



# Key Communicators Meeting

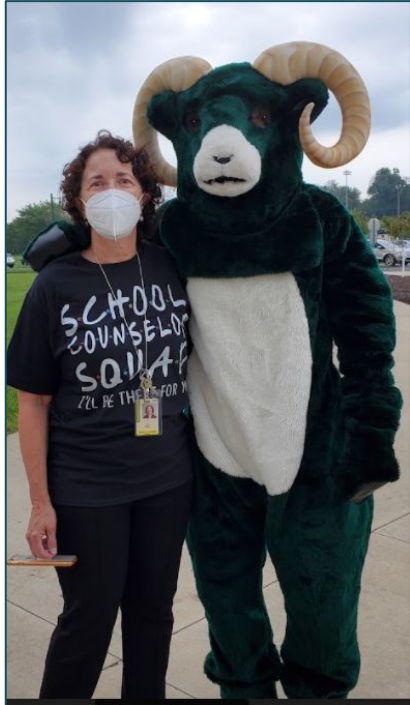
**September 21, 2021**



# Introductions and Purpose

- ▶ Welcome to Key Communicators.
- ▶ The purpose of this group is two-way discussion of areas of importance in the school district through a culture of mutual trust and candor.

# Fundamental Goals (Shared in August)



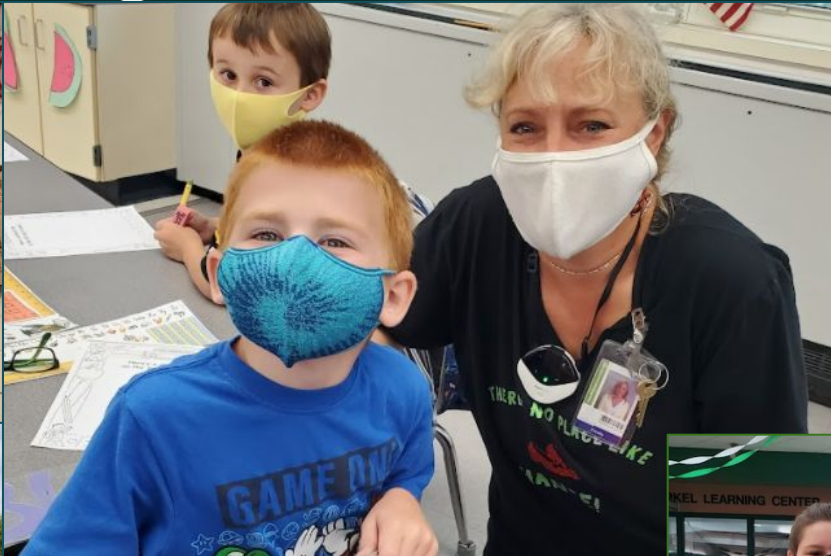
*The top priority is to resume in-person classroom instruction to best support the intellectual, social and emotional development of our students.*

- We want to maintain all co- and extra-curricular activities including athletics and music.
- We want to limit disruptions to daily attendance through illness and/or quarantine.
- We want to make adjustments as needed based on conditions, cases and guidance.



PINE-RICHLAND SCHOOL DISTRICT

# Celebrating "Back-to-School" Together



"Focused on learning for every student every day."

702 Warrendale Rd., Gibsonsia, PA 15044



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# Celebrating “Back-to-School” at Hance



**Bonus Video:**  
RAMS Way Reward  
for Mrs. Prins' Class

*“Day 2 and it feels like we are getting into the swing of things!  
Third grade logging into Freckle on their Chromebooks.”*

*“Focused on learning for every student every day.”*

702 Warrendale Rd., Gibsonia, PA 15044



# Celebrating “Back-to-School” at Richland



*“Mrs. Savannah’s class works on their fine motor skills and learning about the color wheel with a fun activity in kindergarten! They had to listen carefully to the directions and try really hard to stay in the lines. They made orange with yellow and red, discussing combining the primary colors!”*



PINE-RICHLAND SCHOOL DISTRICT

# Celebrating “Back-to-School” at Wexford



*“Wexford Elementary students had a virtual author visit with Peter H. Reynolds. He read the book, I Am Courage. Grounded in mindfulness and resiliency, I Am Courage is an empowering reminder that we can conquer anything with our PRIDE Values.*”

“Focused on learning for every student every day.”

