PRSD Health and Safety Plan Educational Model Update Joint Governance Meeting

January 3, 2022

Agenda

1. Conditions (County) and Cases (PRSD)
2. Selection (Mask or No Mask)
3. Selection (In-Person or Virtual)
4. Frequently Asked Questions
5. CDC Revised Guidance for Isolation and Quarantine
   - Vaccine and Quarantine Clarity (ACHD Flowchart)
   - Masked and Unmasked in a Classroom
   - School Nursing Update
6. Full Virtual: PRVA+ (Grades 1 – 6) and Secondary (Grades 7 – 12)
7. Potential Educational Models

Transmission Level: ACHD and CDC

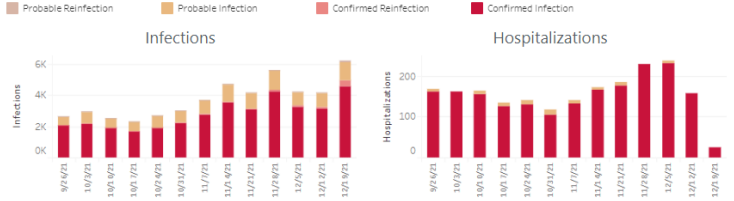
7-DAY MOVING AVERAGE

Infections:	Individuals Tested:	Positivity (PCR):	Hospitalizations:	Deaths:
961	7,533	15.6%	8	5

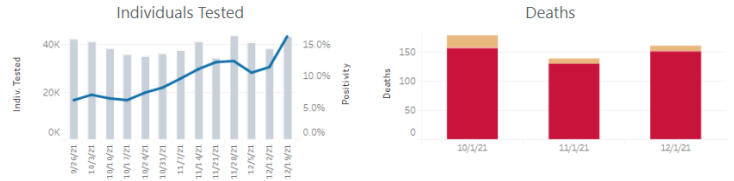
DATA AND TRENDS

Time Period: Last 3 Months

Infection Type: Probable Reinfection; Probable Infection; Confirmed Reinfection; Confirmed Infection



Test Data: Positivity; Individuals Tested



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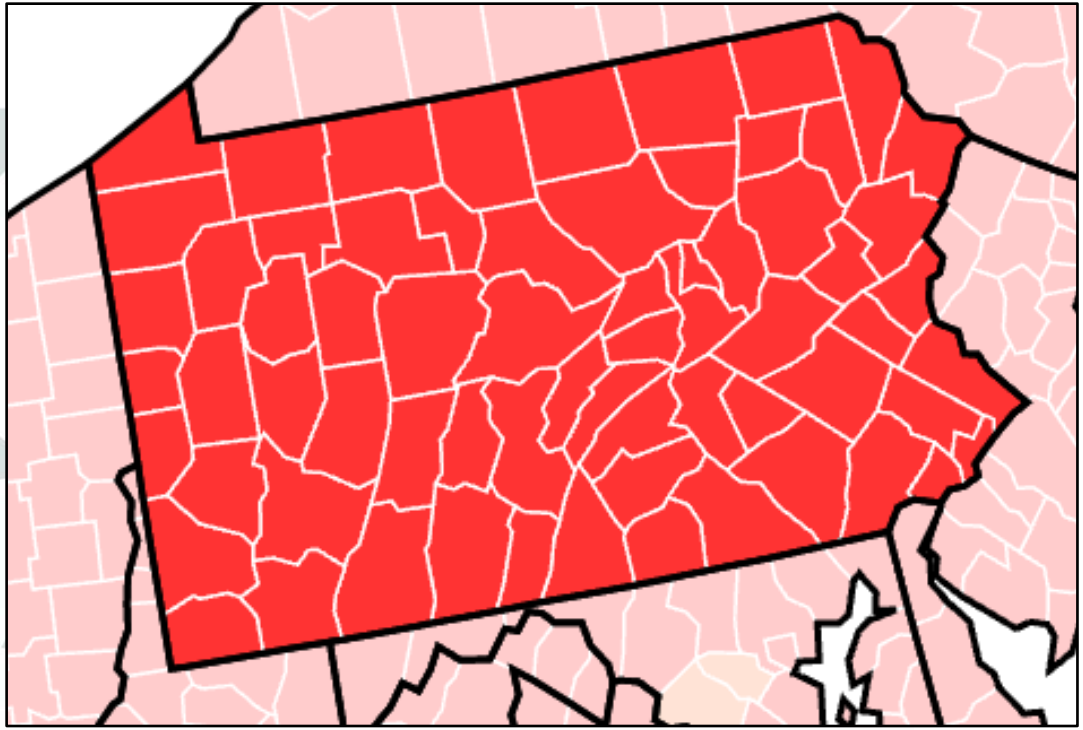


Updated 12/31/21, the Allegheny County incidence rate for the most recent seven days is 633.2 per 100,000 (PDOH COVID-19 Dashboard)

PRSD Case Comparison (1.3.22)

2021/22

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Cases	**2**	**87**	**43**	**97**	**176**	**18**						**423**
Students	0	73	35	84	147	18						357
Staff	2	14	8	13	29	0						66

2020/21

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Cases	**2**	**5**	**42**	**69**	**40**	**38**	**57**	**40**	**9**	**0**	**302**
Students	1	5	34	50	31	30	49	38	9	0	247
Staff	1	0	8	19	9	8	8	2	0	0	55

Active and Quarantine (1.3.22)

ACTIVE	Current Total	PRHS	PRMS	EHUE	HES	RES	WES
Active Cases	102	41	12	26	4	12	7
Students	87	34	9	25	3	9	7
Staff	15	7	3	1	1	3	0
Active Quarantine Combined Students and Staff	3	0	0	0	1	2	0

For 2021 – 2022, there have been 423 positive cases of students or staff at Pine-Richland (i.e., 357 students and 66 staff).

For those cases, there has been a total of 204 students or staff placed in quarantine given the mitigation strategies in place.

Board Action

At the December 13th meeting, the board passed an amended motion to approve the removal of the mask mandate in all K – 12 buildings for all students, staff and visitors effective January 17, 2022, and make masks optional and leave all mitigation in place.

