

**Pine-Richland School District  
Key Initiatives Quarterly Update (May 2023)**

Topic	Progress/Next Steps
<p><b>Strategic Planning Process</b></p> <p><b>2023 - 2027</b></p>	<p>Over the past seven months, the district has been actively engaged in the strategic planning process for 2023 - 2027. The strategic planning steering committee has held multiple meetings and includes the following: Ms. Brussalis (Board Member); Mrs. Hillman (Board Member); Dr. Mehalik (Board Member); Dr. Meyer (Board Member); Dr. Miller (Superintendent); Dr. Pasquinelli (Assistant Superintendent for Secondary); Dr. Justus (Assistant Superintendent for Elementary); Mr. Hustwit (Director of Student Services and Special Education); Mr. Glickman (Director of Human Resources); Mrs. Kirk (Director of Financial and Operational Services); Mr. Stoebener (Director of Technology); Ms. Hasinger (Director of Communications); Mr. Vins (Teacher and PREA President); Ms. Duffy (Secretary and ESPA President); Dr. Paczan (Director of Student Services and Act 93 Representative); and Mrs. Williams (Superintendent Executive Assistant - Board Secretary and Administrative Support Representative).</p> <p>Three community Town Hall meetings have been held at Eden Hall Upper Elementary School (i.e., October 12, 2022; November 29, 2022; and January 25, 2023). Throughout this process, the district has maintained an archive of all resources and presentations <a href="#">on the PRSD website</a>. An intentional approach was taken to ensure a clear line-of-sight from the initial stages of the process to the eventual final plan. More than 400 stakeholders participated in this process. The current draft of the strategic plan is available on the <a href="#">district website</a>.</p> <p>Public school districts in Pennsylvania are required to meet Future Ready Comprehensive Planning requirements. In addition, school districts must complete a series of other reports and plans (i.e., Academic Standards and Assessment Requirements; Gifted Education Plan Assurances; Student Services Assurances; Induction Plan; and Professional Development Plan). The PDE Special Education Plan had been previously submitted on a slightly different timeline. The PRSD Strategic Plan is aligned with the PDE Future Ready Comprehensive Plan and report requirements to ensure clarity and integration. The draft plan is currently on public display until May 5, 2023 with board action scheduled for May 8, 2023. Plans will then be submitted to the Pennsylvania Department of Education and posted on the Pine-Richland School District website.</p> <p>A significant amount of historical information related to the 2019 – 2023 <a href="#">strategic planning process</a> is publicly available on the PRSD website. These resources include podcasts for the <a href="#">MVV</a>, <a href="#">strategy development process</a> and <a href="#">structure &amp; content</a>.</p>

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**Refine, implement and communicate a systematic approach to safety, security and culture.**

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.

Safety and Security

For the 2022-23 school year, our district has adopted the Raptor Emergency Response System and updated our language around emergency operations to align to the Standard Response Protocol terminology published by the “I Love U Guys” foundation. While the new terminology and protocols for responding to various emergency situations were introduced prior to the start of the school year, drills throughout the school year have reinforced the building-specific routines and have given staff members opportunities to practice using the Raptor Alert system.

Throughout the second semester, we have been emphasizing the “Accountability” feature of the Raptor application during emergency drills—this feature allows staff members to connect to attendance lists in order to account for the whereabouts of students and themselves. Our emergency operations plans have been expanded to develop clear response procedures in the event of an emergency during after-school athletic activities. These procedures have been reviewed and practiced by coaches and student-athletes.

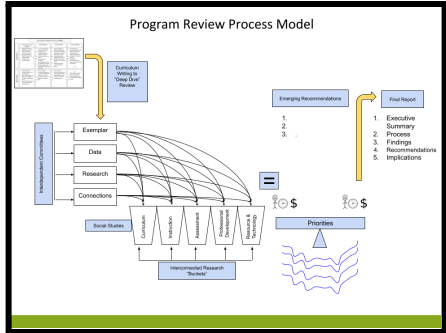
Additionally, training videos were created to support other third-party partners (e.g., Sodexo, Student Transportation of America) to ensure all employees are aware of the district’s safety practices.

