district of our option choices. We do not anticipate wanting to start with a hybrid option, but would likely want to consider that, as the virus situation and experience with the school evolves over time.

Accommodations for “Podding” by Parents and Guardians

We, like many parents, are unable to consistently provide the necessary assistance to our child during the remote educational sessions. This is a particular concern for younger elementary students like ours, who are generally incapable of engaging in all remote activities on their own. Accordingly, we are making plans to “pod” with two other families who have children of the same grade level.

As contemplated in the Plan, it seems likely that (given our different last names) that children for different families in our “pod” could be put into different tracks, which could greatly complicate the process. Accordingly, in addition to trying to put children in the same family in the same tracks, we also ask that administrators honor families’ requests to put students from different families in the same tracks, if all families agree. This simple step would greatly ease parents’ abilities to engage in “podding” and ensure high-quality remote instruction for our children.

In-School Safety Precautions

Mask wearing should be mandatory for all students, teachers, and administrators. The Plan provides that masks must generally be worn, and that face shields are generally required if the person is generally

unable to have a mask. We appreciate those determinations.

However, we are concerned that the Plan permits the removal of masks in certain circumstances. Even if socially distanced, the removal of masks can lead to the spread of the virus in air and on surfaces. The virus is known to spread on surfaces. Further, face shields are also less effective at stopping the spread of the virus than masks. We encourage you to reconsider these accommodations, or if not, take such actions as to mitigate their risks.

The Plan does not provide for temperature checks for all people at all buildings each day. We understand that administration of in-person temperature checks could be difficult, including that it could be potentially time consuming, costly, and create the risk of crowding. We understand that other buildings holding large numbers of people are starting to use broad temperature monitoring technologies, which can seamlessly scan a hallway or room and monitor for elevated temperature levels. We urge you to consider these technologies as potentially cost-effective and easy-to-administer solutions for temperature monitoring.

We are also concerned with the potential ventilation and circulation of air in the buildings. While many other school districts, universities, and other public buildings are upgrading their HVAC systems, the Plan merely states that the “facilities team will work with our service technicians to increase ventilation to buildings and will continue using high grade air filters.” Has the district identified buildings where there are greater needs, and prioritized those improvements? Again, we urge the consideration of significant revisions to ventilation systems.

Considerations for Teachers and Administrators

Unfortunately, any in-person instruction is going to put people at risk. Our teachers and administrators are an essential community resource. We are deeply concerned that teachers may feel compelled to return to teach in-person, despite potentially significant health risks to themselves or their loved ones. If possible, we urge you to consider appropriate arrangements to accommodate teachers who choose to not teach in person, including by offering them remote teaching or other supportive opportunities.

Lastly, we urge you to consider the additional strains on teachers, who may have to manage in-person and remote lessons simultaneously. We think it might be helpful to spend time sitting down with teachers of each level and helping to set reasonable scheduling expectations. We question whether teachers may have adequate time and resources to fulfill their new expected responsibilities without additional resources, assistance from new teachers or assistants, and more.

Conclusion

In general, we think the Plan is a great step forward for our school district.

Thank you for your consideration. If you would like to discuss further, please call Tyler directly at - or Nicole at -.

Sincerely,

Tyler Gellasch and Nicole Tichon
3332 Brookdale Drive
Upper St. Clair, PA 15241

David Compel
2351 Lambeth Dr

Will Eds or another option be available for full time working parents who do not work from home?

Bhagwati subramaniam
1780 Sapphire court

Thank you for the detailed notes. A couple of points that we would like addressed and need information on

1. Zoom call wld have been great for this so that parents can present their thoughts in person maintaining the social distancing as well.

2. Transportation - I saw the diagram in the bus. That is keeping in mind we have 25 kids only per bus. However, if there are more wld there be more buses and what about the car lineup how wld that be taken up.

3. How would lab assignments be initiated for kids who learn remotely? How wld that be graded?

4. When changing between mods and going to different room, wld the next room be cleaned up before the kids reach?

5. How are we managing the movement in corridor and restrooms with masks on and maintaining hand washing?

Kim Wyse
3335 Comanche Road

I read through the Return to School Plan that will be discussed at the school board meeting on August 3rd. I would like to start by commending the Upper St. Clair School District on a well thought out and comprehensive plan to ensure the health and safety of our children as well as maintaining their education.

My daughter will be entering 3rd grade at Eisenhower this year. As I was reading through the plan, I had a question/concern about the synchronous learning aspect. Let me begin by saying I am an advocate of synchronous learning, and I think a blend of both synchronous and asynchronous learning is ideal for this situation. However I do have a question. My husband and I both work full time. In securing care for our daughter, someone will be at our home with her every morning; however she will not be home most afternoons, and I do not know that she will be able to easily participate in all synchronous learning opportunities that occur in the afternoons.

