

RUSH-HENRIETTA
CENTRAL SCHOOL DISTRICT

PROGRAM & SERVICE REVIEW
2021-2022



PROGRAM & SERVICE REVIEW

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I. Instructional Programs

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Program and Service Review Summary
2021-2022
English Language Arts (ELA)

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district’s administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests, and revision processes.
 - e. Designed and instituted systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks and anecdotal input from stakeholders for implementation in subsequent years.
2. Designed and implemented a culturally responsive educational program (curriculum, instruction).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
 - b. Received consultation and training to assist in the development of a comprehensive culturally responsive educational program.
 - c. Identified gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increased the use of multiple perspectives while teaching course content (grades 4-6, 9).
3. Establishing criteria for reviewing core texts in collaboration with stakeholder groups.
 - a. Selected texts that represent all students.
4. Identified vertically aligned research based practices for consistent implementation.
 - a. Created a K-12 continuum of intervention methods that includes diagnosis, intervention, and progress monitoring.
 - b. Identified and purchased additional Wilson Reading System resources and provided Wilson training for all interventionists and coaches K-6.
 - c. Used intervention continuum in all intervention classrooms.
5. Expanded use of the aimswebPlus platform to screen and progress monitor student reading needs (grades K-9).
 - a. Administered aimswebPlus assessments to all elementary students.
 - b. Administered aimswebPlus assessments to identified students (grades 7-9).
 - c. Monitored the implementation and made adjustments to instruction and intervention as needed based on aimswebPlus assessments.

K-6

1. Improved instructional practice based on the cognitive science behind reading instruction.
 - a. Used phonetically regular text to reinforce letter patterns and decode text (grades K and 1).
 - b. Created curriculum maps that include engaging, knowledge-building decodable texts.
 - c. Built capacity for teachers to use a variety of text types in their instructional practice.
 - d. Provided students with consistent opportunities to transfer foundational skills to text.
2. Included more rigorous texts through all genres (grades 2 , 4-6).
 - a. Conducted a review of core texts in curriculum maps to identify text levels aligned.
 - b. Selected rigorous texts to include in the curriculum.
 - c. Refined curriculum maps to include additional rigorous texts.
 - d. Established instructional practices that support the rigorous texts.
3. Improved the writing component within the elementary curriculum.
 - a. Used the resource *Talking, Drawing, Writing* to support the foundational writing process (grade K).

- b. Unpacked Next Generation Writing Standards with teachers and used text structure to write effectively in multiple genres (grades 4-6).
- c. Refined Performance Based Assessments to include writing in the content areas (grades 4-6).

7-12

1. Developed additional common assessments for retesting and a process for revising required course assessments.
 - a. Identified and created additional retests as needed.
 - b. Defined the revision process for project based / writing assessments.
 - c. Implemented the retest and revision process.
2. Utilized writing rubrics for timely and specific student feedback.
 - a. Used rubric data to inform classroom instruction.
 - b. Provided revision opportunities for students to respond to feedback and demonstrate improvement.

Improvement Plan

K-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Continue to support instructional best practices to increase academic achievement and address learning needs.

K-6

1. Improve instructional practice based on the cognitive science behind reading instruction.
 - a. Use phonetically regular text to reinforce letter patterns and decode text (grade 2).
2. Monitor implementation of the AimswebPlus diagnostic assessment and make adjustments as needed.
3. Improve the instructional delivery of curriculum (grades 4-6).
 - a. Review learning standards for each unit.
 - b. Review student outcomes.
 - c. Identify improvements.
 - d.

7-12

1. Advance the use of process writing by providing opportunities for students to revise writing.
 - a. Incorporate process writing in the curriculum maps.
 - b. Revise the pacing of the curriculum to allow ample time for revisions.
 - c. Refine tasks to ensure that students are consistently considering organization and style as appropriate to the task, purpose, and audience.

Program and Service Review Summary
2021-2022
Mathematics

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district’s administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Investigated a culturally responsive educational program for mathematics instruction K-12 (curriculum, instruction, and assessment).
 - a. Identified instructional practices that provide equitable access to learning standards and increased student engagement and achievement.
 - b. Reviewed Eureka Math Squared (current program version) for curriculum alignment.
 - c. Implemented revised assessment expectations and processes to provide multiple opportunities for all students to demonstrate their proficiency of learning standards.
3. Administered the Computer Based Testing (CBT) NYS math assessment spring 2022 (grades 3-8).
 - a. Built teacher and student capacity for CBT testing in mathematics.
 - b. Provided multiple opportunities for teachers and students to participate in CBT throughout the year.
 - c. Provided CBT training and resources to staff and students.

K-6

1. Developed resources to improve math intervention practices for computational fluency (grades 2-6).
 - a. Developed computational fluency screeners to identify skill gap areas in need of intervention.
2. Advanced the use of fact fluency screeners to develop students’ mathematical numeracy and flexibility of thinking (grades 1-6).
 - a. Built teacher capacity to utilize fluency flowcharts for math fact fluency.
 - b. Provided professional development on the assessment suite as diagnostic/progress monitoring tools.
 - c. Developed an intervention resource (digital and print format) aligned to the fluency flow charts.
3. Aligned assessment items to new New York State Performance Level Descriptors (PLDs) (grades 3-6).
 - a. Reviewed mid-unit and end-of-unit assessment blueprints and assessments for alignment.
 - b. Revised assessment items using the PLDs.
 - c. Updated assessment blueprints with PLD information.
 - d. Balanced assessments to include ample level 3 performance questions.
4. Transitioned unit and interim assessments to online modality for administration.
 - a. Updated test items in eDoctrina to include online/student input (grades 2-6).
 - b. Developed online learning experiences (ie: application problems and exit tickets) for student practice.
 - c. Refined unit maps for online unit assessments (grades K and 1).
5. Relaunched Eureka Math program for implementing the math curriculum.
 - a. Developed common expectations of implementation.
 - b. Defined use of flexible grouping to meet the needs of all students during mathematics instruction.

7-12

1. Designed new assessments that allow for student demonstration of learning in multiple modalities (Geometry course).
 - a. Explored alternative methods for assessing geometry standards.
 - b. Identified content appropriate for new assessment design.
 - c. Developed project based learning assessments with rubrics and student reflection components.
2. Developed and implemented the Advanced Placement (AP) Computer Science course.
 - a. Developed curriculum maps.
 - b. Developed assessments and performance tasks.
 - c. Provided teachers with ongoing support as they implement the curriculum.

Improvement Plans

K-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Support instructional best practices to increase academic achievement and address learning needs.

K-6

1. Begin the implementation of the Eureka Math Squared program.
2. Further develop resources to improve math intervention practices for computational fluency (grades 2-6).
3. Build teacher background knowledge in the area of New York State Performance Level Descriptors (PLDs) and student expectations (grades 3-6).

Program and Service Review Summary
2021-2022
Science

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district's administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Designed and implemented a culturally responsive educational program (curriculum, instruction).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.

K-6

1. Developed curriculum maps for the new Board of Cooperative Educational Services (BOCES) Science Kits that are aligned to the New York State Science Learning Standards (grades K-1).
2. Implemented the new Save the Bees BOCES Science Kit (grade 2)
3. Implemented four New York State Science Learning Standards-aligned units (grade 3).
4. Piloted new NYSSLS-aligned online formative assessments (grades 4-6).
5. Piloted rubrics to assess NYSSLS-aligned Science and Engineering Practices in common learning experiences (grades 4-6).
6. Developed a system to purchase and maintain the materials and equipment to implement intermediate science units (grades 4-6).
7. Refined the Intermediate Science Capstone (grade 6).

7-12

1. Created and implemented NYSSLS-aligned curriculum and stimulus-based online assessments (Science 7 and Biology).
2. Piloted NYSSLS-aligned lessons in Regents science courses.
3. Implemented Earth Science Boost pilot intervention plan (grade 8).
4. Conducted a crosswalk of the NYS NYSSLS-aligned Regents Earth Science course map with teachers.
5. Refined common Claim Evidence Response (CER) writing tasks in science curriculum maps.
6. Built teacher capacity pertaining to NYSSLS-aligned, stimulus-based, online science assessments.
7. Offered RIT college credit for all Project Lead the Way (PLTW) Biomedical Science courses.

Improvement Plans

K-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Continue to support instructional best practices to increase academic achievement and address learning needs.

K-6

1. Implement new BOCES Science Kits (grades K-2).
2. Develop curriculum maps aligned with the BOCES Science Kits (grade 2).
3. Implement the district NYSSLS-aligned online formative assessments (grades 4-6).
4. Implement rubrics to assess NYSSLS-aligned Science and Engineering Practices in common learning experiences (grades 4-6).
5. Vertically align the skills necessary to succeed on Claim Evidence Response tasks (grades 3-6).

