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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

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

Notice having been advertised and posted and members duly notified, a Board meeting of the Board of School Directors was held on 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

Mrs. Bolas called the meeting to order at approximately 8:04am

Resident's Comments - (Regarding Agenda items only)

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.

There were no Resident's Comments at this time.

Approval of Agenda

(Bolas, School Board President)

Motion: By Billerbeck: I move that the Board approve the Agenda, as presented.
Seconded by Schnore and carried by unanimous voice vote.

Approval of Personnel Listings

(Carson, Senior Director of Operations & Administrative Services)

ATTACHED

Mr. Carson reviewed the Personnel Listings.

Motion: By Bowen: I move that the Board approve the Personnel Listings, subject to final approval by the Superintendent and Solicitor. Seconded by Billerbeck and carried by unanimous voice vote.

Ratification of District Actions Taken Pursuant to the Board's Authorization from June 29, 2020 Item N. under Superintendent's Report

(Kramer, Solicitor)

Mrs. Kramer, Mr. Burchill and Dr. Rozzo reviewed the items for ratification.

Motion: By Elias: I move that the Board ratify the following District actions taken pursuant to the Board's authorization from June 29, 2020 item N. under Superintendent's Report. Seconded by Bowen and carried by unanimous voice vote.

- a. **Revised 403(b) Plan Documents > Adoption Agreement #002**
(Burchill, Director of Business & Finance)
ATTACHED
- b. **Updates to the 2020-2021 Calendar**
(Rozzo, Superintendent of Schools)
ATTACHED

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

Dr. Rozzo advised there were no Matters of Information at this time.

Adjournment

The meeting was adjourned at approximately 8:10am.

Barbara L. Bolas, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
School Board Stenographer

Personnel Listing

August 3, 2020

Board Meeting

ELECTION*

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Baldwin, Patrick	High School	Marching Band - Drill Designer	Independent Contractor	07-01-20
Beaver, Joseph	High School	Marching Band Technicians	ECA	07-27-20 through 08-14-20
Covelli, Kim	High School	Nutrition Center Worker	PT	08-13-20
Grover, Brian	District-wide	1.0 Maintenance Technician	FT	08-03-20
Halpner, Robbie	High School	Marching Band Technicians	ECA	07-27-20 through 08-14-20
Holland, Kendall	High School	1.0 Math Teacher (LTS for E. Alloway)	LTS	2020-2021 School Year
Lee, Kelly	High School	Spanish Club	ECA	2020-2021 School Year
Logan, Todd	DAB	Tech Dept Student Worker	PT	07-13-20
McWilliams, Emily	High School	Marching Band - Visual Consultant	ECA	07-27-20 through 08-14-20
Park, Ian	Fort Couch	Assistant Coach - 8th Grade Football	ECA	8-24-20 through 10-25-20
Schratz, Samara	High School	Assistant Coach - Varsity Field Hockey	ECA	08-17-20 through 10-23-20
Smith, Tracy	High School	Robotics Sponsor	ECA	2020-2021 School Year
Thimons, Sierra	High School	Marching Band - Color Guard (Dance) Instructor	ECA	07-27-20 through 08-14-20
Torquato, Stephen	High School	1.0 Social Studies Teacher	FT Contract	2020-2021 School Year
Zebo, Jack	Fort Couch	Assistant Coach - Girls Volleyball	ECA	8-31-20 through 10-25-21

* ALL ELECTIONS (EXCEPT FOR CONTRACT TEACHER & LTS ASSIGNMENTS) ARE CONDITIONAL BASED ON DECISIONS FOR SCHOOL REOPENING FOR THE 2020-2021 SCHOOL YEAR