Parent Survey #1 Mask or No Mask

- To effectively prepare for implementation of board action, we developed two surveys for parents. The surveys were sequenced to help inform parents about the likely conditions and/or educational options.
- The mask or no mask question helps us understand the situation in the classroom. We know from experience and input that some parents whose children are masked do not want them to sit within six feet of an unmasked student. At the elementary level, this means that teachers arrange desks and seating locations in a way that provides some of the distancing to reduce risk of quarantine. At the middle and high school levels, it becomes more challenging since students attend up to eight different classes.
- Ultimately, we will try to provide six feet of physical distancing between masked and unmasked students in the classroom but cannot guarantee it.

Parent Survey #1 Mask or No Mask

Overall, we received responses for 3,066 students. The following tables reflect the results for the third nine weeks time frame:

Grade	Mask	Not Mask	School	Grade	Mask	Not Mask
12	45.5%	54.5%	Hance	3	56.3%	43.7%
11	42.1%	57.9%	Hance	2	58.3%	41.7%
10	37.5%	62.5%	Hance	1	62.3%	37.3%
9	44.5%	55.5%	Hance	K	60.0%	40.0%
8	55.2%	44.8%	Richland	3	61.9%	38.1%
7	42.2%	57.8%	Richland	2	51.5%	48.5%
6	55.7%	44.3%	Richland	1	70.1%	29.9%
5	59.8%	40.2%	Richland	K	67.6%	33.4%
4	62.3%	37.7%	Wexford	3	69.6%	30.4%
			Wexford	2	73.7%	26.3%
			Wexford	1	75.6%	24.4%
			Wexford	K	77.1%	22.9%

Parent Survey #2 In-Person or Virtual

- The second survey was a request for parents to select the educational model for the third nine weeks.
- A nine weeks period was identified – for both questions – given the need to plan day-to-day logistics.
- From the perspective of equity, we believe that we should provide a Pine-Richland option for families who desire a shift to virtual.
- Using our past and current experience as a guide, we imagine that the elementary virtual program will likely involve synchronous instruction for academic subject areas with likely asynchronous instruction for special areas. At the secondary level, it is likely that the experience will be similar to 2020 - 2021 in some ways given the scope of the program of studies.
- The approaches will be finalized with PREA through a collaborative process and eventual Memorandum of Understanding.

Parent Survey #2 In-Person or Virtual

Grade	Virtual	In-Person	No Response	School	Grade	Virtual	In-Person	No Response
12	15	267	101	Hance	3	0	77	19
11	7	258	81	Hance	2	2	69	23
10	5	255	79	Hance	1	1	87	22
9	5	287	86	Hance	K	1	82	24
8	6	280	70	Richland	3	3	93	24
7	4	292	73	Richland	2	0	119	12
6	11	266	73	Richland	1	0	99	22
5	5	279	61	Richland	K	2	78	20
4	5	280	59	Wexford	3	3	106	19
				Wexford	2	2	87	25
				Wexford	1	2	95	25
				Wexford	K	0	86	28

Frequently Asked Questions (Examples)

- How much synchronous instruction will occur?
- What subjects will be asynchronous, if any?
- Will my child in the virtual setting be learning with students who are in-person?
- Will the teacher be able to provide feedback and attention?
- How will assessments work?
- Will they still be able to participate in extra- and co-curricular activities?
- If it isn't working, will we be able to switch back to the in-person setting?
- If it isn't working, will we be able to switch to the virtual setting?
- How will you provide interventions and/or enrichment to my child (e.g., 504, IEP, GIEP and/or MTSS)?
- Will there be technology support for my child if a problem occurs since I have work commitments?
- Will the elementary and secondary virtual programs be the same or different?
- Since my child has hands-on elective courses at the high school, how could they receive their courses in a virtual environment if we feel that is the best health and safety decision?
- Last year's virtual program had some challenges, will it be like that again?
- How will school nurses manage contact tracing?
- If my child is required to quarantine but is feeling well, will he/she have access to live, synchronous instruction?

Vaccine Update

- The Pfizer vaccine was approved for emergency use authorization with children ages 5 – 11.
  - Two dose sequence three weeks apart with “fully vaccinated” status two weeks after the final dose (i.e., five weeks from first dose to fully vaccinated)
- Supply exists for the younger age groups with vaccination opportunities at pharmacies and doctor’s offices.
- Vaccinated and asymptomatic close contacts can avoid or shorten quarantine under certain conditions.
- Booster shots available for staff (i.e., “mix and match” possible). Staff can consult his/her PCP for additional information.

PDE Requirements for Schools

- From ACHD and PDOH:
  - *Requirements of schools to report positive cases of COVID-19 to public health, similar to other reportable diseases. Schools are required to report cases to DOH or their local health department. Schools should work with public health staff to determine the appropriate next steps for quarantine and/or isolation as well.*
  - Responding to COVID-19 Case(s) in Schools

- School Nurse and Health Office Update
  - Contact Tracing and Long-Term Substitute Support

Revised CDC Guidance

- CDC Updates and Shorten Recommended Isolation and Quarantine Period for General Population (December 27, 2021)
- **Isolation** – "Given what we currently know about COVID-19 and the Omicron variant, CDC is shortening the recommended time for isolation from 10 days for people with COVID-19 to 5 days, if asymptomatic, followed by 5 days of wearing a mask when around others. The change is motivated by science demonstrating that the majority of SARS-CoV-2 transmission occurs early in the course of illness, generally in the 1-2 days prior to onset of symptoms and the 2-3 days after. Therefore, people who test positive should isolate for 5 days and, if asymptomatic at that time, they may leave isolation if they can continue to mask for 5 days to minimize the risk of infecting others."

Revised CDC Guidance

If You Test Positive for COVID-19 (Isolate)

Everyone, regardless of vaccination status.

- Stay home for 5 days.
- If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house.
- Continue to wear a mask around others for 5 additional days.

If you have a fever, continue to stay home until your fever resolves.

Revised CDC Guidance

- **Quarantine** – "Additionally, CDC is updating the recommended quarantine period for those exposed to COVID-19. For people who are unvaccinated or are more than six months out from their second mRNA dose (or more than 2 months after the J&J vaccine) and not yet boosted, CDC now recommends quarantine for 5 days followed by strict mask use for an additional 5 days. Alternatively, if a 5-day quarantine is not feasible, it is imperative that an exposed person wear a well-fitting mask at all times when around others for 10 days after exposure. Individuals who have received their booster shot do not need to quarantine following an exposure, but should wear a mask for 10 days after the exposure. For all those exposed, best practice would also include a test for SARS-CoV-2 at day 5 after exposure. If symptoms occur, individuals should immediately quarantine until a negative test confirms symptoms are not attributable to COVID-19."