702 Warrendale Rd., Gibsonia, PA 15044





# Celebrating “Back-to-School” at PRVA+

Meet - fyd-oaya-uxb

meet.google.com/fyd-oaya-uxb?authuser=0

Jennifer Novak is presenting

Kami Teacher Edu

Week 01 - M3L1GeographyoftheFertileCrescent.pdf

130%

Select

Dictionary

Text to Speech

Markup

Comment

Text Box

Equation

Drawing

Shapes

Eraser

Add Media

Signature

Illustrate the stages of Irrigations and Civilization

tools

clay pot

2:33 PM | emesp7xdkf

Turn off microphone (add + 0)

67°F Cloudy

2:33 PM 9/8/2021

*“Sixth Grade worked together as a team to create illustrations to help remember the different stages of irrigation in Mesopotamian civilization. Before the Tigris and Euphrates Rivers were controlled, flooding was a major problem. Canals were built to protect homes and move the water to the crops, which allowed more crops to grow. The food surplus allowed some people to develop new skills instead of farming.”*



PINE-RICHLAND SCHOOL DISTRICT

# Celebrating “Back-to-School” at Eden Hall



*“Sixth graders take a quick mask break to enjoy a game of Rock, Paper, Scissors.”*



PINE-RICHLAND SCHOOL DISTRICT

# Celebrating “Back-to-School” at PRMS



*“There is quite literally a flurry of activity as PRMS debuts its new library space for students.”*

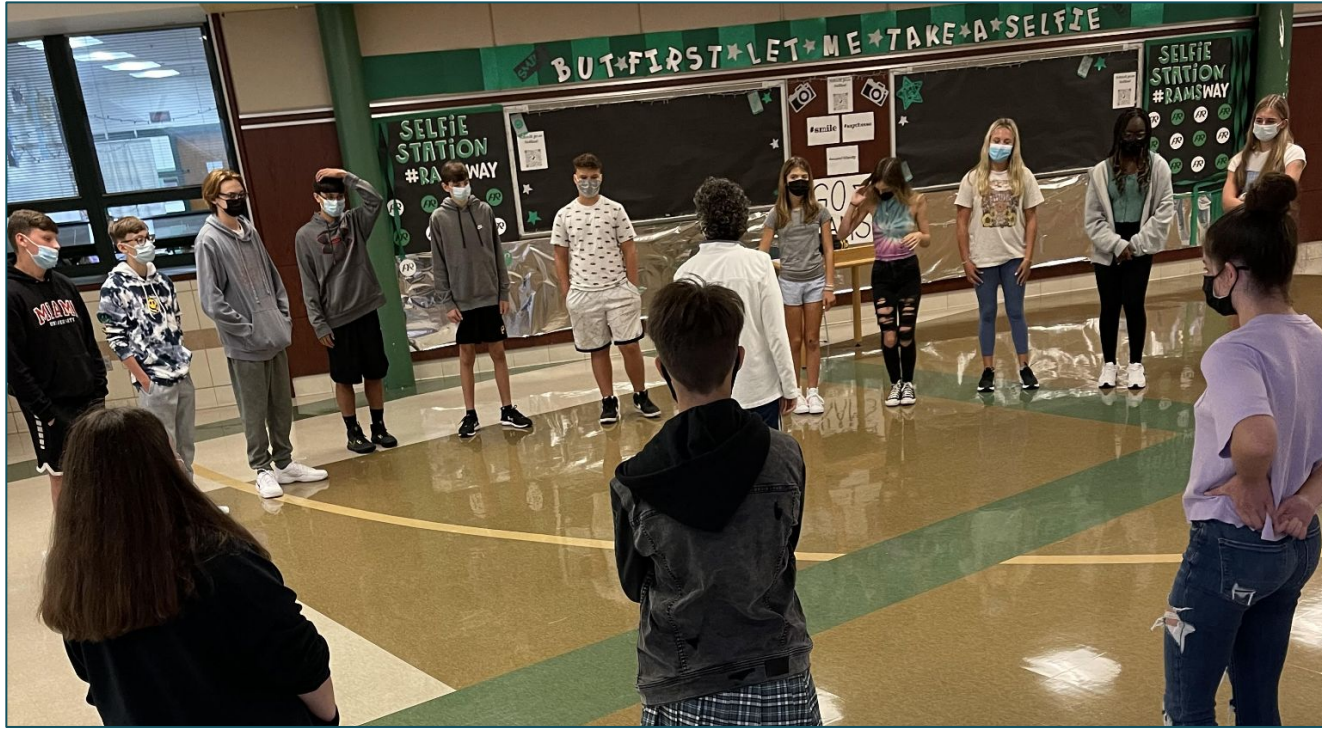
“Focused on learning for every student every day.”