7-12

1. Create and implement NYSSLS-aligned curriculum and stimulus-based online assessments (Earth Science and Biology).
2. Identify and replace at least one item cluster on all RCAs with new NYSSLS-aligned stimulus and questions.
3. Crosswalk science state testing materials from states already implementing NGSS-aligned end-of-year assessments.
4. Complete a program evaluation of the district's Project Lead the Way (PLTW) program.

Program and Service Review Summary
2021-2022
Social Studies

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district's administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Designed and implemented a culturally responsive educational program (curriculum, instruction).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
 - b. Received consultation and training to assist in the development of a comprehensive culturally responsive educational program.
 - c. Identified gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increased the use of multiple perspectives while teaching course content.

4-6

1. Implemented revised curriculum and common learning experiences aligned with New York State Social Studies and Culturally Responsive Frameworks and integrated ELA standards and ICT skills (grades 4 & 5).
 - a. Aligned curriculum maps with New York State Social Studies Framework.
 - b. Developed common learning experiences aligned to revised curriculum maps.
 - c. Provided professional development on new curriculum and learning experiences
 - d. Implemented revised curriculum (2021-22)
 - e. Provided teachers with ongoing support as they implement the new curriculum.

7-12

1. Implemented Monroe County Race, Class, and Equity inquiries (grades 8 and 11).
 - a. Provided professional development to develop teacher capacity to deliver the new inquiries.
2. Administered new framework for United States Regents exam (June 2022).
 - a. Implemented NYS SS Framework aligned US History curriculum.
 - b. Monitored student progress to identify appropriate adjustments in curriculum and instruction.
3. Prepared to offer the New York State Seal of Civic Readiness seal to students beginning in 2022-23.
 - a. Reviewed New York State Civic Readiness Initiative and requirements to earn the Seal of Civic Readiness with staff.
 - b. Conducted an analysis of current courses/programs/capstones to ascertain what curriculum qualifies, and meets the requirements for the Seal of Civic Readiness and identify what requirements will need to be developed.
 - c. Identified stakeholders to be a part of the Seal of Civic Readiness committee.

Improvement Plans

K-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Support instructional best practices to increase academic achievement and address learning needs.

4-6

1. Revise curriculum maps and develop common learning experiences aligned with New York State Social Studies and Culturally Responsive Frameworks and integrate ELA standards and ICT skills (grades 4, 5 and 6).

7-12

1. Develop an Advanced Placement Government project-based curriculum to align with updated framework.
2. Develop required assessments to meet the requirements to earn the Seal of Civic Readiness.
3. Implement the Seal of Civic Readiness Program for all seniors.

Program and Service Review Summary
2021-2022
World Languages

Significant Accomplishments

7-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district's administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Investigated a culturally responsive educational program for K-12 music education (curriculum, instruction, and assessment).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Developed and implemented 7th-grade revised curriculum aligned to the new NYSED Checkpoint A World Language standards and performance indicators.
 - a. Reviewed and unpacked new NYS World Language standards and performance indicators.
 - b. Revised and developed 7th-grade World Language curriculum maps and assessments aligned to new World Language standards.
 - c. Provided teachers with ongoing support as they implement the revised curriculum
4. Implemented New York State Association of World Languages Administrators (NYSAWLA) checkpoint B exam as the required checkpoint B exam for regent's credit (French, German and Spanish).
 - a. Registered district for New York State Association of World Language Administrators (NYSAWLA) checkpoint B exams.
 - b. Revised assessments to include text based writing tasks aligned to NYSAWLA exams.
 - c. Administered exam in June 2022.
5. Planned to implement Seal of Biliteracy program for all World Languages at Rush-Henrietta in 2022-23.
 - a. Worked with SHS principal to establish Rush-Henrietta Seal of Biliteracy Committee of stakeholders.
 - b. Reviewed requirements for implementing Seal of Biliteracy.
 - c. Reviewed requirements for students to earn the Seal of Biliteracy.
 - d. Developed Rush-Henrietta's criteria to earn the Seal of Biliteracy.

Improvement Plans

7-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Support instructional best practices to increase academic achievement and address learning needs.
4. Develop and implement revised World Language curriculum aligned to the new NYSED Checkpoint A World Language standards and performance indicators (grade 8).
5. Implement Seal of Biliteracy Program for all level IV and V World Language students.
 - a. Complete program establishment.
 - b. Develop Seal of Biliteracy required assessments for portfolio aligned to New York State Seal of Biliteracy rubrics (all four languages).
 - c. Communicate program information to all stakeholders.

Program and Service Review Summary

2021-2022

Music

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district's administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Investigated a culturally responsive educational program for K-12 music education (curriculum, instruction, and assessment).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Developed and implemented COVID protocols for safe learning environments in specific music education settings.
 - a. Identified needs, ordered resources, and implemented expectations for personal protective equipment.
 - b. Developed concert protocols for a safe return to performance settings.

K-6

1. Implemented revised general music curriculum aligned to new NYS learning standards.
 - a. Monitored implementation and solicited teacher feedback.
 - b. Shared feedback and made curriculum adjustments as needed.
 - c. Analyzed current responding strand and researched additional inclusive responding examples.

4-12

1. Prepared for chorus and orchestra curriculum map revisions to the new learning standards.
 - a. Reviewed and audited current curriculum maps.
 - b. Completed a crosswalk of NYS Music Standards and identified gaps in current maps.
2. Ensured equitable access to the music ensemble performance program.
 - a. Provided communication that includes comprehensive translations and digital format (grades 4-6).
 - b. Identified areas of participation concern based on enrollment trends in cohort participation.
 - c. Developed program improvement items to address participation concerns.
3. Secured additional resources for instruction.
 - a. Reviewed/audited district classroom instruments, keyboards, sound systems and corresponding supplies.
 - b. Identified items for replacement.
 - c. Developed a purchasing plan for sustainable replacement cycles of instruments, keyboards, sound systems, and corresponding supplies.
4. Implemented instructional practices to increase learning gaps in rhythm concepts and skills.

7-12

1. Developed additional common assessments for retesting and a process for revising required course assessments.
 - a. Identified the need for multiple assessment measures, beyond performance and participation.
 - b. Clarified the revision process for performance assessments.
 - c. Administered the retest and revision process.

Improvement Plans

K-12

1. Continue design and implementation of equitable grading practices.
 - a. Improve the use of multiple measures and assessment practices in music courses.
2. Continue design and implementation of a culturally responsive educational program (curriculum, instruction, and assessments).
 - a. Design and implement an instrumental program that removes barriers to participation.
 - b. Design and implement a process for reviewing culturally responsive and inclusive repertoire in the performance program and in the general music program.
3. Review and revise district music guidelines.

K-6

1. Design and produce a District Music Festival for general music (grades K-3).
2. Explore the use of recorders in general music (grade 3).
3. Improve music technology integration and consistency in general music (grades 4-6).

7-12

1. Improve the use of multiple assessment measures and assessment practices.
2. Revise the general music curriculum aligned to the New York State Learning Standards (grade 7).
3. Revise the Piano in Our Lives curriculum to the New York State Learning standards.
4. Explore the use of digital portfolios for music courses.

4-12 (Performing Ensembles)

1. Develop and implement revised chorus and orchestra curriculum maps of the new learning standards.
2. Improve the use of multiple assessment measures and assessment practices in performance-based courses.
3. Improve participation in beginning-level music ensembles.
4. Investigate enrollment concerns in junior high performance ensembles and identify improvements to increase participation.
5. Monitor high school performance ensembles for enrollment and rigor.

Program and Service Review Summary
2021-2022
Art

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district’s administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Investigated a culturally responsive educational program for K-12 music education (curriculum, instruction, and assessment).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Revived district art shows that had been impacted by COVID.

K-6

1. Implemented revised art curriculum maps aligned to new New York State Arts Learning Standards (NYSALS).
 - a. Further-developed common learning experiences that meet the NYSALS.
 - b. Monitored implementation and shared feedback at department meetings.
2. Integrated the Media Arts standards into the curriculum.
 - a. Identified common learning experiences that meet the Media Arts standards.
 - b. Integrated Information Communication Technology (ICT) standards and skills into the curriculum and implemented them in lessons.

7-12

1. Developed a process for revising required course assessments specifically for art courses.
 - a. Identified additional assessment tools and expanded assessment tools, as needed.
 - b. Defined the revision process for project-based assessments.
 - c. Administered the retest/revision process.
 - d. Monitored implementation of the portfolio requirement (grades 8-12).
2. Audited higher-level visual arts courses to ensure opportunities for all students.
 - a. Conducted an analysis of student cohort enrollment in art courses.

Improvement Plans

K-12

1. Design and implement equitable grading practices.
 - a. Improve the use of multiple assessment measures and assessment practices in visual arts courses.
 - b. Expand the use of digital portfolios in the visual arts program.
2. Design and implement a culturally responsive educational program (curriculum, instruction, and assessments).
3. Expand common learning experiences for media arts and explore vehicles for presenting media art works in school buildings, district art shows, and exhibits.