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Allen, Nicholas	Fort Couch	Head Coach-7th Grade Football	ECA	Assistant Coach-7th Grade Football	ECA	08-24-20 through 10-25-20
Busch, Don	High School	1.0 Maintenance Tech	FT		Leave	6-16-20 through 7-14-20
Loboda, Luke	Fort Couch	Assistant Coach-7th Grade Football	ECA	Head Coach-7th Grade Football	ECA	08-24-20 through 10-25-20
Luxbacher, Eliza	.50 Boyce Resource Teacher (Math)/.50 Ft. Couch Teacher (Special Education)	1.0 Resource Teacher (LTS for K. Ruth)	LTS	1.0 Teacher (0.5 Resource Math/0.5 Special Education)	FT Contract	2020-2021 School Year
Ruth, Katherine	Ft. Couch		Leave	1.0 Curriculum Leader MS Language Arts/Resource Teacher	FT	2020-2021 School Year

REAPPOINTMENT*

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Bowers, Andrew	Fort Couch	1:1 Learning Initiative Facilitator	ECA	2020-2021 School Year

Henderson, Matthew	Boyce	1:1 Learning Initiative Facilitator	ECA	2020-2021 School Year
Radziukinas, Michael	Fort Couch	Assistant Coach - 8th Grade Football	ECA	8-24-20 through 10-25-20

* ALL REAPPOINTMENTS ARE CONDITIONAL BASED ON DECISIONS FOR SCHOOL REOPENING FOR THE 2020-2021 SCHOOL YEAR

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Godwin, Mary Ann	Ft. Couch	Nutrition Center Worker	PT	06-09-20
Zader, Avis	Ft. Couch	Nutrition Center Worker (Cook)	PT	9-11-20

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Cook, Emily	Substitute	Substitute Nurse	Substitute	07-29-20
Herbay, Samuel	Substitute	Student Helper	PT	07-01-20
Kearney, Melissa	Substitute	Substitute Certified Teacher	Substitute	07-28-20
Kelly, Nancy	High School	Assistant Coach - Girls Varsity Tennis	ECA	07-15-20
Klaas, Devon	High School	Assistant Director - Marching Band	ECA	08-14-20
Swain, Laura	Substitute	Substitute Certified Teacher	Substitute	07-28-20
Tena, Angela	High School	Department Head	ECA	2020-2021 School Year

OTHER

EE ID#3786	Approve initiation of disciplinary process per discipline file resolution for employee 2020-1
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MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill

Date: August 3, 2020

RE: Revised 403(b) Plan Documents > Adoption Agreement # 002

Act 5 of 2017, required school districts, beginning July 1, 2019, to have a minimum of four separate "financial institutions or pension management organizations". Therefore, a new 403(b) plan was approved by the Board on June 19, 2019.

Some of the highlights of the Plan Document approved in 2019 are as follows:

- Identified PenServ as the TPA (Third Party Administrator)
- Complied with the IRS' Remedial Amendment period (one time retroactive to 2010)
- Permitted transfers from other 403(b) plans and exchanges within the plan
- Permitted 403(b) and 457(b) contributions
- Continued to allow loans and hardship withdrawals but reported in accordance with IRS regulations

A revised Plan has been submitted for Board ratification. The revised plan adds the contribution type "nonelective" or what is termed an employer contribution. This addition to the plan is necessary to provide payment for the Early retirement Incentive (ERI) offered by the Board in the spring of 2020.

Administration recommends the Board approve the Plan Documents effective July 1, 2020 as presented.

Upper St. Clair School District 2020-2021 Adopted School Calendar (Revised to new version: 7.31.20)

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July 3 Closed, Independence Day

August 2020						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug. 24 Teacher Inservice #1 (Staff Opening Day)
 Aug. 25 Teacher Inservice #2 (Act 80)
 Aug. 26 Teacher Inservice #3 (Act 80)
 Aug. 27 Teacher Inservice #4 (Flex)
 Aug. 28 Teacher Inservice (Floating 6 hour Day)
 Aug. 31 Teacher Inservice #5 (Act 80)

Students = 0 Days Teachers = 5 Days (+1 floating 6 hr day)

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

Students = 19 Days Teachers = 21 Days

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct. 21 Half Day/Early Dismissal for students (Act 80)
 Teacher Professional Development
 Dismissal Times: HS - 10:55am, MS - 11:55am, EL - 11:30am

