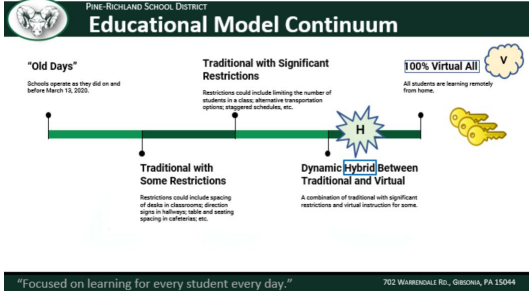
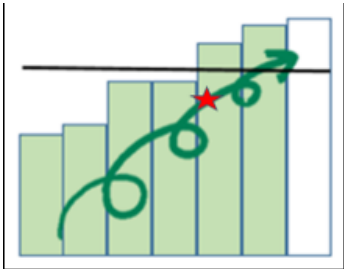






Pine-Richland School District
Key Initiatives Update (February 2021)

| Topic | Progress/Next Steps |
|--|--|
| <p>Educational Model and Continuum (During COVID-19)</p> | <p>Starting with communications and planning in February 2020, the district has continued to use three key drivers to design and improve the educational model: (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 to help inform this critical initiative. Comprising 43 members that include community-based healthcare experts, this council has helped the leadership team refine plans that align with public health guidelines. The concept of a continuum has been used to illustrate the hybrid model and virtual-for-all contingency.</p> <p>A comprehensive approach to communication with evidence-based rationale for decision-making has been implemented. Weekly eBlasts provide concise updates of critical areas of focus. The CDC holistic dashboard is now updated weekly to reflect core indicators (i.e., incidence rate, PCR test positivity rate, and mitigation strategies). Secondary indicators are also reflected using the CDC color-coding thresholds. PRSD-specific cases for students and staff are updated by building. PRSD continues to meet requirements set by PDE/PADOH. The health services department is providing excellent levels of support and coordination as the pandemic response team works with the Allegheny County Health Department (ACHD).</p>  <p>The diagram, titled "Educational Model Continuum", shows a horizontal spectrum. On the left is "Old Days" (schools open as they did or before March 15, 2020). In the middle is "Traditional with Significant Restrictions" (restrictions could include limiting the number of students in a class, alternative transportation options, staggered schedules, etc.). To the right of that is "Traditional with Some Restrictions" (restrictions could include spacing of desks in classrooms, direction signs in hallways, table and meeting spacing in cafeterias, etc.). Further right is "Dynamic Hybrid Between Traditional and Virtual" (a combination of traditional with significant restrictions and virtual instruction for some). On the far right is "100% Virtual All" (all students are learning remotely from home). A red star is placed between the "Dynamic Hybrid" and "100% Virtual All" models. A green arrow points from left to right across the spectrum. At the bottom, it says "Focused on learning for every student every day." and "702 WARMENDALE RD., GIBSONIA, PA 15044".</p> |
| <p>Transforming-the-Future Educational Models (Post COVID-19)</p> | <p>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. In this revised image, we see COVID-19 as the "red star" event that may stimulate breakthrough change and innovation. Aspects of virtual education and blended learning tied to the current circumstances may be important to preserve in some cases - in the future. An initial core team has begun to develop an action plan for this work. Over the next couple months, various meetings and input opportunities will be held to frame this key initiative. A representative leadership council will then be established as part of the overall work and to ensure two-way engagement of all stakeholders. A joint committee meeting is scheduled for March 15, 2021, beginning at 6:00 p.m. to discuss this topic.</p>  <p>The image shows a bar chart with five green bars of increasing height from left to right. A green arrow curves upwards from the first bar to the fifth bar. A red star is placed on the second bar from the right. A horizontal black line is drawn across the top of the bars, and a vertical black line is drawn at the end of the fifth bar.</p> |