K-6

1. Design and implement media arts common learning experiences (grades K-3).
2. Implement new media arts units (grades 4-6).
3. Explore student art portfolios (grades 4-6).
4. Create a resource database for inclusive art works and media to be used in elementary art classes.

7-12

1. Implement Applied Art curriculum revisions and expand the use of portfolios to this course.
2. Audit higher-level visual arts courses to ensure opportunities for all students.
 - a. Review program structure to identify possible improvements in course sequence/offerings.
 - b. Review prerequisites to identify changes to ensure inclusivity in art courses.
 - c. Identify potential new (or revised) courses aligned to standards, culturally responsive education, and student interest.
 - d. Review enrollment patterns of courses to identify courses to eliminate or revise.
3. Improve the use of multiple assessment measures and assessment practices in secondary visual arts courses.
4. Improve the quality of visual art portfolios by designing and implementing grade-level requirements in increasing rigor.

Program and Service Review Summary

2021-2022

Physical Education (PE)

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district's administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Investigated a culturally responsive educational program for K-12 physical education (curriculum, instruction, and assessment).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Incorporate blended learning practices within the physical education program.
 - a. Identified blended learning practices that are effective for PE instruction.
 - b. Included the identified blended learning practices within curriculum maps.
 - c. Implemented the curriculum maps as prescribed.
 - d.

7-12

1. Developed additional common assessments for retesting and a process for revising required course assessments.
 - a. Identified reassessing process for physical education.
 - b. Administered reassessments as needed.
2. Developed a five-year equipment replacement plan to upgrade current equipment.
 - a. Collaborated with staff to inventory current equipment and identify new replacements.
 - b. Identified and prioritized the equipment replacements based on usage and need.
 - c. Secured resources by developing budgets and proposing additional funds as needed.
3. Improved physical space of fitness rooms at identified secondary schools (Burger Junior High School, Senior High School, Webster Learning Center).
 - a. Added rowers/bikes and added/subtracted other cardiovascular equipment.
 - b. Included TRX equipment.

Improvement Plans

K-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).

K-6

1. Revise physical education curriculum aligned to NYS learning standards.
2. Design gymnastics equipment five-year replacement plan.

7-12

1. Implement the five-year equipment replacement plan to upgrade current equipment.
 - a. Collaborate with staff to inventory current equipment and identify new replacements.
 - b. Identify and prioritize the equipment replacements based on usage and need.
 - c. Secure resources by developing budgets and proposing additional funds as needed.
2. Continue to improve physical space of fitness rooms at identified secondary schools (Burger Junior High School, Senior High School, Webster Learning Center).
 - a. Add/subtract appropriate strength and cardiovascular equipment.
 - b. Continue with maintenance/repairs of equipment in all fitness rooms.

Program and Service Review Summary
2021-2022
Health

Significant Accomplishments

K-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district’s administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Designed and implemented a culturally responsive educational program (curriculum, instruction).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.

7-12

1. Documented the curriculum for health courses in eDoctrina (grade 7 and Senior High School health).
 - a. Reviewed the district's curriculum map template with teachers.
 - b. Reviewed exemplar curriculum maps from other instructional departments.
2. Offered the Child and Adult Development course as a health elective (grades 10-12).
 - a. Identified a common curriculum and required course assessments aligned to health standards.
 - b. Communicated how the course will be transcribed.
3. Revised and developed curriculum and assessments for the Teenage Brain (grades 8-9).
 - a. Revised units aligned to the Health/ISTE/ELA learning standards.
 - b. Developed and implemented a new digital media unit.
 - c. Implemented all revised and new units.

Improvement Plans

K-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).

7-12

1. Ensure consistent grading and reporting of student achievement on Required Course Assessments.
2. Vertically align the program’s Growth, Development, and Reproduction curriculum.
3. Document district curriculum for health courses in eDoctrina.
4. Develop curriculum and assessments for the Child Development course (grades 10-12).

Program and Service Review Summary
2021-2022
Business

Significant Accomplishments

7-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district’s administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Investigated a culturally responsive educational program for K-12 music education (curriculum, instruction, and assessment).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Increased student participation in the Career and Technical Education (CTE) Business pathway for CTE endorsement.
 - a. Conducted an audit of student participation and completion of business courses towards CTE credit.
 - b. Developed communication and processes to help ensure students are informed of opportunities.
 - c. Provided opportunities within students’ schedules for necessary business courses.
 - d. Identified students that may be eligible and encourage participation.
4. Expanded work-based learning opportunities for students (internships, co-ops cooperative learning, and job shadows).
 - a. Developed communication that can be sent to local businesses to secure support for work-based learning opportunities.
 - b. Established relationships with local businesses through the Henrietta Chamber of Commerce to broaden placement opportunities.
 - c. Built staff capacity to seek and secure opportunities with local businesses.
5. Completed the New York State Department of Education reapproval process and submitted an application for CTE Business Management & Entrepreneurship Pathway and endorsement.

Improvement Plans

7-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction, and assessments).
3. Revise the Business Law course curriculum to align with Monroe Community College (MCC) Dual Enrollment course updates.
4. Expand business partnership in the community to provide career/work opportunities for students.
5. Revise five new required courses for CTE seal in Business Entrepreneurship and Management to incorporate modifications identified during reapproval process.
 - a. Career and College Planning
 - b. Financial Literacy
 - c. Business Ownership and Management
 - d. Leadership and Management
 - e. Principles of Marketing

Program and Service Review Summary
2021-2022
Technology

Significant Accomplishments

7-12

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district's administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Designed and implemented a culturally responsive educational program (curriculum, instruction).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Developed curriculum and assessments for the Introduction to Robotics course (grades 8-9).
 - a. Vertically aligned robotics content and skills in the 7-12 technology program.
 - b. Developed new units aligned to the NYSSLS/ISTE/ELA learning standards.
 - c. Implemented the new units during the 2021-22 school year.
4. Developed curriculum and assessments for Technology 7.
 - a. Revised units aligned to the NYSSLS/ISTE/ELA learning standards.
 - b. Developed a new robotics unit in Technology 7.
 - c. Developed new projects that culminate in authentic student products.
 - d. Incorporated aspects of student choice in RCAs.
 - e. Implemented the revised and new units.
5. Ensured consistent grading and reporting of student achievement on RCAs (Tech 7 and Intro to Robotics).
 - a. Identified skills being assessed in each RCA.
 - b. Developed common rubrics that accommodates student choice in project-based RCAs.
6. Utilized Fusion 360 (software) as a computer-aided design (CAD) platform.
 - a. Streamlined the process of operationalizing Fusion 360 in schools.
 - b. Built teacher capacity to use the new software.
 - c. Modified the directions of all project-based RCAs to incorporate Fusion 360 as the CAD program.

Improvement Plans

7-12

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Document program Tech Image (software) in eDoctrina.
4. Complete a program evaluation of the district's Project Lead the Way (PLTW) program.
5. Develop curriculum and assessments for Applied Technology course (grades 8-9).
6. Ensure consistent grading and reporting of student achievement on RCAs (Applied Technology).

Program and Service Review Summary
2021-2022
Family and Consumer Science (FACS)

Significant Accomplishments

7-9

1. Designed and implemented equitable grading practices.
 - a. Developed a common understanding of grading for equity among the district’s administrative team.
 - b. Established a framework for retesting and revisions.
 - c. Constructed and implemented common retests and revision processes for all required course assessments.
 - d. Built stakeholder awareness of, and capacity to implement, common retests and revision processes.
 - e. Designed and implemented systems to monitor the implementation of retests and revisions.
 - f. Formalized a detailed common retest system using survey results, analysis of gradebooks, and anecdotal input from stakeholders for implementation in subsequent years.
2. Designed and implemented a culturally responsive educational program (curriculum, instruction).
 - a. Identified instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
3. Documented the curriculum for FACS 7 in eDoctrina.
 - a. Reviewed district curriculum map template with teachers.
 - b. Reviewed exemplar curriculum maps from other instructional departments.
4. Collaborated with the Health and Counseling departments to identify overlap and redundancy in programming.
 - a. Identified similarities in FACS and Counseling’s career-readiness curriculum.
 - b. Identified similarities in FACS and Health’s nutrition curriculum.
 - c. Developed a plan to modify RCAs in FACS to eliminate future overlap and redundancy.

Improvement Plans

7-9

1. Continue to design and implement equitable grading practices.
2. Continue to design and implement a culturally responsive educational program (curriculum, instruction and assessments).
3. Document the curriculum for FACS 8 in eDoctrina.
4. Modify FACS required course assessments and curriculum based on areas of overlap and redundancies identified in 2021-2022 (nutrition and career readiness).