Will synchronous learning be recorded for students to watch at a later time if necessary? I work for another local school district in the south hills, and I know that is their plan. This would accommodate for the children who are in child care and may not be able to always participate in synchronous learning.

As working parents, we have had to become creative with our child care. It is my hope that the Upper St. Clair School District will be flexible in its delivery models and understand that children of working parents may have different schedules and needs during this time.

Thank you,

Kim Wyse

Wendy fleming
281 Johnston rd

If they are so separated then why do they also need a mask. I am all for them going full time with a mask. They should not have to do both...this is tough enough on the kids.!

Indrani Halder
385 Oaklawn Drive

Writing to thank you for the full remote option for the start of the new school year. All children and teachers need to first be healthy. This pandemic is affecting everyone equally and a few months to a years disruption will not materially affect these childrens overall development. The way we work is changing in unprecedented ways. Developing effective virtual learning and working capabilities will be as important for these children emerging out of the pandemic, as in person interactions. It won't be easy, but it will be required. USC did a phenomenal job with the transition to online school. I hope the learning and adaptation will continue. I urge the conversation to include appropriate focus on developing the new skills that are going to be needed to succeed in a virtual environment.

It will not be easy for working parents like myself to manage and oversee virtual learning. However, nothing is impossible with planning and forethought and a willingness to the best we can.

Maria Blohm
176 Fieldgate Drive

Thank you for the thoughtful plan. I know it wasn't easy to prepare and there are a lot of considerations to incorporate.

I have two minor comments for the Board - 1) If enough families choose the fully online option, would there be a reconsideration of whether the in-person option can be all five days instead of the 2/3 hybrid? I think I speak for many families that would love for the in-school option to be all five days if the class sizes are small enough to allow for all of the precautionary and measures. 2) If possible, the hybrid model would work best if it was organized by neighborhoods, which would help with bus routes and car pools as well as families helping each other out on the virtual days.

Thank you for your time and consideration.

Kristie Proud
2655 Fairgreen Drive

Hybrid model being separated by alphabet:

Please consider grouping students who request to be with other students during this time. I know that a great deal of effort is generally put into compiling of teams and classrooms where kids who work well together are put on the same team/classroom. Parents are now considering trying to “pod” together during remote instruction as well. We’d like to have a chance to do that instead of being randomly put into classrooms and teams based on the alphabet. It would be incredibly difficult for families trying to work together during remote learning to be separated and go to school on different days. If both families or several families request to be together for these reasons, I urge you to consider this. This is also a consideration for bussing and could alleviate over crowding on a bus because several families are trying to carpool. We cannot do this if our children go to school on different days. Another option could be asking families to request whether they’d like to be in school on Mon/Tues or Thurs/Fri or either option. It is possible that this would just “work out” and everyone would get the days they wanted. Some parents have set days they work and being able to choose when your child is in school could also be extremely beneficial for those reasons.

Bhagwati Subramaniam
1780 Sapphire court

4. How long is this hybrid situation - first nine weeks or entire year or one semester?
5. Will we be able to change our decision if Covid cases drop drastically? (hoping it does)

Maria Boschuk
384 Lorlita Lane

Working parents, like myself, can not assist with online learning during working hours. Especially for the younger children. The school has had ample time to facilitate in school lessons 5 days a week as normal. If the school switches to hybrid or online only, what is the school's plan to teach the younger children while they are at home with no parent supervision during lessons?

Reminder we pay taxes for the school to teach and supervise the children during school hours. If this will not be the case, why are we paying school taxes when I should be hiring a in home teacher instead?

Kristen Buonomo
1518 Allison Dr

Thanks for this extensive information.

How long is the commitment to remote or hybrid - nine weeks or a semester?
If kids opt for hybrid but after trying it change their mind, can they move to remote? Any ability to organize by grade instead of last name (understanding that my kids could be there in different days)?

Ann Rhodes
2527Appletree Drive

I feel very strongly that we should not be back in our school buildings at this time. As a parent, I do not want my children to be guinea pigs on how to safely social distance students and protect them from the virus. I am also an employee of the district and feel quite nervous going back into the buildings. With as much money and intelligence that our community has, I would much rather see our resources going towards making a stellar online program for at least the first half of this year.

Mary Sullivan
1630 hollow tree drive

If we are going to have a hybrid model, it is not fair for students m-z to get stuck with Thursday and Friday. There are parents with work schedules that are more conducive to Monday and Tuesday attendance.

Kimberly Popp
2358 Rexford Drive

Our family wanted to take this opportunity to thank you for the countless hours put in to the proposed plan. We understand that those hours were hours away from your families, hours of sleep lost to worry, and hours that were meant to be for summer vacation and relaxation. We want you to know that the hard work and dedication to our children was evident in the well thought out and detailed proposal, and we thank you for that. We feel strongly that the proposed plan will allow our children to receive the best education possible while limiting the risk of exposure. We are a household with two working parents that are prepared to do whatever we can to make this a successful year for our children and our district. We will drive our children to and from school to allow additional space for families that do not have that option. We will volunteer to assist teachers in any way that we can remotely. It is our hope that each family will pull together and do our part to support our teachers, administrators, and staff in continuing to be the very best! From the bottom of our hearts, thank you!