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PINE-RICHLAND SCHOOL DISTRICT

# Celebrating “Back-to-School” at PRHS



*“Jump in, Jump out- 9th grade students were jumping into getting to know each other the first week of school in health class. Miss Scherer used the open LGI instead of the classroom for her icebreaker activities.”*

*“Focused on learning for every student every day.”*

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# Educational Model Continuum\*

## “Old Days”

Schools operate as they did on and before March 13, 2020.

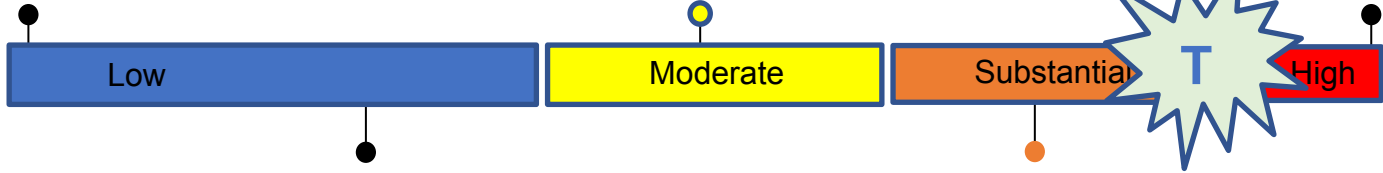


## Traditional with Significant Restrictions

Restrictions could include limiting the number of students in a class; alternative transportation options; staggered schedules, etc.

## 100% Virtual

All students are learning remotely from home.

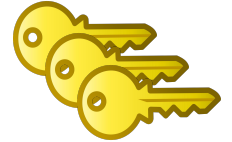


**Traditional with Some Restrictions**

Restrictions could include: cleaning; sanitizing; some spacing of desks in classrooms; optional masking; etc.

**Dynamic Hybrid Between Traditional and Virtual**

A combination of traditional with significant restrictions and virtual instruction for some.



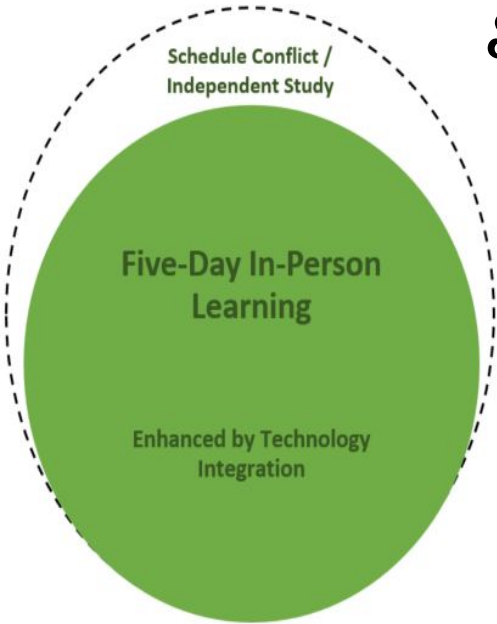
**\*Conditions are worsening and cases are rising with the Delta variant.**