Program and Service Review Summary
2021-2022
Information and Communication Technology (ICT)

Significant Accomplishments

1. Increased the use of blended learning practices and the ICT instructional shifts to strengthen students' ability to obtain knowledge, process information, and communicate their understandings.
 - a. Provided opportunities for teachers to demonstrate and share blended learning practices.
 - b. Developed blended learning asynchronous professional development for teachers.
2. Studied New York State (NYS) Computer Science and Digital Fluency Learning Standards.
 - a. Conducted a crosswalk of the NYS Standards with other NYS and ISTE Standards to better understand the connections within the current curriculum.
 - b. Identified standards to include in district curriculum and courses.
3. Completed second year of the Innovative Space Design Pilot.
 - a. Cohort 1 (2020-2021)
 - i. Supported the acquisition and setup of new furniture and supplies.
 - ii. Provided ongoing professional learning (synchronous and asynchronous).
 - iii. Monitored the correlation of innovative classroom space to instructional delivery and student engagement.
 - b. Cohort 2 (2021-2022)
 - i. Conducted an application process for pilot participation (34 secondary teachers selected).
 - ii. Provided ongoing professional learning (synchronous and asynchronous).
 - iii. Created an inventory of furniture and supplies (based on cohort 1) for teacher selection.
4. Implemented revised Comet Conversations (year two of SHS Capstone).
 - a. Used teacher feedback and student data to revise the tasks and rubrics.
 - b. Improved the administration, timing, and pacing of the Senior High School Capstone.
 - c. Established consistent implementation process and grading criteria.
5. Provided online academic support through TutorMe.
 - a. Conducted a committee review of multiple online tutoring products (recommendation: TutorMe).
 - b. Advertised the TutorMe to teachers, students, and parents through several modalities.
 - c. Provided professional learning to teachers and students on the use of TutorMe.
 - d. Monitored usage and developed plans to increase awareness.

Improvement Plans

1. Redesign identified learning experiences and assessments to incorporate New York State Computer Science and Digital Fluency Learning Standards and ICT skills.
2. Complete year three of the Innovative Space Design Pilot.
3. Implement revised Comet Conversations (year three of SHS Capstone).
4. Develop an ESports program for the Senior High School.

Program and Service Review Summary

2021-2022

Remote Learning

Significant Accomplishments

Operations

1. Implemented recommendations from the Remote Learning Academy (RLA) program evaluation conducted in spring 2021 by the Director of Professional Learning and Program Evaluation.
2. Developed a revised remote learning plan to outline program model, course offerings, curriculum/assessments, support services, schedules, attendance requirements, grading, and staff/student expectations (administrators).
3. Determined building locations (Winslow, Vollmer, Roth, SHS).
 - a. Secured work spaces and additional technology for teachers that are quiet and have access to resources and support as needed.
 - b. Provided adequate administrative and clerical support.
4. Improved SchoolTool integration, such as attendance-taking and grading procedures.
5. Provided additional technology to remote learners.
 - a. All students were assigned monitors, document cameras, and larger-screened Chromebooks.
 - b. Provided hotspots to families with no or limited internet access.
6. Incorporated remote students within the identified school community.
7. Assigned supervision and primary observations of teachers to RLA administrators.

Instruction

1. Focus observations and “walkthroughs” on diverse instructional delivery with a wide array of instructional strategies
2. Required consistent set up and use of Google Classroom.
3. Provided instructional support services within the allocated school staffing.
4. Identified and focused instruction on the essential components/content within the existing curriculum.
5. Administered K-12 Required Course Assessments (RCAs) in eDoctrina/Google Classroom online.
6. Progress monitored student achievement (administrators/teachers).

Student and Parent Support

1. Educated families about the importance of work environments that are conducive to learning.
2. Communicated ongoing student progress reports to parents/guardians.
3. Dedicated mental health support for remote learners.
4. Supported disengaged learners and provided opportunities to attend to in-person learning.

Professional Development

1. Implemented professional development for blended learning.
2. Provided in-depth training on technology tools, social-emotional learning, instructional strategies, and activities that are successful in a remote environment.
3. Conducted embedded coaching and 1:1 training to remote teachers.

Improvement Plans

1. Remote synchronous classes will not be offered during the 2022-2023 school year. Asynchronous courses at the high school level will still be available for students.

II. Instructional Support Services

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Program and Service Review Summary

2021-2022

Library Media Specialists (LMS)

Significant Accomplishments

1. Cultivated an inclusive library collection that includes multiple perspectives based on cultures, genders, and traditions that reflect the student population.
 - a. Reviewed the analysis from last school year.
 - b. Established a defined philosophy and rationale for district library collection.
 - c. Completed an audit of the current collection.
 - d. Selected new literature to enhance library collections.
2. Conducted author visits to promote literacy (grades 4-12).
 - a. Explored virtual and in-person opportunities
 - b. Secured additional resources to expand the variety of author experiences
3. Conducted a summer reading program that encourages students to continue to read, respond to, and appreciate literature and the writing craft throughout the summer months (grades K-6).
 - a. Scheduled two authors (primary and intermediate).
 - b. Developed a four-week program to engage students in the author's work before the virtual visits.
4. Strengthened the capacity of library media specialists to serve as instructional coaches.
 - a. Provided professional development opportunities.
 - b. Provided embedded coaching opportunities.
5. Developed an interactive summer reading experience (Google site) (grades 7-12) .

Improvement Plans

1. Cultivate an inclusive library collection that includes multiple perspectives based on cultures, genders, and traditions that reflect the student population.
2. Conduct author visits to promote literacy.
3. Revise library websites for accessibility.
4. Establish criteria for collection development.
5. Develop guidelines for library operational items.
6. Continue to strengthen the capacity of library media specialists in the areas of instructional coaching and the use of data to inform instructional practice and program adjustments.

Program and Service Review Summary

2021-2022

Instructional Coaching

Significant Accomplishments

Literacy Coaching

K-6

1. Built reading teacher capacity to use the intervention continuum for interventions.
2. Developed reading teacher capacity in the use of diagnostic reading assessments.
3. Increased co-teaching opportunities to promote best practices in reading and writing instruction.

K-3

1. Built teacher capacity to use the Geodes decodable text (grades K,1).
2. Delivered professional development on unit 1 in Language Essentials for Teachers of Reading and Spelling (LETRS).

4-6

1. Developed teacher capacity to use content topics within the different writing genres.
2. Supported teachers in the integration of enhanced texts with a focus on rigor and culturally relevant practices.

Math Coaching

K-6

1. Enhanced intervention opportunities (grades K-3).
2. Built teacher capacity to utilize math fact and computational fluency flowcharts to inform individual student interventions (grades 2 and 3).
3. Implemented a flexible grouping model for initial math instruction.

Information and Communication Technology (ICT) Coaching:

Supported teacher implementation of remote learning and the use of technology to enhance instruction to deepen the way students obtain knowledge, process information, and communicate their understandings.

1. Completed an inventory of all 4-12 curriculum and common assessments to identify what ISTE Standards were assessed throughout a student's academic experience.
2. Developed a crosswalk of NYS Computer Science and Digital Fluency Learning Standards to content standards, ISTE standards, and ICT Skills in order to identify areas of focus in future years.
3. Trained teachers participating in the innovative learning space pilot to utilize the learning environment for innovation, student empowerment, and ownership for learning.
4. Supported teachers participating in the innovative learning space pilot in material and supplies selection.
5. Produced professional learning resources and videos for the district professional learning website.
6. Facilitated revision of the Intermediate and Senior Capstones with teacher and administrator teams.
7. Expanded implementation of ISTE standards and ICT skills within the classroom setting.

Improvement Plans

Literacy Coaching

K-6

1. Continue to build teacher capacity to improve instructional decisions for intervention opportunities.

K-3

1. Provide professional development on units 2-4 in Language Essentials for Teachers of Reading and Spelling (LETRS) (grades K-2).
2. Provide coaching support for embedding Language Essentials for Teachers of Reading and Spelling (LETRS) into classroom practice.

4-6

1. Support the improvement of the writing curriculum to better align with Next Generation standards.
2. Closely examine the literacy standards in the ELA curriculum maps.
3. Model foundational literacy practices through the implementation of transition unit (grade 4).

Math Coaching

K-6

1. Provide professional development in the use of the computation flowcharts and interventions.
2. Provide professional development for Eureka Math Squared first-year implementation teacher teams.
3. Support initial Eureka Math Squared program outcomes through unpacking and coaching cycles with first-year implementation teachers.

Information and Communication Technology (ICT) Coaching

1. Assist in the development of revised and new assessments that include ISTE Standards and ICT skills.
2. Support the development or revision of curriculum to include the Computer Science Standards.
3. Train teachers participating in the innovative space pilot on the opportunities these new spaces allow to empower and engage students and what pedagogies best work in this environment.
4. Produce professional learning resources and videos for the district's professional learning website.
5. Strengthen the implementation of the Senior Capstone with a focus on rigorous expectations.
6. Build teacher capacity of ISTE standards and ICT skills within the classroom setting.