Pine-Richland School District
Key Initiatives Update (February 2021)

| | |
|--|--|
| <p>Diversity, Equity and Inclusive Schools</p> | <p>Diversity, equity, and inclusion (DEI) is a key strategic initiative linked to safety and school culture. The goal of this work is to achieve our mission by helping staff and students establish environments of inclusion and appreciation of differences. Counselors, administrators and other support staff (Core Team) have been collaborating with the community-based PR anti-racism coalition and the District's DEI Leadership Council to identify short- and long-term actions and goals. Additionally, the district is working with local universities and other school districts to gather information, insight, and share best practices.</p>  <p>The district has identified and refined a number of key DEI research topics that will guide our strategic, sustainable action items. Research topics include: (1) Family & Community Outreach and Partnerships; (2) Staff training & development; (3) Student organizations & school culture; (4) Curriculum & instruction; and (5) Policies & procedures. A policy review is also being conducted by the PRSD School Board and administration related to nondiscrimination and the district and school board are reviewing a new policy developed by PA School Board Association (PSBA) - Educational Equity. Used as an assessment tool, the Mid-Atlantic Equity Consortium (MAEC) Audit was administered to a sample of staff, students, and community members. The results provided the team with key areas of strength and opportunity. While these longer-term, sustainable plans are being developed, short-term actions will continue.</p> <p>This key initiative was introduced to the staff in August. The initial professional development session focused on DEI for the entire staff will be held during the February in-service. Topics will include initiative goals (awareness), common language development, and review of data.</p> |
| <p>In-Depth Program Review Study Phase: Special Education, World Language, Art</p> |  <p>Given the context of the global pandemic and the impact on the educational program, modifications have been made to both the timeline and the process for the in-depth program reviews planned this year in the Special Education, World Language, and Art.</p> <p>The structure of the work we conduct typically involves departmental and program representation across each of our grade spans and schools. Teacher representatives would typically secure substitutes for these full-day work sessions. Given the overall decrease (nationally and regionally) in substitutes interested in entering classrooms during the pandemic and the number of classrooms that need coverage for teachers working virtually, we would be unable to support this model without impacting our programming.</p> <p>The Special Education program review would involve a number of different representatives from across departments, as well as grade spans, buildings, and roles (e.g. special and regular education teachers; psychologists; intervention specialists; reading specialists; administrators; etc.). This program review has a scope that is too large to accommodate within the current context. As a result, we have deferred this review to the 2021-2022 school year, at which time we hope conditions have improved and staffing will be available to support our needs.</p> <p>Within the World Language and Art departments, a podcast introducing the departments to the work ahead and asking them to complete critical framing activities was sent out at the end of October. Intentions were to use only planned in-service time to begin the process this year and possibly extend into 2021-2022. Due to the ongoing need for attention to the continuity of learning model and anticipated work related to transition and transformation planning for the 2021-2022 school year and beyond, we are postponing the start of the art and music IDRPs to June at the earliest.</p> <p>Through annual revisions of the IDPR process, the study and recommendations are completed more efficiently than in previous years. Adjustments will be made to the strategic plan to address this postponement. Other departments waiting to complete their studies are school counseling, health services, engineering and technology, and family & consumer sciences. Once these</p> |

Pine-Richland School District
Key Initiatives Update (February 2021)

| | |
|--|--|
| | <p>studies are completed the cycle of all department reviews will begin.</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>Significant progress is being made in each of these departments, with those in the initial years reflecting the most change and progress towards full implementation, with the exception this year of the Music, Library, and English Language Arts, as they have been impacted by the pandemic and necessity to focus on health/safety and the current educational delivery models within the hybrid. We are seeing an increased need to coordinate the work between departments where recommendations are aligned and to be integrated. Examples exist between social studies, library, and English Language Arts, related to social justice, diversity, and current events being brought into the classroom through text, discussion, and resources of varying perspectives. With the deference of the in-depth program review study phase for Art, World Language, and Special Education, we will engage those ALCs with ample availability in the strategic implementation of the recommendations identified through their respective departments.</p> <p>Engaging the ALC members, principals, and teachers across each department has amplified the impact of the work and allows for the integration of work to be best coordinated for each recommendation with transcending impact. We previously established quarterly action plan meetings with the leadership teams for each department engaged in the implementation phase to prioritize and take action on each of the next steps. These meetings will continue as is possible, balancing the demand for focus on learning within the hybrid and the ability to move forward with new recommendations.</p>  |
| <p>Budget Awareness and Future-Focused Financial Planning</p> | <p>The development and implementation of long-range financial strategies have been an area of ongoing study and action for the school board and administration for many years through the Pine-Richland School District strategic plan. However, COVID-19 has economic implications for both the short- and long-term planning horizon. Consistent with our annual approach, we are focused on an analysis of the key drivers for revenue and expenditure (e.g., staffing levels, debt service, transportation, capital funding, technology and curricular supplies). Our operational efficiency measures continue to reflect a strong return-on-investment for the educational program at Pine-Richland. We need to continue to refine our systematic and integrated approach to short- and long-term expenditures grounded in the mission/vision/values and strategic plan. A continued focus exists on strategic decision-making to ensure a strong financial position currently and in future years.</p>  <p>For the 2021-2022 fiscal year, our district approved the Act 1 Resolution which limits a possible tax increase to no more than 3%. Consistent with our annual process, the general fund budget for next school year will continue to be refined over the next few months. The final budget and tax rates will be set in early June.</p> |