# In-Person v.s. Full Virtual Enrollment

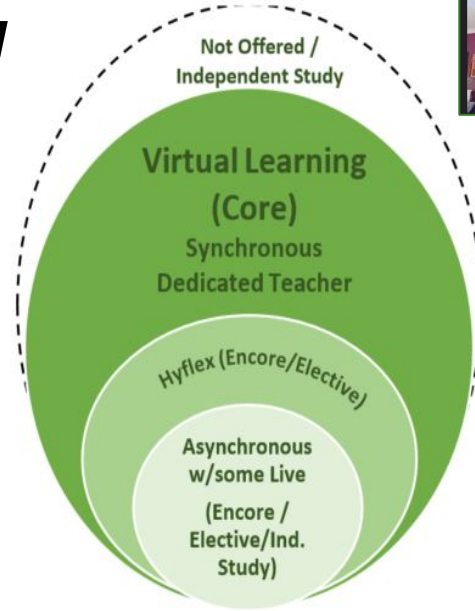


## Traditional Full In-Person Model (99.5%)



## Select & Stay Model

## Full Virtual Academy Model (0.5%)





# Full Virtual Enrollment in PRVA+

## Number of Students 2021-2022 Grade Level

Grade	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Total	5	2	7	2	3	4	0	2	3	2	1	0	31

At the elementary level, virtual teachers are also supporting in-person students.

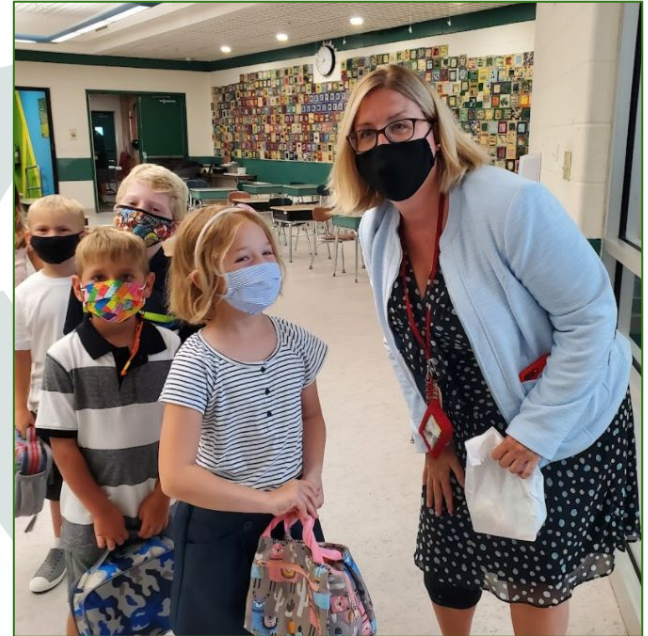
At the secondary level, most teachers do not have a virtual student. Some teachers have 1 or 2 students in one class, and no virtual students in any other class.





# PRSD Health & Safety Plan Mitigation Efforts

- **Masking Requirement**
- **Physical Distancing/Seating Charts**
  - Students Seated 3' Apart in Classroom
  - Students with Exemption 6' Apart in Classroom
  - Students are 3' Apart at Lunch (unmasked)
  - Students are Mostly 1 or 2 to a Seat on Bus
- **Plexiglass Partitions for Group Tables**
- **Use of Outdoor Space when Possible**
- **Sanitizing Stations throughout Buildings**