Program and Service Review Summary
2021-2022
Academic Intervention Services

Significant Accomplishments

Reading

K-12

1. Created and piloted a district intervention continuum to use consistently in all schools.
2. Improved the delivery of reading intervention.
 - a. Implemented vertically aligned interventions.
 - b. Implemented consistent, research-based interventions in all schools.
 - c. Advanced teacher capacity to diagnose and provide appropriate intervention for specific reading needs.

Math

K-6

1. Advanced the practice of diagnosing mathematical needs and providing appropriate interventions.
2. Improved intervention practices aligned to student learning need.
3. Expanded math intervention services at the primary level.

Improvement Plans

Reading

K-12

1. Implement the intervention flow chart with fidelity.
2. Use diagnostic assessment tools consistently in all schools.
3. Refine progress monitoring practices that are specific to the intervention based on assessment data.

Math

K-6

1. Implement the computational flow charts for intervention (grades 2-6).
2. Implement boot camp process plan consistently in all schools (grades K-3).
3. Review math diagnostic assessments that are available to best meet student needs.
 - a. Establish a committee to develop a review process and set criteria.
 - b. Conduct a crosswalk of available assessments to current assessments.
 - c. Make recommendations for necessary improvements.

Program and Service Review Summary

2021-2022

Extended Time Programs

Significant Accomplishments

Summer Programs (Summer 2021)

1. Offered a high school summer program for grades 9-12 through the Monroe One BOCES Cooperative Summer School in summer 2021. Program structure was hybrid. Students attended virtually on Monday and Tuesday, and in-person on Wednesday and Thursday. There were 87 students participating.

Junior High School Intersession Program

1. Held first-ever intersession in spring 2022 at Burger Junior High School. Our goal was to provide additional time and support to students in the essential courses offered at the junior high school and required for high school graduation. We offered four courses and 33 students attended. Here are the courses, followed by the numbers who participated in parentheses: LOTE 8 (4), ELA 9 (3), Earth Science (18), and Living Environment (8). We could not secure staffing for Algebra I and Global Studies 9.
2. Held first-ever intersession at Roth Junior High School. In fact, we held two intersession opportunities for students in March 2022 and May 2022. Our goal was to provide additional time and support to students in the essential courses offered at the junior high school and required for high school graduation. We offered six courses and more than 60 students attended. Here are the courses, followed by the numbers who participated in parentheses: LOTE 8 (3), ELA 9 (12), Earth Science (28), Living Environment (1), Algebra (12), HS Prep Math (7) and Global Studies 9 (6).

High School Intersession Program

1. Provided January intersession to Senior High School students with an opportunity to complete semester courses for on-time graduation and credit attainment. There were 77 students participating.
2. Offered April intersession to provide students in grades 10-12 with an opportunity to complete Regents-level coursework for on-time course completion. There were 107 students participating.
3. Held June intersession to provide students in grades 10-12 with an opportunity to complete Regents-level coursework for on-time completion. Participation rate will be known following the completion of the intersession.

Improvement Plans

1. Monitor effectiveness of extended-time programs and make adjustments as needed.

Program & Service Review Summary
2021-2022
Psychological Services

Significant Accomplishments

1. Conducted 207 re-evaluations (206 in prior year), and 117 initial psychological evaluations (113 in prior year).
2. Chaired 280 504-Accommodation Plan meetings during the year (297 in prior year) and continued to ensure that 504 processes and procedures were being followed across buildings.
3. Assisted building staff with the collection of Response to Intervention (RtI) data necessary to determine initial eligibility for special education services.
4. Supported the implementation of the graphing feature on Frontline to progress monitor student goals and objectives using quantitative data.
5. Supported the effective transition of students and their services across buildings.
6. Participated in 55 manifestation determination meetings (5 in prior year). These meetings are required for students with disabilities and those with section 504 accommodations when they are to be removed from the instructional setting for five days or more.
7. Participated in professional development focusing on the language difference vs. disability process.

Improvement Plans

School psychologists will:

1. Continue to assist building staff with the collection of Response to Intervention (RtI) data necessary to determine initial eligibility for special education services.
2. Engage in professional development with regard to Functional Behavioral Assessments and Behavioral Intervention Plan development.
3. Continue to support the efficient and effective transition of students and their services across buildings.

Program & Service Review Summary
2021-2022
Special Education Services

Significant Accomplishments

1. Transitioned new director of special education.
2. Refined the district's continuum of services to better meet the needs of our students with disabilities; especially students in out-of district placements.
3. Created a long-term professional development plan in response to the Integrated Co-Teaching (ICOT) program evaluation.
4. Expanded the ICoT model to include grade 5 at both Sherman and Vollmer elementary schools.
5. Monitored and reviewed related services-staffing district-wide and determined efficient distribution of services based on student needs. Monitored the effectiveness of both the monthly model and embedded-service models.
6. Updated the Committee on Special Education (CSE) referral form to reflect the data required to accurately determine if a student requires special education services.
7. Reviewed and refined processes for collecting parental consents and other required documents for Medicaid reimbursement claims to increase the amount of monies received by the district.
8. Supported the education of students with disabilities in the Least Restrictive Environment as required by the Part 200 regulations.
9. Provided direct support to buildings around working with students with challenging behaviors.
10. Developed and provided annual professional development to build the capacity of district leaders and staff.
 - a. Writing and progress monitoring measurable annual goals
 - b. CSE chairperson training
 - c. Integrated Co-Teach Services
 - d. Paraprofessionals
 - e. Discipline for Students with Disabilities and the manifestation process
 - f. Role of Response to Interventions (RtI) with CSE

Improvement Plans

1. Expand the ICOT model to grade 6 at Sherman Elementary and Vollmer Elementary
 - a. Provide professional development for new teacher teams with regard to models of co-teaching and specially designed instruction
2. Continue to support education of students with disabilities in the Least Restrictive Environment as required by the Part 200 regulations.
3. Continue to monitor the effectiveness of both the monthly model and embedded service models.
4. Monitor staffing needs as related to student enrollment and classification.
5. Continue to build leader, staff, and parent capacity around special education and students with disabilities.
6. Collaborate with community business leaders to create a viable learning space in a community setting for the transition program which serves SWDs ages 18-21.
7. Develop a parent partnership group; establish a meeting schedule and topics for discussion.
8. Develop a plan for expanding the continuum to include
 - a. Needs assessment
 - b. Professional development
 - c. Budget and staffing
 - d. Location

Program & Service Review Summary
2021-2022
Speech & Language Services (Speech Pathologists)

Significant Accomplishments

1. Implemented the graphing feature on Frontline to progress monitor student goals and objectives using quantitative data.
2. Expanded the mechanism for effective transition of students and their services across buildings.
3. Implemented a monthly service model with consultation from a weekly model when making recommendations for IEP services. This allowed additional time for therapists to collaborate with classroom teachers.
4. Increased implementation of the embedded services to support students with disabilities within the general education classroom. Speech pathologists coordinated with teachers to provide direct services in conjunction with classroom instruction.
5. Provided 341 students with disabilities with 590 individual sessions (584 in prior year); also offered 1,273 group sessions (1,198 in prior year) per month.
6. Continued to effectively document services for Medicaid reimbursement.

Improvement Plans

Speech Pathologists will:

1. Continue the use of the graphing feature on Frontline to progress monitor student goals and objectives and explore other options such as the SLP ToolKit.
2. Continue implementation of the embedded services to support students with disabilities within the general education classroom.
3. Provide professional development for paraprofessionals in special classes during consultation time.
4. Continue implementation of a monthly service model with consultation when making recommendations for IEP services.