Revised CDC Guidance

If You Were Exposed to Someone with COVID-19 (Quarantine)

If you:

Have been boosted
OR
Completed the primary series of Pfizer or Moderna vaccine within the last 6 months
OR
Completed the primary series of J&J vaccine within the last 2 months

- Wear a mask around others for 10 days.
- Test on day 5, if possible.

If you develop symptoms get a test and stay home.

If you:

Completed the primary series of Pfizer or Moderna vaccine over 6 months ago and are not boosted
OR
Completed the primary series of J&J over 2 months ago and are not boosted
OR
Are unvaccinated

- Stay home for 5 days. After that continue to wear a mask around others for 5 additional days.
- If you can't quarantine you must wear a mask for 10 days.
- Test on day 5 if possible.

If you develop symptoms get a test and stay home

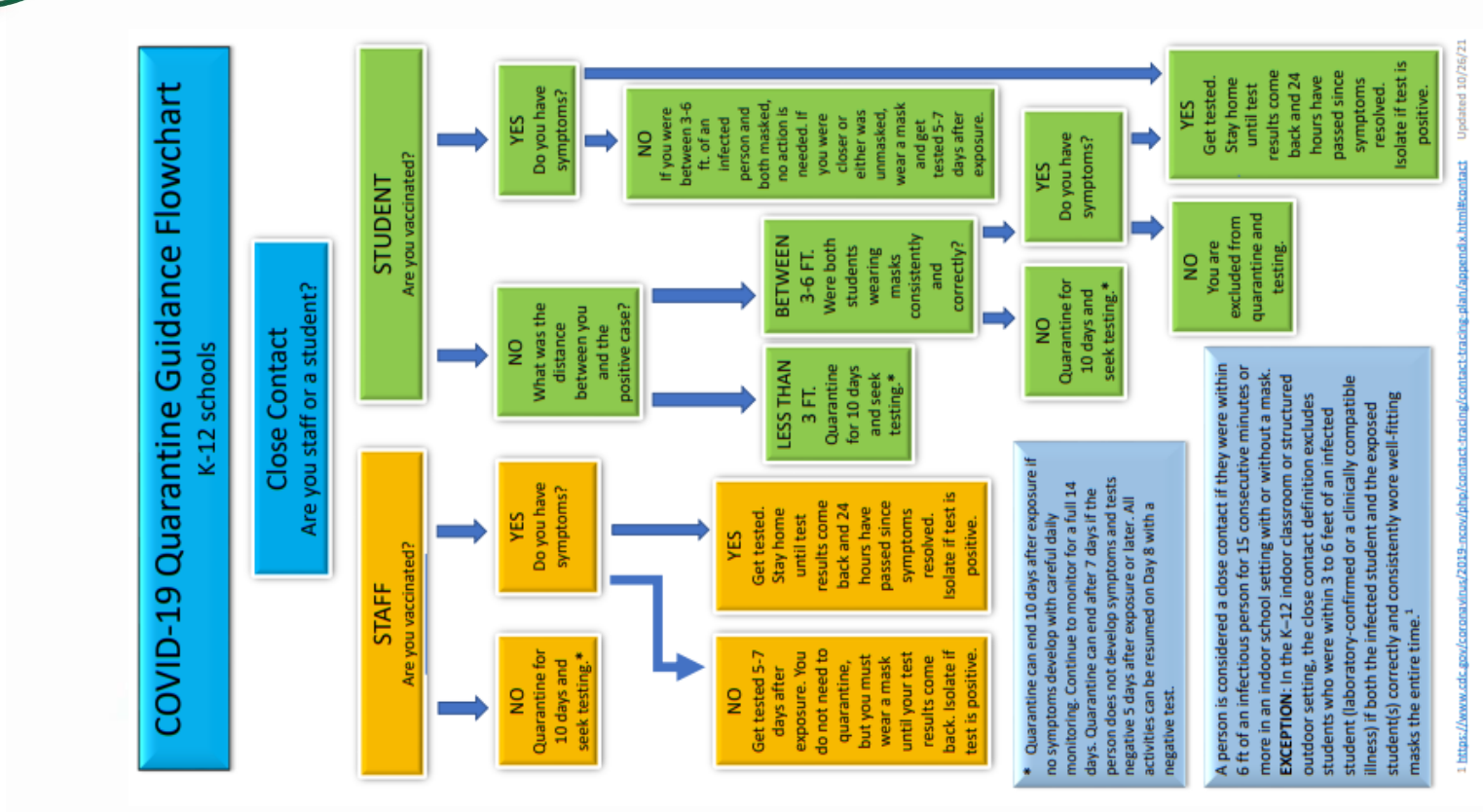
Revised CDC Guidance Summary

- “Isolation relates to behavior after a confirmed infection. Isolation for 5 days followed by wearing a well-fitting mask will minimize the risk of spreading the virus to others. Quarantine refers to the time following exposure to the virus or close contact with someone known to have COVID-19. Both updates come as the Omicron variant continues to spread throughout the U.S. and reflects the current science on when and for how long a person is maximally infectious.”

PDOH Update (12.30.21)