School Culture and Diversity

The School Culture and Diversity Leadership Council held its second meeting of the 2022-2023 school year on February 15, 2023. As was the case with the initial meeting in December 2022, the group focused on providing feedback on topics around school culture and diversity and making recommendations for specific actions that support a positive school culture. The final leadership council meeting will be held in May.

Topics have included developmentally-appropriate messages delivered by building administrators to students in each school that reinforce the culture we want in our schools which embraces diversity and inclusion, and clearly outlines behaviors and language that are unacceptable in such an environment. Through the leadership council and related focus groups, we recognized the need to communicate to families about these messages so they can be understood and reinforced at home. Over the course of the second semester, student (grade 8 and high school) and parent focus groups were conducted to hear stakeholder perspectives on school culture and diversity. This information will help guide future recommendations for improvement.

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<p><b>In-Depth Program Review Study Phase:</b> Health Services; School Counseling; Technology &amp; Engineering; Family &amp; Consumer Science</p>	<p>During the 2022-2023 school year, there are four departments engaged in the In-Depth Program Review study phase. This year-long phase is allowing our Health Services, School Counseling, Technology &amp; Engineering, and Family &amp; Consumer Science departments to review their student programming and available support. Intentionally integrated into this process are opportunities to engage with exemplar programs and expert people based on a set of identified criteria in order to learn and contribute to the body of best practices from which to pull when considering recommendations and prioritizing improvement areas for each department.</p> <p>Additionally, subcommittees review research, analyze data available both internally and externally (e.g. course requests; trends in careers), and conduct interviews with businesses, organizations, and higher learning institutions to determine relative areas of strength and opportunity. A town hall session will be scheduled and communicated in the coming months to gain student, parent, staff, and community insights into potential areas of improvement.</p> <p>Each piece of collected information is analyzed for themes and considered within the organizational context and against the action/priority matrix. Implications of recommendations are considered within this phase, prior to finalizing the report. This body of work is scheduled for presentations on June 12, 2023 and June 26, 2023. Recommendations from this process will then shift into the implementation phase in the 2023-2024 school year.</p>  <p>The diagram, titled "Program Review Process Model", illustrates a multi-step process. It begins with "Data Collection" (Exemplar, Data, Research, Connections) and "Social Studies" leading to "Interconnected Research Studies". This feeds into "Emerging Recommendations" (1. Executive Summary, 2. Process Findings, 3. Recommendations, 4. Implications), which then leads to "Final Report". A "Priorities" matrix is also shown, with a "Final Report" box at the end.</p>
<p><b>In-Depth Program Review Implementation Phase:</b> Science; Health &amp; PE; Math; Business &amp; Computer Science; Social Studies; Gifted and/or Highly Achieving; English Language Arts; Library; Music; MTSS - Special Education, Art and World Language</p>	<p>Building administrators, senior leadership team members, department chairpersons and teachers are implementing the recommendations from the in-depth program reviews in 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), English Language Arts (2019-20), and Art, World Language, and Special Education/MTSS (2021-2022). Each department is monitoring the implementation process through shared action plans. Implementation of our Science in-depth program review (2016-17) was completed in 2022.</p> <p>We see an increased need to coordinate the work between departments where recommendations are aligned and need 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. In-service sessions are being dedicated to implementation of the recommendations, which include resource reviews, training on new materials, and other relevant professional development or work sessions for each department named above.</p> <p>As an example, the Special Education/MTSS department has engaged in resource review, and training sessions for resource implementation are scheduled and ongoing. This department is also building a structured emotional support hub at the K-3 level that will involve alternate forms of therapy, e.g. music, art, and animal therapy. These forms of therapy were piloted in various buildings. Additionally, the department has purchased PAES Lab for the high school in order to build employment skills with the intent to implement at the beginning of the 2023-2024 school year. The World Language Department will be dedicating in-service time throughout the year to restructuring the courses and curriculum in accordance with the recommendations to begin targeted language learning in 7th grade, with exploration of languages occurring in grade 6. Many renovations have occurred around the district to align the learning goals and activities within the library space to the vision for flexible arrangement of the physical furniture to permit increased collaboration, access to reading materials, and consideration of maker space integration where applicable. While this represents a sampling of the work accomplished to date, the next recommendations for implementation and their associated action plans are continuously being updated with student experiences improving as a result, even throughout the course of the school year.</p>

