

**Pine-Richland School District
Key Initiatives Update (February 2022)**

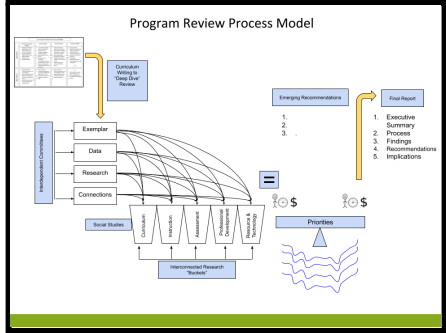
Topic	Progress/Next Steps
<p>Educational Model and Continuum (During COVID-19)</p> <p>Transforming the Future (Post COVID-19)</p>	<p>Starting with communications and planning in February 2020, the district identified three key drivers to ensure an educational model designed to provide continuity of learning throughout the pandemic: (1) health and safety; (2) effectiveness of learning academically, socially and emotionally; and (3) flexibility for students, families and staff.</p> <p>The PRSD Healthcare Leadership Council was formed in June 2020 to help inform this critical initiative. Comprising 43 members that include community-based healthcare experts, this council helped the leadership team refine plans that align with public health guidelines. Twelve members of the council are community residents and subject matter experts in science and/or health. The council held its final meeting on Wednesday, January 5, 2022. The District thanked the experts for their service to our organization and community throughout the course of the pandemic.</p> <p>As a change in approach, following a board vote to make masking optional in the school setting as of January 17, 2022, additional Joint Governance Meetings dedicated to the topic of Health & Safety were added to the school board calendar. Invitations were extended to additional community healthcare providers and to existing members of the Healthcare Leadership Council to promote direct interaction and dialogue among board members and the health experts.</p> <p>On January 10, 2022, the school board voted to update the effective date of the mask optional decision. As such masking requirements will continue during the school day through February 15th. Masking for after school activities and events was made optional effective January 10, 2022. Starting on February 16, 2022, masking will be made optional for students during the school day, yet will remain federally required on school buses. An updated selection for a full virtual learning option was again made available to parents K - 12. That model will now include Kindergarten and will also fold students new to the virtual model at the elementary level into existing PRVA+ classes. Secondary students will be able to access their typical schedule from home by joining remotely for class sessions.</p> <p>While PRVA was launched out of necessity during the 2020-2021 school year, the hope was that our commitment to PRVA+ in 2021-2022 would be one outside of the shadow of the pandemic. We are now leveraging the model again, due to the continued impact of COVID-19, for health-related reasons. The District did commit to providing this model of education beyond the impact of the pandemic as we had many students thriving in this virtual model. The Transforming the Future Leadership Council has continued to meet to plan out the future of PRVA+ and virtual learning models at Pine-Richland. The council has approximately 50 representative members of the school and community (e.g., teachers, paraprofessionals, administrators, technology coaches, students, parents, etc.).</p>



**Pine-Richland School District
Key Initiatives Update (February 2022)**

<p>Common Assessments and Collaborative Discussions to Drive Instruction</p>	<p>Over the past few years, all departments have worked to develop common assessments. A common assessment development step-by-step guide was created by Pine-Richland staff members. Those assessments are aligned with the learning goals and standards within the Pine-Richland curriculum. Annually, those teaching the same course work collaboratively to make adjustments to both the curriculum and the assessments based on reflections conducted near the end of each unit and school year.</p> <p>As we have continued to mature in our understanding and use of common assessments, the focus for this year is on what the district is calling “data for action”. Assessment windows are being identified to ensure the common assessments are being administered at or near the same time. Once administered, the power of the common assessment is in the collaborative analysis. Those teaching the same course come together to review the results of the common assessment and determine areas of strength and opportunities for individuals or groups of students. In addition, the analysis may lead to modifications of instructional approaches or to curriculum.</p> <p>In the Multi-Tiered Systems of Support (MTSS), common assessments are primarily Tier I interventions. They are designed to guide teachers in making immediate modifications to how they support each student based upon the assessment results. Examples include small group instruction during class, RAM time adjustments, or flexibly regrouping students during academic support at the middle school. The Special Education & MTSS programs are being reviewed as a part of the In-Depth Program Review process this year. The use of data from assessments and screeners to match students to relevant interventions will be further refined as a part of this process.</p> <p>Our Academic Achievement and Growth Report (AAGR) highlighted specific examples of how common assessments are being used across various grade levels and content areas. The Joint Governance Meeting held on Thursday, November 18, 2021, was led by staff members talking through the use of Data for Action within their grade span. Paired with this discussion, school board members were invited to take part in school walk-throughs to observe the learning and practices in action on Friday, November 19, 2022.</p>
<p>Diversity, Equity and Inclusive Schools</p>	<p>Diversity, equity, and inclusion (DEI) is a key strategic initiative linked to safety and school culture. A DEI Leadership Council was formed in the 2020-2021 school year, in order to provide oversight and incorporate feedback from multiple perspectives and experiences. Stakeholder groups include students, staff, parents, and Board members. In late September, this group convened for the first time in the 2021-22 school year and was expanded to include student alumni representation. The focus for the initial meeting of the 2021-22 DEI Leadership Council was to solicit feedback on goals identified for the 2021-22 school year, and review district definitions of the terms “Diversity”, “Equity”, and “Inclusion”. Members of the DEI Leadership Council had the opportunity to provide feedback on a draft of Policy 832: <i>Educational Equity</i>, as well as review results of the 2020-21 annual stakeholder survey for students disaggregated by race at the district and school configuration levels (e.g. elementary/secondary). On October 4, 2021, a Joint Governance meeting was held to discuss DEI planning and progress, with a specific focus on Policy 832 adoption. In late October, as part of a scheduled In-Service day, staff viewed the annual stakeholder survey for students disaggregated by race within their own school to understand their student perspectives and inform planning. Details related to our progress and future goals can be found on the DEI website.</p> <p>The board and community have begun the review process of Policy #832. This collaborative discussion will continue during the second semester. The building-level teams are focusing on two goals: 1) To deepen the understanding of Pine-Richland’s definitions of diversity, equity, and inclusion. Building-based teams along with district administrators will work with all stakeholder groups (students, staff, families) to deepen the understanding of each of these terms and how DEI</p> <div data-bbox="1317 1234 1495 1524" data-label="Image"> </div>