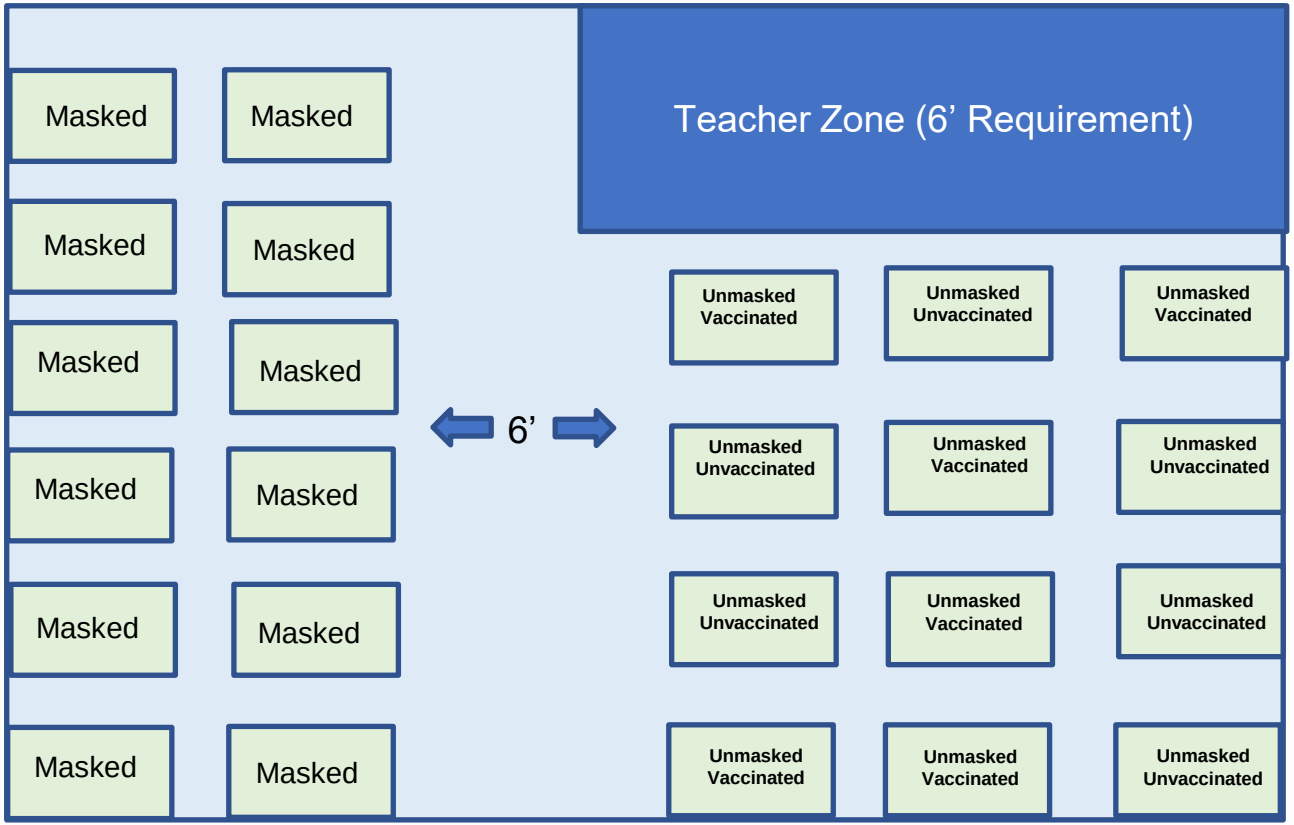
- This guidance replaces PA-HAN 607 and provides clarification on isolation and quarantine recommendations for persons exposed to SARS-CoV-2.
- Persons who test positive for COVID-19 must isolate for 5 days. If after 5 days, the patient is asymptomatic or has resolving symptoms, their isolation period is over; however, they should still wear a mask around others until day 10.
- Persons who have been exposed to someone with COVID-19 and have received a booster vaccine or are within 6 months of receiving their primary vaccine series should wear a mask around others for 10 days, but do not need to quarantine.
- Persons who are unvaccinated or who are eligible (i.e., more than 6 months after primary vaccine series) but have not yet received a booster vaccine must quarantine at home for 5 days, and then wear a mask around others until Day 10.
- All exposed persons regardless of vaccination should test on Day 5 if possible.
- Heterologous dosing (e.g., mix-and-match vaccine products) may occur for the booster dose.
- Isolation guidance for healthcare workers can be found in PA-HAN-614.
- This guidance does NOT apply to non-healthcare congregate settings or to persons at higher risk for severe disease. Additional guidance is underway for these populations. **ACHD has confirmed that schools may follow the new CDC guidance.**
- Additional HAN messages are currently being created or revised to reflect these changes.
- If you have questions about this guidance, please call your local health department or 1-877-PA-HEALTH (1-877-724-3258).

ACHD Flowchart (Requires Revision)