# Updated Order from the PADOH

- **Order of the Acting Secretary of the Pennsylvania Department of Health**
  - August 31, 2021 Release
  - Overrides Local Health & Safety Plan
  - Requires Face Coverings in School Entities
  - Applies Students, Staff, & Visitors Indoors
  - Exemptions Granted for Medical, Mental Health, or Disability Grounds (Section 3)
  - Face Shields only Acceptable when Cloth Face Coverings are not Possible



## Order of the Acting Secretary of the Pennsylvania Department of Health Directing Face Coverings in School Entities

The 2019 novel coronavirus (COVID-19) is a contagious disease that continues spreading rapidly from person to person in the world, the United States, and this Commonwealth. Despite periods of time when the virus seemed to wane, it, like all viruses, has continued to mutate, and spread. As of the date of this Order, there have been 1,300,368 cases and 28,235 deaths in this Commonwealth caused by the still present and ongoing pandemic. At this time, the Centers for Disease Control and Prevention (CDC) estimates that the Delta variant is the predominant strain in the Commonwealth. COVID-19 can be transmitted from any person who is infected, even if they have no symptoms and, with the Delta variant, even if they have been vaccinated.<sup>1</sup> Symptoms of COVID-19 may include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. Older adults and people who have serious chronic medical conditions were considered to be at higher risk for serious illness. Now, because of the rise of the Delta variant, increasing disease and hospitalizations, and the inability to obtain vaccines for a large part of that vulnerable group, children are more and more at risk.

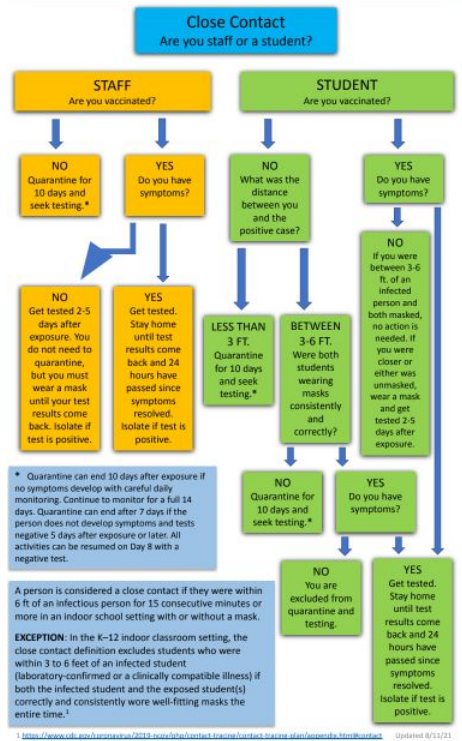
There are several reasons for the increasing risk to children from COVID-19. The risk overall to the unvaccinated population is rising. Given the rise in hospitalizations and deaths, and despite COVID-19 vaccines being available, the Delta variant of the SARS-CoV-2 virus is causing the rate of cases of COVID-19 to increase.<sup>2</sup> The Delta variant is more infectious and more transmissible.<sup>3</sup> Additionally, data is suggesting that the Delta variant is more infectious than previous strains of SARS-CoV-2.<sup>4</sup> Vaccination remains the best way to protect against COVID-19; however, not all of our population is vaccinated. A COVID-19 vaccine has been approved for children under the age of 12. As of August 12, 2021, the number of cumulative cases reported in children in the Commonwealth was 12,805 in the 5-12 years of age cohort, 56,039 in the 5-12 years of age cohort, and 88,205 in the 0-4 years of age cohort.





# CDC Close Contact and Quarantine

## COVID-19 Quarantine Guidance Flowchart K-12 schools



**Close Contact through Proximity and Duration of Exposure:** Someone who was within 6 feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period (for example, *three individual 5-minute exposures for a total of 15 minutes*). An infected person can spread SARS-CoV-2 starting from 2 days before they have any symptoms (or, for asymptomatic patients, 2 days before the positive specimen collection date), until they meet criteria for discontinuing home isolation.


