



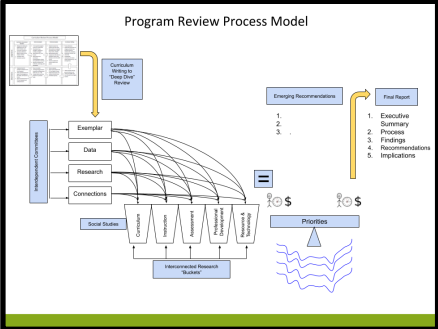
**Pine-Richland School District
Key Initiatives Update (November 2021)**

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: (1) health and safety; (2) effectiveness of learning academically, socially and emotionally; and (3) flexibility for students, families and staff. 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 has continued to meet throughout the planning phase for the 2021-2022 school year.</p> <p>Following the recommendations to start the year with masks for students, staff, and visitors while conditions were being monitored, the PA Department of Health released a mandate reinforcing the same for all school entities. Students began the year seated 3 feet apart in the classrooms, which combined with the masking measures, reduced the need to identify any close contacts and mitigated quarantine. At the start of the year, students were also only 3 feet apart in the cafeteria, which led to higher numbers of quarantine. As a result, in late September, principals worked to modify and expand lunch logistics, allowing for students to be seated 6 feet apart, thereby reducing close contact identification and quarantine impacts.</p> <p>Students are able to participate passively in classroom learning through either GoogleMeet or BlackboardCollaborate when related to an official ACHD COVID-19 related circumstance. Since the start of the year, we have also expanded this to include synchronous, interactive engagement for students in intensive interventions (e.g. Tier 3 supports through MTSS) to ensure effective continuity of learning.</p> <p>In addition to these efforts, a strategic decision was made to review the educational models offered to students for the 2021-2022 school year, and beyond. The global pandemic has disrupted so many industries. In public education and at Pine-Richland specifically, we have responded with a balance of systems thinking and agility. This challenge has provided the generational opportunity for innovation and transformation. COVID-19 is seen as a disruptive event that may stimulate breakthrough change and innovation. The Transforming the Future Leadership Council has been established as a representative group of approximately 50 representative members of the school and community (e.g., teachers, paraprofessionals, administrators, technology coaches, students, parents, etc.). Through discussion with this council, the district has committed to offering both the traditional in-person experience for 2021 - 2022 and a full virtual 1st - 12th-grade option for interested families.</p> <p>For the 2021-2022 school year, PRVA+ was launched and currently has just over 30 (approximately 0.5% of) students total across grades 1-12. The staffing and educational delivery model was adapted to support these students and their learning. The remaining 99.5% of students are attending school 5 days a week in the traditional model with mitigation efforts in place to keep us in school and learning face-to-face. The district will be evaluating the effectiveness of the learning for these families, whose students have thrived in and prefer the virtual model to determine the strategic direction for this program in future years. The goal is to retain the PRVA+ student participants and to begin attracting back children living within the PRSD footprint, yet who have opted for a different cyber school option in the community.</p> 

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<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.</p> <p>Our Academic Achievement and Growth Report (AAGR) will highlight specific examples of how common assessments are being used across various grade levels and content areas.</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: Equitable Schools, 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 Committee 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 will view the disaggregated 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 logo for Diversity, Equity, & Inclusion at Pine-Richland School District. It features a circular emblem with the words 'PINE RICHLAND' at the top and 'SCHOOL DISTRICT' at the bottom. Inside the circle, several hands of different skin tones are clasped together in a supportive grip. Below the emblem, the words 'Diversity, Equity, & Inclusion' are written in a green, serif font, with a large ampersand between 'Equity' and 'Inclusion'.</p>

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<p>In-Depth Program Review Study Phase: Special Education, Art and World Language</p>	<p>In order to allow time for focus on school start-up and setting a foundation for learning, the initial session for the study phase of our special education/MTSS in-depth program review did not occur until October 29th. This was a teacher in-service day. Our purpose for scheduling on an in-service day was to lessen the impact on buildings due to absences. Our initial approach has been to split the overall committee into two groups. One will focus specifically on our MTSS process and interventions, and the other will focus specifically on each of our support programs, e.g. learning support, emotional support, life skills support, autism support. Our initial meeting focused on getting each member grounded in our process and developing a common understanding of the mission. We also left that meeting with specific committee assignments and a meeting schedule for the remainder of the school year.</p> <p>The Art and World Language Departments are also engaged in the study phase of the In-Depth Program Review process this year. Given the initial focus on school start-up and setting a foundation for learning, the initial kick-off meetings for these departments did not occur until late October. These departments will follow the traditional process for program evaluation (see image). Participants are organized into subcommittees (i.e., Research, Exemplar Schools, Data/Information and Connections). 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.</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>
<p>Sustainability</p>	<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.</p>

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School Safety and Security

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.