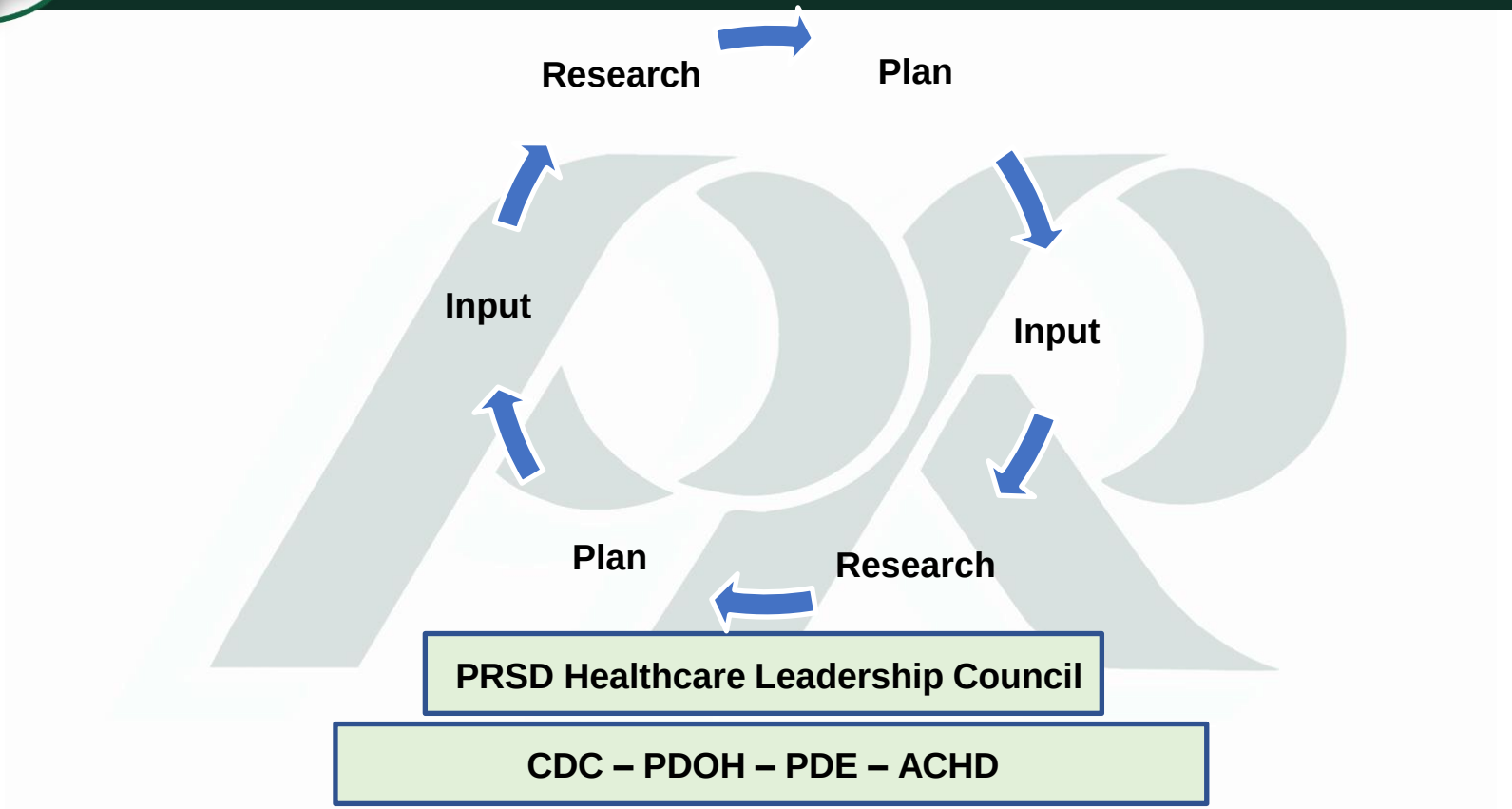


Classroom Design (Mixed Distancing)

- Teacher zone remains the same (6’)
- Attempted distancing (6’) between masked and unmasked students to prevent risk of quarantine.
- Variables of masking and vaccination status impact contact tracing.



Iterative Process



PINE-RICHLAND SCHOOL DISTRICT

Educational Model Continuum

"Old Days"

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

Traditional with Some Restrictions

Restrictions could include spacing of desks in classrooms; direction signs in hallways; table and seating spacing in cafeterias; etc.

Traditional with Significant Restrictions

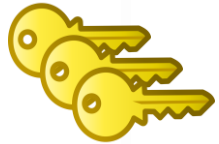
Restrictions could include limiting the number of students in a class; alternative transportation options; staggered schedules, etc.

Dynamic Hybrid Between Traditional and Virtual

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

100% Virtual All

All students are learning remotely from home.

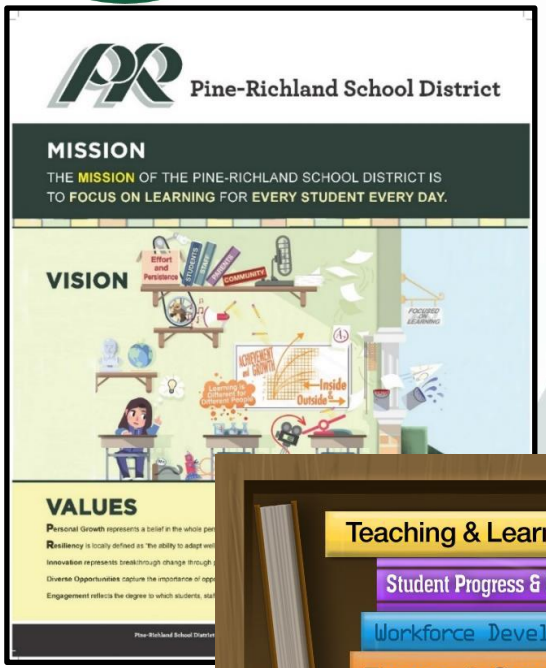


As one example, Attendance Rates for Students and/or Staff Could Cause a Shift.

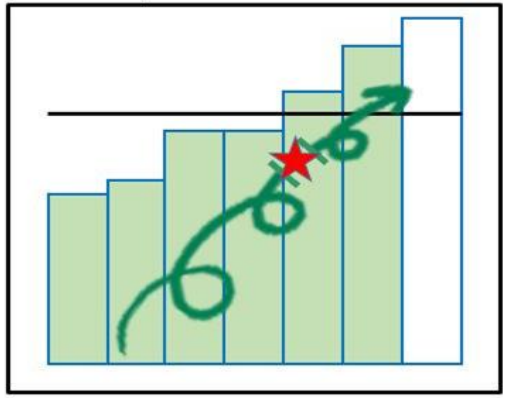
Tightening and Loosening Mitigation

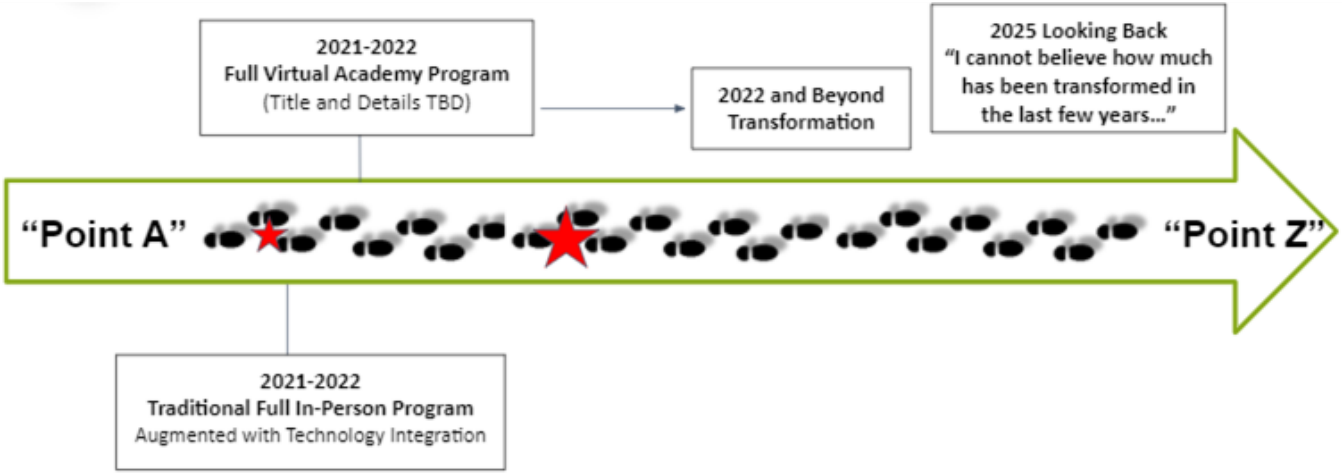
- Since the beginning of the pandemic, we have referenced a continuum of mitigation strategies and educational models given conditions, cases and public health guidance.
- We remain in high transmission (CDC) and are experiencing a significant increase in cases. It is our understanding that the Omicron variant is more transmissible but less severe than other mutations.
  - Is there a transmission level that should be considered as a decision point?
- Per CDC, PDOH and ACHD, isolation and quarantine length is now reduced for schools.
- At this point, we have a ratio that approximates 2:1 for positive cases and school-based quarantine. For every 2 positive cases of students or staff, 1 individual is placed in school-based quarantine.
  - Is there a metric or ratio that should be considered as a decision point?
- Monitoring staff absences, substitute availability and daily attendance is necessary to evaluate day-to-day operations.