- **Exception:** In the **K-12 indoor classroom** setting, the close contact definition **excludes** students who were within **3 to 6 feet of an infected student** (laboratory-confirmed or a clinically compatible illness) where
  - both students were engaged in **consistent and correct use of well-fitting masks; and**
  - other **K-12 school prevention strategies** (such as universal and correct mask use, physical distancing, increased ventilation) were in place in the **K-12 school setting**.

This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.



# PRSD Weekly Active Cases/Quarantine Tracker

PRSD Weekly Update: Active Cases and Active Quarantine (Updated 9/17/21 11:40 a.m.)

 Aug / Sept Total		PRHS	PRMS	EHUE	HES	RES	WES
<b>Active Cases</b>	24	4	4	11	3	2	0
Students	20	3	4	9	2	2	0
Staff	4	1	0	2	1	0	0
<b>Active Quarantine</b> Combined Students and Staff	41	8	3	19	5	6	0

At this time, the COVID-19 active case and active quarantine tracker will be updated each Friday at Noon. Please note that all confirmed cases are assigned to a building. In some cases, the student or staff member has not been physically present in that building during the infectious period. PRSD health services and administrative staff work directly with ACHD officials for contact tracing. ACHD determines quarantine requirements per the [embedded flowchart](#). Quarantine statistics are based on close contacts in the school building or school-related activity. Close contact and quarantine outside of school are not calculated in this table.



# Learning for Students in Quarantine/Isolation

- **Notice Provided to School Nurse (Confirmation of ACHD Quarantine Timeline)**
- **School Nurse ensures Relevant Teachers are Informed of Absence Timeline**
- **Teachers Provide Information to Student(s)**
  - Learning Goals, Activities and Resources
    - Google Classroom or Blackboard (where applicable)
    - Emailed Directions with the Need to Physically Pick Up Materials
- **Grades 3 - 12: Students will Receive a Google Meet Invitation**
  - Students can Join the Regularly Scheduled Class Session
    - See the Material on the Classroom Interactive Display Board
    - Listen to the Teacher/Class Discussion
- **Grades K - 2: Teachers will Work with Families on a Case-by-Case Basis**
  - Determine the Best Method for Continuity of Learning
    - Asynchronous Completion of Work
    - Participation through GoogleMeet to See/Hear
- **Expectations for Submission of Assignments will be Embedded in Directions**





# Strategic Plan



- Transforming the Future (Return to In-Person and PRVA+)
- Common Assessments Driving Curriculum and Instruction
- In-Depth Program Review (Art, World Language and Special Education) and Implementation (Most Departments)
- Diversity, Equity and Inclusive Schools



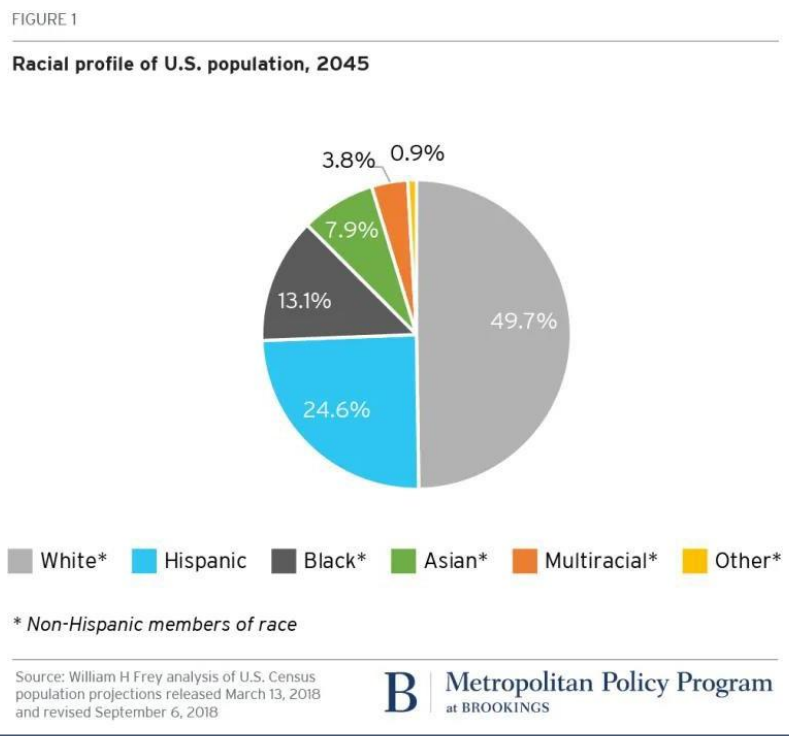
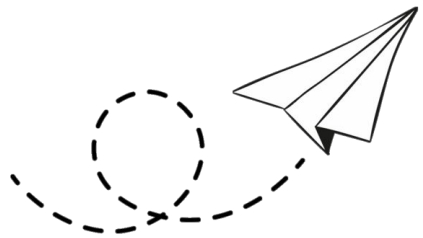
# Mid Atlantic Alliance for Performance Excellence