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	<p>The social studies department has introduced four new elective courses to the program of studies based IDPR recommendations for the 2023-2024 school year; (1) Honors Research in Global Issues, (2) Honors Philosophy through Media, (3) History through Music, and (4) Sports and Culture. Additionally, the sequence of social studies courses beginning in grade 8 with transition to US History in grades 8-9, World History in grade 10, and Civics and Government in grade 11. These core course modifications will transition into the program of studies over the next 3 years.</p> <p>The English Language Arts (ELA) department continues to review new Core Text in grade 5, 8, and 9. This collaborative process has included ELA teachers, librarians and other grade-level and department chairs. The ELA teachers will share their Core Text evaluation summaries at the upcoming in-service. The final Core Text recommendations will be on review for parent and student input in March.</p> <p>After parent, student, community and staff input, the final recommendations for ELA (Grades 10-12 and Core Text) and World Language (French and German) were on display for 30 days. The new resources will be recommended for purchase in May and the professional development for teachers will begin in June.</p>
<p><b>Manage and re-evaluate future-focused financial health that includes a sustainability lens</b></p>	<p>As one of the key strategic initiatives for 2022 - 2023, the district leadership and governance team will continue to manage and re-evaluate future-focused financial health given evolving economic conditions and capital needs that includes a sustainability lens. Budget development and approval occurs annually for public school districts. For many years, the district has been intentional in considering a five-to-ten year view of overall finances. Public Financial Management (PFM) has provided a third-party financial tool that forecasts a five-year budget perspective based on various assumptions. The district's capital funding plan provides a ten-year forecast. This capital funding plan is further informed by third-party experts (e.g., HVAC, roofing, etc.).</p> <p>During the refinement of our capital funding plan this year, we will continue our focus on considering and evaluating opportunities to promote sustainability and reduce our environmental footprint. Beginning with this past summer, we completed the replacement of HVAC units at each of our primary schools. This summer, we will begin a comprehensive project to replace the HVAC systems at Pine-Richland Middle School. These projects have included improvements in energy efficiency in each of these buildings. Furthermore, the Facilities Department has developed an internal Energy Committee to review data specific to the measurements of efficiency. Additional funds have been set aside for exterior lighting and bulb replacement in order continue the conversion of lighting fixtures to LED.</p> <p>The Sustainability Leadership Council is made up of students, teachers, principals, district office staff, board members, custodial and maintenance staff, students, parents, community members, and key partners, such as our foodservice and transportation vendors and township supervisors, totaling 46 invitees. Through engaging this cross-section of our relevant stakeholders, it is our hope that we will be able to best inform our work, gain pertinent insights, and remain accountable for our outcomes. In partnership with this council, the district's first ever 6-School Club was established with representative students from each school. These students have been meeting regularly with their principal and as an entire club with the goal of improving the recycling processes and success within the district. Their leadership, along with district administration, has led to a shift in the recycling vendor to our current waste management provider. This service is single stream and permits the recycling of paper, plastic, and aluminum, expanding our prior limitation to only paper recycling. Students have created educational and promotional materials for their buildings and grade span as part of this work.</p> <p>When the 2022 - 2023 budget was approved with no change in assessed millage, the need to immediately consider 2023 - 2024 and future years was publicly discussed. The last tax increase at PRSD was 1.97% in 2017 - 2018. Back then, it was approved for the purpose of offsetting capital expenditures while also allowing the district to reduce debt as a percentage of the</p>

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	<p>operating budget. As budget development for the 2023-2024 fiscal year continues, we are currently focused on utilization of assigned fund balance for capital improvements to help offset some large capital projects. Looking forward into future fiscal years, we will continue our discussions regarding a possible future tax increase as well as utilization of assigned fund balance for capital improvements to help offset some large capital projects. The key to these discussions hinge upon future-focused implications to the financial position of the school district.</p>
<b>Leadership and Governance</b>	<p>A board and senior leadership team workshop was held on July 11, 2022. The strategic planning process for 2023 - 2027 has been a top priority. Board members are actively participating on a variety of leadership councils and/or steering committees. The board is currently reviewing Policy 011. In addition, the board has refined board goals and a set of short-term actions for the 2023 - 2027 strategic plan. Monthly communications continue with both sets of township supervisors. In-person presentations were provided at municipal meetings in August. The board and senior leadership team has also engaged in a diversity training experience.</p>