Environmental Scan: Forest and Trees
MVV as Compass -- Strategic Plan as Map



Red Star Opportunity ("Why")



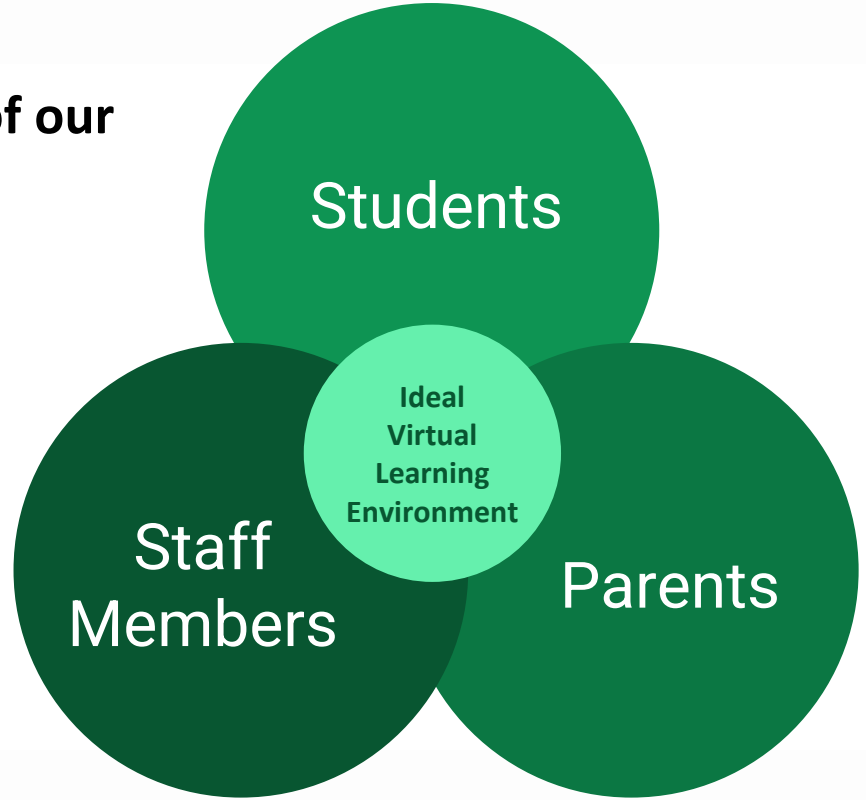


Key Requirements (Staff, Students, Parents)

Looking through the 3 lenses of our stakeholders:

What does the program definitely need to have to foster success?

What do we want to be sure we remove that could be a barrier to success?



Key Themes from Stakeholder Input

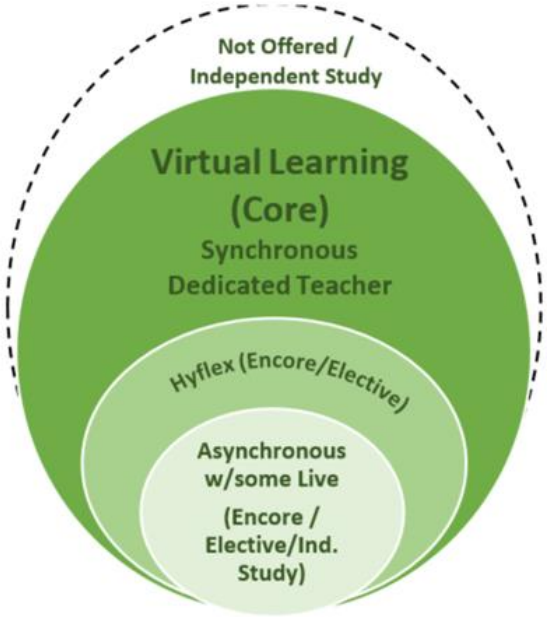
- Socialization Opportunities (virtual & in-person)
- Access to Extra Curriculars
- Physical Activity
- Social/Emotional Development Activities
- Touchpoints with Counselor / Psychologist
- Touchpoints with Special Area Teachers in addition to Asynchronous
- Balance of Screen Time
- Best Practices & Tips for At-Home Learning (e.g., not just in bedroom; clear expectations for video/audio)
- Acceptable Use Training for Technology for Virtual Students (e.g., RAMS Way Connection)
- Flexibility in Schedule/Time
- Academic Integrity Discussion & Awareness

Disclaimer: Concept for Illustration/Discussion

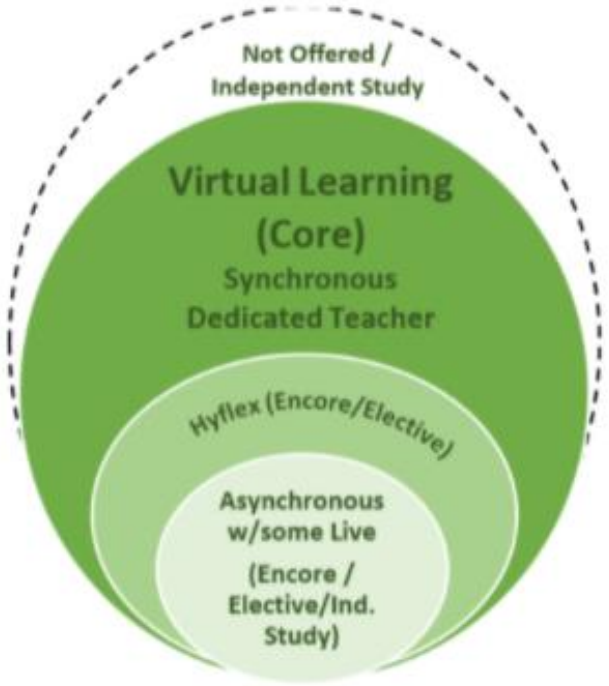
TRADITIONAL FULL IN-PERSON MODEL (95%)