Students = 22 Days Teachers = 22 Days

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. 3 Teacher Inservice #8 (Act. 80)
 Nov. 4 Teacher Inservice #9 (Classroom Mang. #2)
 Nov. 11 Teacher Inservice #10 (Act 80)
 Inservice #8 & #10 Parent/Teacher Conferences
 Nov. 26-27 No School, Thanksgiving Recess

Students = 16 Days Teachers = 19 Days

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. 24-31 No School, Winter Recess

Students = 17 Days Teachers = 17 Days

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. 1 No School, Winter Recess
 Jan. 18 Teacher Inservice #11 (Classroom Mang. #3)

Students = 19 Days Teachers = 20 Days

February 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Students = 20 Days Teachers = 20 Days

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 5 Half Day/Early Dismissal for Students (Act 80)
 Teacher's Professional Development
 Dismissal Times: HS - 10:55am, MS - 11:55am, EL - 11:30am
 March 30 Teacher Inservice #12 (Classroom Mang. #4)
 March 31 No School, Spring Recess

Students = 21 Days Teachers = 22 Days

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 1-5 No School, Spring Recess
 April 19-23 PSSA Test - Eng Lang Arts (Grades 3-8)
 April 26-30 PSSA Test - Math, Science & Make-up (Grades 3-8)

Students = 19 Days Teachers = 19 Days

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 3-7 PSSA Test - Optional Addtl Math, Science & Makeup (Grades 3-8)
 May 13 Elem. Early Dismissal at 12:45pm
 May 20 Fort Couch Early Dismissal at 1:15pm
 May 27 Boyce Early Dismissal at 1:15pm
 May 31 No School, Memorial Day





Students = 20 Days Teachers = 20 Days


June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 3 High School Commencement
 June 9 Last Day of School for Students
 June 10 Teacher Inservice #13 (Classroom Mang. #5)
 June 23 Student Report Cards:
 USC Parent Portal for HS & MS / Mailed for EL

Students = 7 Days Teachers = 8 Days

TOTAL Students = 180 Teachers = 193

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

 = Remote Learning

**Upper St Clair School District
2020-2021 Adopted School Calendar (Revised 7.31.20)**

July 2020

3 Closed, Independence Day

August 2020

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

September 2020

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

October 2020

21 Half Day / Early Dismissal for Students – Act 80*
(Teachers' Professional Development)

November 2020

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

December 2020

24-31 No School, (District Closed), Winter Recess

January 2021

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

February 2021

March 2021

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

April 2021

1-5 No School, (District Closed), Spring Recess
19-23 PSSA Tests – English Language Arts (Grades 3-8)
26-30 PSSA Tests – Math, Science & Make-ups (Grades 3-8)

May 2021

3-7 PSSA Tests – Optional Additional Math, Science & Make-ups (Grades 3-8)
13 Elementary Schools S.T.A.R Night
(Early Dismissal @ 12:45)
20 Fort Couch Celebration of Learning
(Early Dismissal @ 1:15pm)
27 Boyce Celebration of Learning
(Early Dismissal @ 1:15pm)
31 No School, (District Closed), Memorial Day

June 2021

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

Key

*Early Dismissal Times:
High School @ 10:55am
Middle School @ 11:55am
Elementary School @ 11:30am

** No School for students on
Teacher Inservice Days

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

**Students - 180 Total Days
Teachers – 193 Total Days**

Please note: Starting Wednesday, September 9th until further notice, all Wednesdays will be Remote Learning Days in the Hybrid Model

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 struggled 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 willing 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 on 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 child's 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 thortree 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 HOUSEdid 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, Chipotle, 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, beginning 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 least 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 should be put aside for a while. I have 100% trust in USC teachers and core curriculum for a robust virtual program. I'm 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 hurdle. 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 ploy 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 tends 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 businesses 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 manage similar duties? And how does this provide the USCSD quality education? Especially after South Fayette has already announced 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 extremely 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 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 compromise 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 Lirlita 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 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 is 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!