Program & Service Review Summary

2021-2022

Behavioral Specialist Services

Significant Accomplishments

1. Collaborated with the Information Systems Department on a complete overhaul of the data collection system. This will be fully implemented in the fall. The new system will allow for a more consistent data collection method across the district; a more organized log for all problem behavior data; and more complex analyses leading to more accurate programming options for students.
2. Support quarterly progress monitoring of the district's 41 Behavior Intervention Plans (BIPs) and discontinued four BIPs.
3. Conducted 37 Functional Behavioral Assessments (FBAs) with the support of building mental health teams.
4. Continued to provide targeted professional development. This included creating an annotated behavior intervention plan, on writing effective behavior plans that will need to include positive reinforcement, explicit instruction, crisis response, and replacement behavior.
5. Modeled for and trained 1:1 aides on the use of reinforcement systems and interventions.
6. Continued to streamline the process for progress monitoring of behavior intervention plans by creating a system for school teams to utilize quarterly progress monitoring of behavior intervention plans.
7. Continued to increase alignment and consistency throughout the 12:1:4 program by training staff how to incorporate data from Assessment of Functional Living Skills (AFLS) or Dynamic Learning Maps (DLM) into daily instruction in the 12:1:4 classrooms.
8. Led book study with Fyle Elementary staff for the book titled Reaching and Teaching Children Who Hurt to build capacity around working with students who experienced trauma.
9. Developed customizable Tier 1 and Tier 2 checklists (program specific) to ensure staff were implementing strategies to address challenging behavior prior to moving to a Tier 3 level of intervention.
10. Delivered a series of trainings for paraprofessionals and teaching assistants during a conference day focusing on Therapeutic Crisis Interventions for Schools (TCI-S), data collection, instructional delivery methods, and BIP implementation.
11. Developed training for staff in new data collection procedures.
12. Delivered TCI-S and prompting methodology training for Leary (full staff) during conference periods.
13. Scheduled weekly meetings with Life Skills teams to help prevent BIP procedural drift.
14. Edited BIP and FBA templates to reduce redundancy.
15. Consulted across both caseloads to make use of particular expertise.
16. Created and implemented a FBA creation checklist to clarify roles and responsibilities.
17. Provided direct support for teams working with and students who display high-frequency and high-intensity problem behaviors.

Improvement Plans

1. Expand book study to other buildings for the book Reaching and Teaching Children Who Hurt to build capacity around working with students who experienced trauma.
2. Build staff capacity around BIP implementation with fidelity and accurate data collection.
3. Develop a monthly journal club for teachers focused on Evidence Based Practice (EBP).
4. Develop a trial Behavioral Relaxation Training (BRT) program for staff.
5. Continue to refine how workload is divided between behavior specialists .
6. Continue to provide regular, ongoing training to special class staff, including paraprofessionals around BIP implementation, data collection, addressing challenging behavior.
7. Work to increase the number of TCI-S trained staff within the district by providing multiple opportunities for training.
8. Develop parent training opportunities for families of students with Autism Consultation.
9. Creating a series of opportunities for paraprofessionals and teaching assistants to learn how to collect data through the new data collection system and how to enter collected data into Google forms to allow for easier analysis.

Program & Service Review Summary
2021-2022
Occupational Therapy Services

Significant Accomplishments

1. Implemented a monthly service model with consultation; 126 Students with Disabilities received 298 direct OT services individually (306 in prior year) and 247 in small group (305 in prior year) sessions per month. The consultation was provided to classroom teachers to ensure integration of skills from occupational therapy sessions into the classroom and to assist teachers with providing necessary accommodations for students.
2. Continued to work towards writing measurable annual goals and objectives and progress-monitor them four times per year using quantitative data points.
3. Participated in professional development to provide Continuing Education Units (CEU), which is a requirement to maintain certification.
4. Continued to organize and assemble R-H handbook/fieldwork manual for distribution to guide fieldwork experiences. This included updated evaluation procedures, assessments, and service delivery parameters in order to align with best practice guidelines.
5. Developed a mechanism for the effective transition of students and their services across buildings (consider continuing with a mechanism previously used which was to meet to exchange folders at the end of the year).
6. Participated in professional development around school-based therapy and determining need and amount of service.

Improvement Plans

Occupational therapists will:

1. Monitor the implementation of the monthly service model to ensure students receive all sessions.
2. Share handbook/fieldwork manual with colleagues in the Occupational Therapy department as well as other related service providers.
3. Continue to monitor student transitions between buildings and programs and collaborate with regard to goal-writing when a student is moving from one building to another.

Program & Service Review Summary
2021-2022
English as a New Language Services (ENL)

Significant Accomplishments

1. Provided English as a New Language (ENL) services to 425 students in grades K-12 (412 in 2021, 346 in 2020). The breakdown of students based on English Language Proficiency levels was as follows: Entering 37; Emerging, 53; Transitioning, 112; Expanding, 223.
2. Processed more than 370 potential English Language Learners (ELL) registrations for appropriate placement and services for the 2021-2022 school year, as well as registrations for potential kindergarten ELLs for the 2022-2023 school year. This process includes communication and information gathering from former school districts, parent and student interviews, determination for testing, and administration of the NYSITELL, if appropriate.
3. Updated ENL Comprehensive Plan to include revised mandates and forms. Posted the revised plan on the district website and shared with staff and administration.
4. Expanded professional development workshop opportunities for staff focusing on second language acquisition, culture, language difference vs. disability, trauma, and progress-monitoring for ELLs. These opportunities occurred both online and at faculty/program meetings.
5. Expanded the ENL Toolkit for progress-monitoring to assess impact of the pandemic on language-acquisition progress and to develop strategies for intervention where necessary.
6. Evaluated the tools and systems which were in place for pre-referrals of ELLs, as well as, newly released national resources. This evaluation resulted in a newly developed Rush-Henrietta Multi-Tiered System of Supports (MTSS) framework for ELLs. This framework has been shared with ENL staff for implementation during the 2022-2023 school year.
7. Successfully implemented Bridges to Academic Success at 4-12 grade levels for all low-literacy Entering and Emerging ELLs in the Stand-Alone setting. Appropriate professional development for effective implementation was provided throughout the year for 4-12 ENL teachers.
8. Reinstated and expanded in-person District Parent Welcome Night in collaboration with the town of Henrietta. Over 100 students and their families were in attendance and they learned about district and community resources available.
9. Reinstated the District Multicultural Night held at the town of Henrietta Recreation Center. Over 400 individuals were in attendance at the event with performances by Rush-Henrietta students.
10. Collaborated with the Multicultural Parent Advisory Council to develop a subcommittee dedicated to expanding engagement and involvement of our multilingual families. This resulted in the expanded welcome night and a community connection opportunity for members of the district, the town, and the community to travel into the neighborhoods of our multilingual/multicultural families to make connections, share resources, and answer questions.
11. Continued professional development for ENL teachers regarding Second Language Acquisition, Response To Intervention (RtI), and progress monitoring for ELLs.
12. Implemented successful ENL summer school program for 17 ENL students in grades 7-12 who were entering/emerging or transitioning low literacy English Language Learners (ELLs).
13. Collaborated with one of our occupational therapists to develop an incoming kindergarten summer program for Entering and Emerging ELLs to reinforce ready-to-learn behaviors, language acquisition, and overall school readiness skills as they enter the school system during the 2022-2023 school year.
14. Collaborated with the director of wellness and equity to address additional trauma experienced by our ELLs and their families during the pandemic. Developed an online professional development resource for teachers to access information and strategies to respond to these unique challenges. In addition, created an opportunity for mental health staff to interact with parent representatives from the Nepali and Muslim cultures regarding cultural views related to mental health.

15. Collaborated with the director of special education to create an opportunity for school psychologists to gain more information about Rush-Henrietta's process for determining language difference from disability.
16. Explored opportunities for parents to participate as peer mentors for new families; provided information to families about district and building committees/organizations and encouraged their engagement and involvement.
17. Provided native language document translation services on 19 occasions (an increase of five compared to prior year).
18. Provided native language translation services for exams to 104 students on 57 occasions (an increase of 45 from prior year). Provided native language translator services to students and families on 149 occasions (an increase of 14 from prior year).
19. Used the native language phone translation service (Propio) to facilitate communication with families and students identified as ELLs was used on 901 occasions (an increase of 16 compared to prior year).
20. Provided American Sign Language services for hearing-impaired students and families on 85 occasions (an increase of 24 compared to prior year).

Improvement Plans

1. Continue to expand and provide ENL professional development workshop opportunities for staff online, and/or faculty/program meetings.
2. Continue to expand the ENL Toolkit for progress monitoring for ELLs.
3. Provide district-wide professional development for the understanding and implementation of the Rush-Henrietta Multi-Tiered System of Supports (MTSS) for ELLs.
4. Continue Language Difference vs. Disability Focus Team to develop tools to be used for implementation of the MTSS for ELLs.
5. Collaborate with literacy and math coaches to support the implementation of the MTSS for ELLs with classroom teachers in grades K-6.
6. Collaborate with the director of wellness and equity to provide more opportunities for exploring perspectives on mental health supports for our multilingual/multicultural students and families. This will include an online professional development opportunity for all staff to learn from parents, teachers, and community members representing our multicultural communities.
7. Collaborate with the director of special education to assess implementation of the Rush-Henrietta process for determining language difference from disability and the need for further professional development for all staff.
8. Expand MPAC subcommittee to focus on the continued engagement of multilingual/multicultural parents and families and to explore ways for developing a parent mentorship program.
9. Continue and expand our district multicultural welcome night, as well as the district multicultural end-of-the-year celebration.
10. Update and revise ENL Comprehensive Plan and post on website.
11. Assess the effectiveness of the incoming K and grades 7-12 ENL summer school programs and continue to refine it.