- Strategic Context
- MVV
- Expanded Programs and Services
- Staffing Forecast
- Scheduling Constraints
- Budget Considerations

FULL VIRTUAL ACADEMY MODEL (5%)



High School Program of Studies Update



PINE-RICHLAND HIGH SCHOOL

Pine-Richland Virtual Academy+ (PRVA+)

Transforming the Future

As we look to the future, we recognize this incredible opportunity to transform our educational model in response to the needs and preferences of our learners as we design a way to provide a quality virtual learning opportunity. It was for this reason that we instituted another leadership council for Transforming the Future with representatives from across our staff, students, and parents. This council convened several times to gather and analyze input from stakeholder surveys, focus groups, and research conducted about cyber education providers. What we have learned is that our program already provides a higher quality experience than that of other providers. Having our own PR teachers and curriculum available for our students is the primary reason for this success and advantage.

What follows are definitions of the type of courses as well as an overview of PRVA+ for the High School grade span. Due to the hands-on nature of some of our high school courses, not all electives can be offered through PRVA+. **Please review the table below to see which courses will be offered through PRVA+.** All course descriptions can be found in the PRHS Program of Studies.

Definitions

Hyflex Instruction: only students who choose the PRVA+ learning model will remote into the physical classroom via Google or Blackboard. A portion of the course may be through asynchronous instruction (coursework completed independently with online resources).

Link to Revised PRHS Teacher Survey

***PRHS Courses Offered in PRVA+**

***After reviewing this table, if one or more of your course requests is not available and you are still interested in the PRVA+ model, please contact Dr. Svilar at ssvilar@pinerichland.org or 724-625-4444 x1604.**

English	Math	Science	Social Studies	World Language
Hyflex • English 9 • English 10 • English 11 • English 12 • Hn English 9 • Hn English 10 • Hn English 11 • Hn English 12 • AP English 11 • AP English 12 • CHS Argument • Creative Writing • Journalism 1 & 2 • Yearbook 1-4	**Hyflex** • Concepts Math • Algebra 1 • Algebra 1 w/ lab • Algebra 1 Supp. • Geometry • Geometry w/ lab • Hn Geometry • Algebra 2 • Algebra 2 w/ lab • Hn Algebra 2 • Trigonometry • Pre-Calculus • Hn Pre-Calc • Business Calc • CHS Bus Calc • AP Calc AB • AP Calc BC • Statistics • AP Stats	**Hyflex** • Earth & Environ • Environ Science • AP Environmental • Astronomy • Biology • Academic Bio • Hn Biology • AP Biology • Comp Anatomy • Hn Human Anat • Chemistry • Hn Chemistry • AP Chemistry • Organic Chem • Physical Science • Acad Physics • Hn Physics • AP Physics C	**Hyflex** • US History 19th • Hn US His 19th • US History 20th • Hn US His 20th • AP US History • AP Government • Themes in His • Hn Themes • AP Euro His • Economics • AP Microecon • Psychology • AP Psychology • Principles of Law • Asian Studies	**Hyflex** • French 1 • French 2 • French 3 • French 4 • Hn French 4 • AP French 5 • German 1 • German 2 • German 3 • Hn German 3 • Hn German 4 • AP German 5 • Spanish 1 • Spanish 2 • Spanish 3 • Hn Spanish 3 • Spanish 4 • Hn Spanish 4 • AP Spanish 5
Art	**Music**	**Business & Computer Science**	**Engineering & Technology**	**Family & Consumer Sciences**
Hyflex • Introduction to Art • Drawing • Painting • Mixed Media	**Hyflex** • Harmony Theory • Music Technology • Beginning Piano	**Hyflex** • Microsoft Apps • Business Comm • Photoshop • Webpage Design • Career Develop • Personal Finance • Hn Finance • Marketing • International Bus • Entrepreneurship • Sports Manage • Accounting 1 • Hn Accounting 2 • HTML Java • Hn Comp Prog • Mobile Apps • AP Comp Science	**Hyflex** • CAD • Engineering Des • Architectural Des • Video Production • Advanced Video • TV Production • PLW: Intro • PLW: POE • PLW: CEA	**Hyflex** • Science of Baking • Global Cuisine • Food Explorations
Health & Physical Education	**Experiential Learning**	**Student Support Services**		
Hyflex • Health	**Hyflex** • Air Force JROTC	**Hyflex** • Goal Progress Support		

100% Virtual Student Selection Results

Original Number of Students (Fall 2021)
2021-2022 Grade Level

Grade	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Total	5	2	6	2	3	4	0	2	3	2	1	0	30

Missing 950 Responses

Revised Number of Students (January 2022)
2021-2022 Grade Level

Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Total	3	3	4	6	5	5	11	4	6	5	5	7	15	79