Warm Regards,
John and Kimberly Popp

Rick Waltemire
2555 Forest Brook Dr Pittsburgh PA 15241

I'm sorry a it's late and I have a lot to say on the subject of school reopening. But I will try to be brief.

Earlier this summer you sent out a survey asking the PARENTS of students of the USC school district what they preferred for fall 2020. The OVERWHELMING response was full-time in school.

Do not ignore the desires of the parents. Especially families with 2 working parents.

Your charge is to provide a pathway to the best education possible. It's why we pay the taxes we do. If we didn't value education - we could move to any number of school districts that are not USC.

But as parents we also want what is best for our children and overwhelmingly we have said that is full-time in class instruction.

Take your charge seriously. Find a way to make it work. Seneca Valley is. Bethel Park is. Others will as well.

Find a way to make full time in school learning an option.

This pandemic is scary. The reactions to it by those in positions of leadership who shirk their responsibilities is even scarier.

Let me ask this. What if there is never a vaccine that works? That is not guaranteed. So when will kids return to school under your current set of scenarios given that?

If there is no full time option - then USC isn't the best school district in Western PA anymore, and not because of the communist itself who has told you what we want - and it might be time to reconsider those taxes.

Listen to us. We understand what we are asking in asking for full time in class instruction.

Now do your job to find a way.

Thank you.

Rick Waltemire

Working father in a 2 parent working home.

Priyanka Sharma
1788 Sapphire Ct

Regarding the reopening plan for the 2020-2021 school year, I would like to make the following comments:

I understand we are in a unique and unprecedented situation and the primary concern is the safety of school staff and students. I appreciate all the thoughts that have gone into the planning process. Thank you all for working to ensure our children continue to receive quality education, which is a hallmark of our school district.

I would like to ask the following questions and ask that there is some thought given to address the following:

1) Change of option: If my child chooses a remote option and finds he is not doing well academically and wants to change to the hybrid option - how soon can the change be made (and vice versa)?

2) Consequences for non-adherence: If an individual breaks a rule such as not maintaining a safe distance or wearing a mask in the required places - what would be the consequences)e.g. disciplinary action, quarantine, etc.)? such actions are in place in workplaces and should be considered to ensure adherence to rules.

3) Temperature checks: I did not see daily temperature checks being warranted even though they are being adopted widely at places of work, I feel they should be re-considered to ensure a safe environment.

4) Lab work in HS: For classes such as labs (in high school classes like AP Chemistry) that require hands on activity, how would they look like in the remote model? Would the students just watch classmates do it, or would they pick up materials and do it on their own time? I really think the full remote option should offer some flexibility to go in to the school for a day or after hours for labs or to talk to teacher if necessary or take a test etc to be really effective.

Thanks again for all the hard work and for offering us the opportunity to provide our feedback.

Best Regards,
Priyanka Sharma

Catherine Deep
196 Springmeadow Drive

I wanted to send a comment to personally thank the hundreds of people in Upper St. Clair who have been working so hard to prepare for the upcoming school year. In a climate where the only constant is change, being a decision maker is the hardest job of all. We support your efforts to help our district find the best possible options out of a whole bunch of options that no one wants. I think that is the key. No one wants this. But moving forward with a positive attitude it how we teach the bigger lesson to our children. So again, I say THANK YOU for worrying about my children as much as I do!

Terry Roberts
1808 Tragone Drive

While a hybrid approach will allow for students to socially distance in the classroom, masks and/or plexiglass desk enclosures should be required of students in the classroom. Failure to require such mitigating steps would not sufficiently take into consideration the remaining risks of being inside of a building and the lack of ways to ensure sick children remain outside of the classroom (the honor system of a self-symptom assessment does not justify a lack of face mask or shield).

Additionally, it should be made clear that parents who choose an approach may change their election. Circumstances and considerations are continuously changing and for the health of families and the peace of mind of parents—this flexibility is necessary.

Vanessa Crayne
2665 cedarvue dr

Consider to allow students to pick their classmates (up to 2) so remote learning can be a positive transition with “remote pod groups” . Also, this will allow working parents to rotate at children’s homes with others they feel comfortable with their children staying safe and enjoying the experience.

Tracey Ruffner
2672 Rossmoor Drive

Please have the kids attend school 5 days a week! If we don't, I fear we will have other major issues to deal with as a community and a parent. The kids need interaction from teachers and friends. We can't run from this illness the rest of our lives, if it's not this it's something else. Better our personal practices, teach our kids how to better manage spreading illnesses in and out of school and proceed with life!