- The Mid-Atlantic Alliance for Performance Excellence (MAAPE) is a regional program that uses the Baldrige Performance Excellence Framework to help organizations in healthcare, education, manufacturing and non-profits improve. MAAPE covers Pennsylvania, New Jersey and Delaware.
- In the spring of 2021, we submitted our Level 3 application. This process includes a “virtual” site visit by a team of examiners. That outside MAAPE examiner team has been studying our organization over the last few months. For Pine-Richland, this initiative lives "in the background." We do not focus on the language of Baldrige or MAAPE. We just try to get better (think green loopy-loop).
- In the three days of the virtual site visit, eight examiners and a MAAPE monitor conducted 30 meetings (category teams, small groups or individual) with 61 unique members of the staff and administration and almost all board members.

# Diversity, Equity, Inclusion



- PERSONAL QUALITIES & CHARACTERISTICS
- HEALTH & WELLNESS
- KNOWLEDGE
- SKILLS



# Action Items and Next Steps



## • Action Steps

- Common Language Structure (Hustwit & Paczan)
  - Consensus - DEI and SJ
  - Building-based Threading Activity to Deepen DEI and Intro SJ to Staff Members
  - Expanded Team Works on the Lessons/Activity for the Building Level Roll-Out
- IDPR Recommendations (Justus)
  - Continued Work with ALCs in Each Department
  - Updates from Each Department
- Policy Implementation/Development (Pasquinelli, Hathhorn, Glickman)
  - Updated Draft Policy #832 Educational Equity
- Annual Survey Updates (Staff, Students, Community)
  - Add DEI questions and demographics
- Hiring Process (Candidate Recruitment; Retention; Interview Questions)







# American Rescue Plan (ARP) Elementary & Secondary School Emergency Relief (ESSER) - Use of Funds

**Allocation \$1,022,657**

- 80% (\$818,125.60) - Facility repairs/improvements to reduce risk of virus transmission & exposure to environmental health hazards
  - Replacement of HVAC units and controls at three primary school buildings
- 20% (\$204,531.40) - learning loss/address academic impact of lost instructional time through evidence based interventions
  - Summer learning & enrichment
  - Extended School Year programs



# Food Services Update



## 2021-2022

- Meals are no cost for families for the 2021-2022 school year.
  - Any second meals, milk, extra snack items must have money in meal account to purchase
- Challenges
  - Labor shortages
  - Supply chain shortages
    - We are having to make 25-30 substitutions each order on food and paper products
      - We will try and communicate changes, but we sometime don't know until truck arrives if we were shorted product.
        - Menu is always subject to change- please let your students know.
  - High School- Taste4 program- new menu items
  - Eden Hall- Expanded menu items
  - Elementary- keeping favorites



Key Communicators



# TOPIC SELECTION RANKING