**Pine-Richland School District
Key Initiatives Update (February 2022)**

	<p>will help us support every student every day; 2) Develop a Pine-Richland Equity Audit for internal staff and include additional DEI questions in our annual stakeholder surveys for students, staff, and parents/community. Sub-committees will help develop these questions for each stakeholder group in an effort to help us identify specific areas of strength and opportunity related to equitable practices throughout our district. The audit and new survey questions will be shared with the board and community for input prior to distribution. At Pine-Richland, equity is defined as fair treatment, access, and elimination of barriers for all students.</p>
<p>In-Depth Program Review Study Phase: Special Education, Art and World Language</p>	<p>All of our special education, and some of our MTSS, in-depth program review sessions have been aligned with in-service days to lessen the impact on buildings due to absences. Our overall committee was split into two groups. One has focused specifically on our MTSS process and interventions, and the other has focused specifically on each of our support programs, e.g. learning support, emotional support, life skills support, autism support. The subcommittees have begun their work and are intentionally starting and ending each work session in the full group to share the work accomplished, next steps, and ensure integration and alignment.</p> <p>The Art and World Language Departments have also continued their work in the study phase of the In-Depth Program Review process. These departments have followed the traditional process for program evaluation (see image). Participants are organized into subcommittees (i.e., Research, Exemplar Schools, Data/Information and Connections) and have begun their interdependent work. This process serves as the engine that drives continuous improvement in our educational programs. As the process unfolds, there are numerous opportunities for stakeholder input from students and parents. Given that this work is not aligned to in-service days, the work sessions scheduled for January were put on hold so as not to overwhelm our staffing system with additional absences, when we already have an inability to staff all absences, apart from professional development opportunities. Our intent is to resume these sessions as scheduled in February should the case counts drop and staffing metrics improve.</p> 
<p>In-Depth Program Review Implementation Phase: Science; Health & PE; Math; Business & Computer Science; Social Studies; Gifted and/or Highly Achieving; English Language Arts; Library; Music</p>	<p>Building administrators, senior leadership team members, department chairpersons and teachers are implementing the recommendations from the in-depth program reviews in Science (2016-17), Health/PE (2016-17), Mathematics (2017-18), Business/Computer Science (2017-18), Social Studies (2018-19), Gifted and/or Highly Achieving (2018-19), Music (2019-20), Library (2019-20), and English Language Arts (2019-20). Each department is monitoring the implementation process through shared action plans.</p> <p>We see an increased need to coordinate the work between departments where recommendations are aligned and to be integrated. It is through the leadership of the ALC members, principals, and teachers across each department that we are able to achieve integration and alignment of our desired outcomes and approach. As we move beyond the pandemic and are better able to bring our teams together and focus on additional strategic work, we will be focusing on the implementation of these recommendations to ensure that they are felt at the classroom level and reflect consistent deployment. As we learn more effective ways of engaging our teams in the implementation phase, we will continuously revise our process with the new departments entering the study and eventually implementation phases to focus on success.</p>

**Pine-Richland School District
Key Initiatives Update (February 2022)**

Sustainability	<p>As part of the district's strategic plan, we have a long-term goal to consider and evaluate opportunities to promote sustainability and reduce our environmental footprint. Essentially, we will need to define parameters, decision points and key issues of focus. We have the opportunity to possibly develop a sustainability leadership council to include a variety of stakeholders with a large amount of student involvement. One of which could be involvement from a student-led "six-school club". This type of behavioral change involves participation and collaboration from students, promoted by the staff, supported by families and within the community. As we develop an approach to this topic, we understand this is an area of complexity and of continuous pursuit. This topic will be reviewed at the February 7, 2022 school board meeting with continued discussion at a joint governance meeting scheduled for March 21, 2022.</p>
School Safety and Security	<p>The district continues to take a strategic approach to the topic of school safety and security. Fostering a safe and positive school environment sets the foundation for learning. As a district, we focus on a wide range of actions to strengthen that culture. In addition to the steps identified above, in May 2020 and again in June 2021, the district reviewed, amended, and the board approved a revised Memorandum of Understanding with NRPD providing for the creation of a School Resource Officer (SRO) position within the district. Continuing for the 2021 - 2022 school year, the SRO has worked in conjunction with the district's Safety and Security Coordinators to provide additional safety and security measures as well as greater police presence at the secondary campus. It is our goal to create a positive, welcoming environment for our students and families. The district's Emergency Operations Plan was also board-approved in June 2021 for the upcoming year.</p>