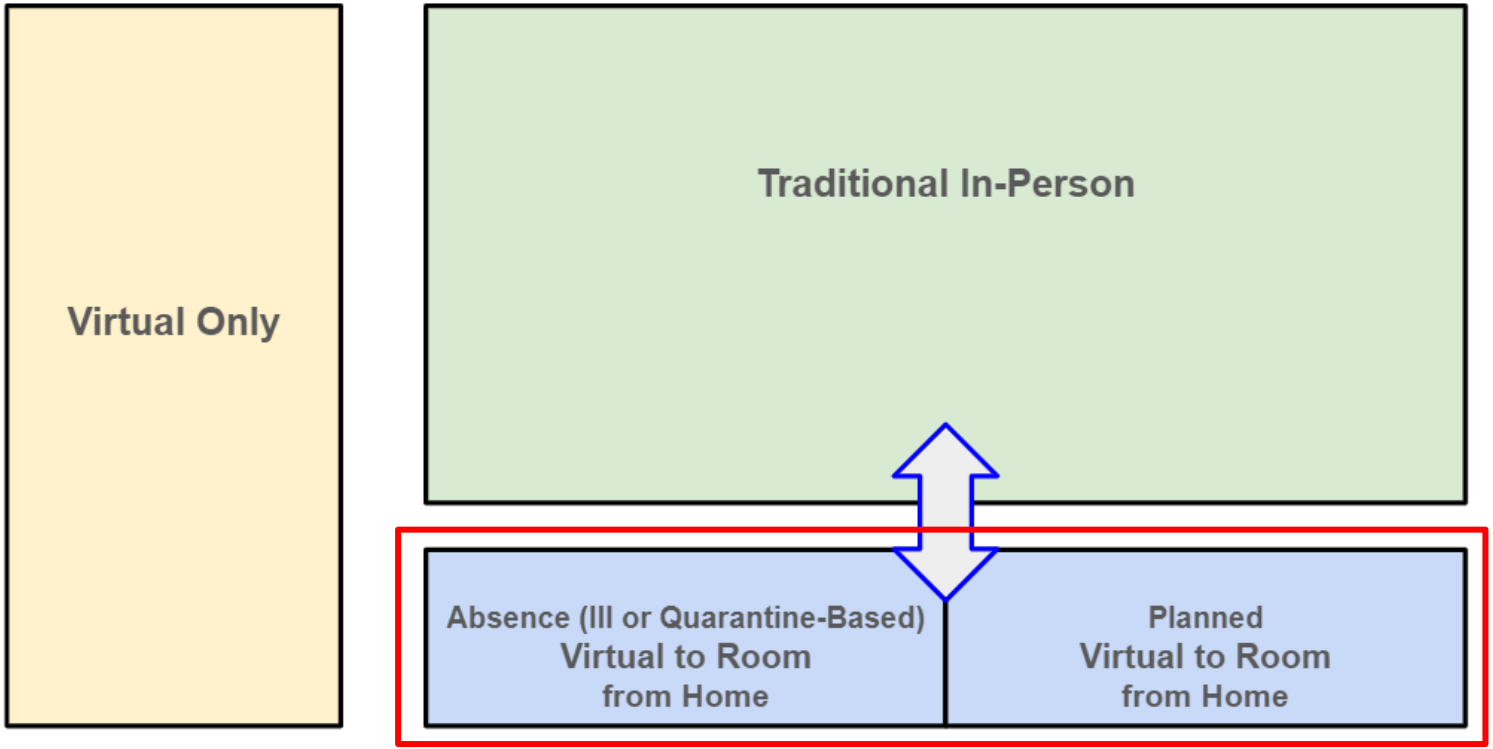
Grades K - 6

- Current Numbers (22)
- Current Model (Synchronous for Academic and some interventions; Asynchronous for All Other Courses)
- New Numbers (37)
- Revised Model Considerations
  - Class Size
  - Teacher Change
  - Interventions and Enrichment
  - Staffing Needs

Grades 7 - 12

- Current Numbers (8)
- Current Model (Synchronous Live Stream similar to last year with reduced course offerings)
- New Numbers (42)
- Revised Model Considerations
  - Class Size
  - Teacher Change
  - Interventions and Enrichment
  - Staffing Needs
  - Cafeteria, Bus, extra- and co-curricular

Revisiting a 2020 – 2021 Concept



MOUs

- Memorandums of Understanding ("MOU") may exist as part of the collective bargaining process to ensure clarity in working conditions and expectations.

- During the pandemic, two MOU agreements have been approved by the board and ratified by PREA membership:

  - 2020 – 2021 (October 19, 2020)
  - 2021 – 2022 (September 13, 2021)
  - 2021 – 2022 (TBD)

Timeline

- Response still needed for 950 students. We have also heard from some parents who would like to change their selection.

- January 4, 2022 — Communication to PR Staff and Families RE: Updated CDC Isolation and Quarantine Periods
- January 5, 2022 — Healthcare Leadership Council
- January 10, 2022 — Joint Governance Meeting
- January 17, 2022 — Effective Date for Mask Optional

Resources

CDC Close Contact and Quarantine

Per updated CDC guidance, a benefit of universal masking is not being considered a close contact and therefore preventing the need to quarantine.

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.

Test to Stay (12.30.21)

- On December 17 2021, the Centers for Disease Control and Prevention (CDC) updated its guidance and recommendations for K – 12 school testing to include the use of test-to-stay (TTS) in certain settings. When implemented safely and effectively, TTS programs can help maintain in-person learning and limit the disruptions often caused by prolonged quarantine.
- Based on feedback from school leaders, the Department of Health is updating its guidance and corresponding Frequently Asked Questions regarding TTS released earlier in December. **Effective immediately, schools are no longer required to have a universal masking policy in place to leverage DOH and Concentric by Ginkgo support for implementing a TTS program.** However, both DOH and CDC continue to recommend universal masking in schools.

CDC Guidance

- Reducing SARS-CoV-2 transmission in schools and ECE programs is a shared responsibility. Schools and ECE programs can limit transmission by layering the following effective prevention strategies:
- Promoting COVID-19 vaccination for those eligible
- Consistent and correct use of masks by people who are not fully vaccinated
- Physical distancing among people who are not fully vaccinated
- Screening testing in K-12 schools
- Improving ventilation
- Handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Testing and contact tracing in combination with isolation and quarantine, including Test to Stay as appropriate
- Routine cleaning with disinfection under certain conditions.

Test to Stay FAQ (PDOH)

1. Q: What is test-to-stay?

A:Test-to-Stay (TTS) is a program that, when combined with regular COVID-19 mitigation measures (e.g., masking), allows unvaccinated or partially vaccinated students and staff who are identified as close contacts in certain school settings to continue in-person education, so long as they remain asymptomatic and serially test negative for COVID-19. Fully vaccinated individuals are not required to quarantine and, therefore, do not need to participate in TTS.

2. Q: How often do TTS participants need to be tested?

A: TTS participants should be tested 2 times post-exposure in line with the following schedule:

- Test 1: Within Days 2 – 4 post-exposure (with the day of exposure being Day 0)
- Test 2: Within Days 5 – 7 post-exposure
- Tests 1 and 2 must be administered on non-consecutive days

3. Q: Do individuals participating in test-to-stay need to quarantine for any period?

A: Individuals participating in test-to-stay are eligible to continue in-person learning so long as they remain asymptomatic, adhere to all mitigation measures (e.g., masking) and test negative on two non-consecutive days: once between days 2-4, and once between days 5-7 post-exposure. Individuals in a TTS program can remain in school while awaiting testing and/or test results.