Pine-Richland School District
Key Initiatives Update (February 2021)



Primary Schools Redistricting for 2021 - 2022 (Hance, Richland and Wexford)

During the development of the 2019-2023 strategic plan, the district identified a need to conduct an updated demographic study given the increasing trend in enrollment within the Wexford Elementary School zone. A new study was conducted in the 2019-2020 school year to provide updated information about the 10-year enrollment projections for our school. While the overall enrollment of the district has remained stable for the last 10 years and is projected to remain stable for the next years, our district has seen significant increases in enrollment in the West (Township of Pine), while the enrollment in the East (Richland Township) has been declining over time. The net result is stable enrollment, with a shift of population from “East to West” within our district, given the number of constructed and planned real estate developments yielding in-migration. Beyond the 2020-21 school year, Wexford Elementary School would have been unable to absorb additional increases in sections and still deliver educational programming as intended (e.g. special areas classes and related services).

Given the new projections and a list of established decision-making criteria about which the administration and board achieved consensus in the spring of 2020, third party demographers (Thomas & Williamson and Davis Demographics) developed two viable redistricting scenarios for consideration of the administration and school board. After a Town Hall and board discussion, Scenario B was recommended and approved for implementation. Starting in December 2020, the focus shifted to logistics and strategic planning for the transition of impacted students to their newly assigned Pine-Richland elementary school. Senior Leadership Team members, the primary principals and counselors, and key partners (e.g. Student Transportation of America) have been collaborating and created action plans and benchmarks for key item completion. To date, families impacted have received a new letter of assignment via direct email. STA has redesigned their primary school routes and utilized the week of January 11th to have drivers test the routes to provide feedback regarding safety and efficiency improvements and adjustments. After the Kindergarten registration for 21-22, the routes will be analyzed again for efficiency. Families and students will be invited to participate in a number of transition activities with connections to the new school, new peers, and new supportive adults will be the primary focus.

Student and Financial Software System Evaluation



The Student Information System (SIS) and Financial Software System (FIS) form a backbone for day-to-day operations within the district. Following a detailed project migration plan by the technology department and the human resources/business office, both new systems - **SapphireK12 (SIS)** and **Tyler InfiniteVisions (FIS)** - went live on July 1, 2020.


SapphireK12

Initial support from the SapphireK12 team has been positive. The selected system has enabled different uses for our district. In the past few weeks, the Pine-Richland Sapphire Community Web Portal (CWP) opened and over 7,600 users (students and/or guardians) have logged in to view student bus assignments, class schedules, homerooms, and complete forms. Year-to-date, over 5,000 forms have been completed and submitted electronically at the high school level. In years past, these forms were completed on paper. We will continue to evaluate data processes and the integration of the Sapphire system into our workflows. Currently the SIS administration team is refining the online process and workflow for the student registration process with the intent to allow parents/guardians to electronically enroll any time throughout the year.

Tyler InfiniteVisions

Throughout the summer, the business office ran two parallel systems. The former system, eFinance, will be used through March 31, 2021, in order to close out audit entries and accruals and complete calendar year 2020 W2 processing and reporting. This will also provide additional lead time to obtain additional data backups. Future configuration sessions have been scheduled

Pine-Richland School District
Key Initiatives Update (February 2021)

| | |
|-----------------------------------|--|
| | <p>in June 2021 for fiscal year-end processing. In addition, the Human Resources department will be scheduling additional sessions to build additional workflows and configurations to assist in streamlining the processes for reporting of full-time equivalents, new hire data entry, and position control.</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, the District has reviewed, amended, and approved a revised Memorandum of Understanding with NRPD that provides for the creation of a School Resource Officer position within the District. Starting in the 2020-21 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. Through training and dialogue, we will work to ensure that the presence of and collaboration with the SRO is a positive addition to our schools.</p>  |