III. Student Management

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- Student Registration and Placement 35
- Student Discipline(DASA)/Character Development (PBIS) 36-37
- School/District Safety 38

Program & Service Review Summary

2021-2022

Student Registration & Placement

Significant Accomplishments

1. Continued to implement three ways for parents/guardians to register their child). In-person, online and contact-free options were made available. Parents continued to utilize the contact-free option in which they returned their completed registration packet, along with required documents, in a designated mailbox outside of the District Registrar's entrance at the Webster Learning Center.
2. Worked with the Office of Community Relations to update student registration information on the district website and outlined the step-by-step online registration process.
3. Reviewed all registration forms to reflect inclusive language
4. Registered 843 new students (K-12), an increase of 114 students compared to prior year.
 - a. 453 were kindergarten students, an increase of 17 students compared to prior year.
 - b. 390 were students in grades 1-12, an increase of 97 students compared to prior year.
5. Discontinued 311 students (K-12), a decrease of 68 students compared to prior year.
 - a. 19 enrolled in private schools, a decrease of 38 compared to prior year.
 - b. 60 returned to their home country, an increase of 38 compared to prior year.
 - c. 143 moved out of district and enrolled in other New York state schools, a decrease of 29 compared to prior year.
 - d. 44 moved out of New York state, a decrease of 39 compared to prior year
 - e. 45 are homeschooled, a decrease of 9 compared to prior year
6. Verified 115 Shared Housing Affidavits, an increase of 18 families in shared living arrangements compared to prior year.
7. Reviewed new leases and purchases for 188 families who moved within the school district during the course of the school year, a decrease of 7 compared to prior year.
8. Reconnected and collaborated with rental property personnel to share updated registration processes and information to get new families who move into the district registered quickly.
9. Identified 59 temporarily displaced students (43 families) under the McKinney-Vento Law, an increase of 12 students.
10. Conducted 17 residency investigations, a decrease of four compared to prior year; one case was founded.

Improvement Plans

1. Refine the online registration process by providing fillable PDF forms that can be electronically signed and submitted.
2. Update the registration postcard with various options to register including a notation for UPK office contact information.

Program & Service Review Summary
2021-22
Student Discipline/Character Development

Significant Accomplishments

1. Aligned restorative practices, Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning (SEL) under the same umbrella and implemented the SEL Team Rubric.
2. Building-based teams (SEL, PBIS and RP) adopted “R-H Stronger Together” and anchored their focus on the character development and management needs of students.
3. Continued to provide Restorative Practices training in-house utilizing the district consultant and other trained staff. This past summer, four RP training sessions were offered and 55 staff members were trained in community building circles. In addition, two trainings were offered during the 2021-2022 school year and an additional 33 staff members were trained.
4. Continued to expand the Restorative Practices (RP) training for new and current district employees. A total of 364 staff and 68 administrators have been trained in community building circles; 75 staff and administrators have been trained in restorative discipline; 27 staff and administrators have participated in restorative train-the-trainer professional development; and 13 staff and administrators have participated in advanced restorative train-the-trainer professional development.
5. Implemented a K-12 behavioral referral report form regularly used in all schools.
6. Transitioned to in-person orientation transition programs for students (Link Crew at the Senior High School and Where Everybody Belongs (WEB) at the junior high schools).
7. Provided digital citizenship week for all students and their families and added SEL lessons to the district google site for all schools.
8. The Director of Wellness & Equity worked collaboratively with the Office of Community Relations and updated the district website to reflect the alignment of RP, SEL, and PBIS work.
9. The Youth Risk Behavior Survey was administered for students in grades 7-12.
10. Developed and administered a student satisfaction survey for grades 4-6.
11. Reviewed semester behavioral incidents at all levels and worked collaboratively with building administrators to identify trends and implement appropriate interventions.
12. Updated common templates of contemplating suspension, initial suspension, and principal agreement letters for use in all schools.
13. Updated the superintendent’s hearing process to include a remote option; three hearings were conducted remotely this year.

Improvement Plans

1. Continue to expand the Restorative Practices plan of work and continue to identify benchmarks and outcome expectations for district and school buildings. Exemplary lessons, activities and resources will be developed during summer for implementation in the fall 2022.
2. Develop a survey for staff in order to assess the effectiveness of Restorative Practices, SEL, and PBIS alignment and implementation.
3. Continue to provide Restorative Practices training in-house utilizing the district consultant and other trained district staff.
4. Continue the work on aligning restorative practices, Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning (SEL) as the school uses the SEL Team Rubric.
5. Develop a survey for staff in order to assess the effectiveness of Restorative Practices, SEL, and PBIS alignment and implementation.
6. Identify additional staff members to become trained to be coordinators for Link Crew and WEB student transition programs.
7. Review student survey data with each building and help ensure the following problem areas as identified by students are being addressed: students' sense of belonging and enjoyment of school; connections with adults; peer-to-peer respectful conduct; and respectful use of technology.
8. Continue to provide digital citizenship week for all students and their families since this continues to be an area of focus based on the student survey data administered in March 2021.
9. Re-establish the quarterly review of behavioral incidents at all levels and work collaboratively with building administrators to identify trends and implement appropriate interventions.

Program & Service Review Summary
2021-2022
School/District Safety

Significant Accomplishments

1. Worked collaboratively with three building administrators and piloted an emergency alert assistance button through the Raptor Visitor Management System for when students elope in order to expedite key personnel response.
2. Transitioned to the 24/7 Safe School Hotline for students, parents and staff members for the continued reporting of safety concerns.
3. Continued the practice of two safety weeks (fall and spring) in which all buildings practiced mandated emergency procedures (e.g. lockout, lockdown, hold-in-place, Automated External Defibrillator/Cardiopulmonary Resuscitation (AED/CPR) drills, and evacuation drill).
4. Reviewed and updated building emergency response plans for buildings and submitted the plans as required to the New York State Education Department portal.
5. Closely monitored arrival and dismissal procedures in school buildings by conducting on-site visits as well as reviewing video footage from the Avigilon system. Feedback was shared with building administrators for proactive supervision in areas of concern.
6. Re-established and monitored the implementation of after-action reviews for serious safety incidents.
7. Continued the implementation of the three-year AED replacement plan; 12 AED will be replaced this school year.
8. Conducted AED refresher drills in schools and district buildings.
9. Continued to strengthen collaboration with community emergency responders. This year, emergency responders were on campus 87 times. In addition, they continued to respond to any request for additional assistance that we have made and worked with the district to assist in alleviating the traffic flow issues at the high school and Vollmer Elementary.
10. Worked collaboratively with facilities to identify priorities for replacement and safety improvements at all buildings. Specifically, created a plan for additional cameras to be installed in schools identified as part of an annual audit of cameras in all school buildings.
11. The District Safety Coordinator worked collaboratively with the Board of Education and facilities for an alternate board meeting location.

Improvement Plans

1. Implement the emergency assistance button in all school buildings for when students elope.
2. Assess visitor management system and main entrances to ensure inclusive options for all visitors.
3. Conduct emergency response table-top exercises in school and district buildings.
4. Continue to monitor and assess drop off and pick up of students at all school buildings and provide timely feedback and assistance as needed.
5. Conduct a comprehensive simulated training exercise with community emergency responders.
6. Work collaboratively with building administrators at the Transportation & Operations Center to create a building emergency response team.
7. Work with facilities to plan and complete modifications to our main entrances: installation of fob pads with red and green lights visible for all visitors as well as new signage.
8. Work collaboratively with the transportation department and selected schools to re-establish evacuation drills to offsite locations.
9. Continue to use safety audits of all school buildings and continue to work collaboratively with facilities to make improvements to items identified as priorities.
10. Collaborate with the Office of Community Relations to create safety tips videos for schools and district buildings (e.g., locking doors, barricading doors, etc.).
11. Use the ThoughtExchange feature to elicit responses from the community with regard to district and school safety.

IV. Student Services

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- Home Schooling 47

Program & Service Review Summary
2021-2022
Health Services

Significant Accomplishments

1. Revised and implemented the health reopening guidance document to include health guidelines outlined by New York State Department of Health (NYSDOH) and Monroe County Department of Public Health (MCDPH).
2. Added COVID-19 Molecular testing to the district's Limited Service Lab license required by the state to conduct COVID-19 PCR testing in addition to antigen testing we have been performing.
3. Implemented required test-to-stay and mandated weekly employee testing at two locations within the district. Additionally, testing kits were made available on a regular basis at testing sites and school buildings, and sent home to families.
4. Contracted with The Caswood Group to support all COVID-19 mandated testing within the district. In addition, The Caswood Group provided additional nursing support required throughout the year at various levels (e.g. full-time sub Registered Nurse added to support intermediate schools where there were more reported COVID infection rates).
5. Completed required testing results daily via the New York State Department of Health site and the New York State Electronic Clinical Laboratory Results System (ECLRS).
6. Communicated regularly with the Monroe County Department of Public Health to assess, and monitor cases, for the prevention of COVID-19 outbreaks in school and the community.
7. Monitored and cared for students and staff who were required to quarantine and/or isolate per the Monroe County Department of Public Health and guided parents/guardians needing information or support with the process. Managed 1,776 students and 275 staff testing positive for COVID-19.
8. Adapted Google classroom lessons to maintain compliance with mandated health education curriculum at the elementary level (Erin's Law).
9. Organized and implemented flu clinics in all district buildings.
10. Successfully completed immunization audits conducted by the New York State Department of health at Crane and Roth.
11. Completed 2021-2022 immunization survey for all buildings as required by the NYSDOH.
12. Implemented *Return to Physical Education and Sports Activities after COVID-19* guidelines, which contained suggested practices for safe return.
13. Worked collaboratively with the Athletic Department to manage isolation and quarantine cases within sports groups to minimize the impact to the sports season. This year, 1,963 sports clearances were completed.
14. Ensured compliance with screening and health examination requirements that were amended last year due to the pandemic.
15. Continued to utilize Spot Vision Screener to conduct a more comprehensive and accurate vision screening deficits.
16. Reviewed immunization records for 216 incoming Universal Pre-Kindergarten (UPK) applicants and provided support for routine illnesses and injuries of UPK students at Good Shepherd.
17. Implemented Electronic Health Record (EHR) platform to streamline health office documentation of care; continued to make necessary refinement to ensure the platform is meeting the needs of the health offices.
18. Hired and successfully transitioned a second part-time registered nurse for more effective substitute coverage in the absence of the school nurse teacher (SNT).
19. Helped transition a new school nurse-teacher (SNT) at Sherman Elementary school.
20. Maintained the electronic version of the Health Services Manual for easier access to information and documents by school nurse-teachers/registered nurses. Portions of this electronic manual will be connected with the EHR once fully implemented.
21. Provided professional development for school nurse-teachers on a number of topics: CPR/AED, Mask fitting, Frontline EHR training, Center for Disease Control (CDC) Heads UP concussion training, and cannabinoid products, and potential effects.

22. Partnered with CHS Mobile Integrated Health Care (ambulance) to support our expansion of CPR/AED training for staff in the district. Offered eight CPR/AED classes throughout the school year and 44 staff members were trained.
23. Ensured compliance with mandatory screening and physicals; 2,415 mandated screenings were conducted by the school nurse-teachers and 300 physical exams were completed by the district nurse practitioner for students that did not have a primary care provider or health insurance.
24. Ensured all bus drivers were Epi-pen trained and followed appropriate guidelines when emergencies occurred, including notifying the District Emergency Response Team (DERT) team.
25. School nurse-teachers prepared medication for students and provided appropriate training for staff attending field trips on 169 occasions. Additionally, nurses trained 67 building staff on EpiPen, individual health concerns, and medication delivery.
26. Reported 32,871 visits to school health offices from September through Mid-May. This was in addition to dispensing daily medications to 1,408 students and monitoring the daily needs of 97 medically and mentally fragile students.
27. At least 703 students with Emergency Care/Asthma Action Plans remained safe at school and free of any significant adverse or life-threatening reactions.
28. Concussion management services were provided to 44 students. There were at least 14 students with prolonged recovery from this injury.

Improvement Plans

1. Expand the opioid training site program for opioid overdose prevention (Narcan) to all interested staff and potentially select student groups.
2. Assist the Athletic Director with the re-evaluating concussion management team and the athletic placement process.
3. Provide professional development for school nurse-teachers (SNT) and health aides moving forward on topics of interest such as: Insulin pump and continuous glucose monitoring, G-tubes, Bivona child advocacy, etc.
4. Ensure that the Electronic Health Record platform is being implemented with consistency and efficiency in all school buildings. In addition, ensure that all school health offices are operating in a consistent manner following all guidelines/protocols.
5. Continue to support health offices needs with the two district float nurses.
6. Expand district wellness council membership.

Program & Service Review Summary
2021-2022
School Counseling Program

Significant Accomplishments

1. Met 365 times with new entrants and their families to help students acclimate to their schools.
2. Participated in 58 (91 in prior year) home visits to families/students identified by building-level teams as being at-risk for a range of school challenges or not completing a high school program due to attendance or other factors.
3. Collaborated in the development of a K-12 district comprehensive counseling plan, which aligns the Academic, Career, and Social/Emotional New York State Counseling Standards with American School Counseling Association Mindsets and Behavior. School counselors delivered counseling lessons according to a timeline identified in the comprehensive counseling plan in K-12 with students across all grade levels. Counseling lessons for students in grades K-3 were delivered via videos created by our school counselors.
4. Developed and facilitated School Counseling Advisory Council to ensure the implementation and progress-monitoring of specific district-wide counseling goals set as part of district K-12 comprehensive plan.
5. Established an SEL coach position to facilitate the implementation of all aspects of K-12 comprehensive counseling plan.
6. Updated and expanded the school counseling district website, including adding a junior high school counseling page.
7. Supported students in sixth grade with career exploration; at secondary schools, parents and students were provided with multiple opportunities to learn about College and Career Readiness.
8. Continued to actively engage parents in their student's college and career planning (1,246 contacts of parent engagement compared to 902 the previous year).
9. Monitored number of students participating in the "Taste of College Program" (67 vs. 133 students in the previous year) in a total of 85 courses (173 courses the previous school year)
10. Continued to support graduating seniors in 2021, with 87 percent of graduating seniors pursuing post-secondary education or military service (4-year college, 47 percent; 2-year college, 30 percent; military service, 4 percent; full-time employment, 21 percent), demonstrating an increase in students pursuing full-time employment after graduation.
11. Supported all students and families in use of Naviance Family Connection and the district website for college and career planning in grades 7-12; counselors continued to facilitate workshops in classrooms to support students in learning how to use Naviance.
12. Participated in professional development in several areas both within the district and through additional avenues to build capacity and meet a range of student and family needs.
13. Continued the implementation of restorative practices, increasing the facilitation of restorative conversations, community-building circles, and restorative circles with students and between teachers and students; restorative conversations with students upon re-entering school after a suspension or disciplinary action have also increased.
14. Participated in the Trauma Illness and Grief (TIG) to plan, provide direction, and support with eight TIG events within the district, with counselors providing additional support for other trauma and grief events; the TIG team has 32 members, which includes several counselors.

Improvement Plans

1. Support and monitor the addition of school counselors at K-3 grade-level buildings and implementation of the Second Step curriculum in counseling lessons.
2. Continue to implement the K-12 district comprehensive counseling plan to ensure consistent delivery of school counseling services districtwide, and communicate with the school community about the K-12 counseling plan through posting on the district website and updates to the Board of Education.
3. Expand the district's high school counseling website, in addition to expanding the newly created junior high schools counseling page; web pages with information about school counseling at the K-3 levels and 4-6 levels will be created.
4. Continue facilitation of the School Counseling Advisory Council, eliciting input and feedback from a multiple stakeholder group.
5. Focus on ways to increase the number of students participating in the "Taste of College" program and consider ways to remove any barriers that may impact student access to this opportunity.
6. Continue to encourage all students and families to use Naviance Family Connection and the district website for college and career planning in grades 7-12.
7. Continue to monitor on-time graduation rates for all students.
8. Monitor the progress toward on-time graduation of students with disabilities, both within the district and those attending outside placements.
9. Continue to expand the use of restorative practices and support teachers and additional school staff with the use of these practices in contributing to welcoming and inclusive school environments.
10. Continue to work collaboratively and effectively with the district's mental health partner agency, University of Rochester Medical Center Expanded School Mental Health program to refer students in need of additional therapeutic support services.

Program & Service Review Summary

2021-2022

School Social Work Program

Significant Accomplishments

1. Provided 8,737 social work services to students and families (including mandated and general education counseling, social/emotional counseling, crisis counseling and intervention, and community services referrals). This is an increase from 6,754 during the prior year.
2. Collaborated with the district's new partner agency at the K-6 level, the University of Rochester Medical Center Expanded School Mental Health Program, to refer students for mental health counseling and elicit consultation regarding student mental health and behavioral needs; continued to work collaboratively with our partner agency, The Healing Connection, to refer students in grade 7-12 in need of additional therapeutic support services.
3. Conducted a Wellness Workshop for parents, community members, teachers, and students on the topic of utilizing trauma-responsive strategies to support children and teenagers.
4. Supported 841 new entrants at all schools to help students get acclimated.
5. Continued the Natural Helpers program at the Senior High School for students to provide referrals to mental health staff to support their peers in crisis; A total 149 students, including rising sophomores who attended a May 2022 retreat, have been trained as Natural Helpers.
6. Increased coordination with the SHS Student Council to raise awareness through posters and group discussions about signs of mental health challenges and how students can access a range of support services.
7. Continued to implement the Individualized Chemical Abuse Prevention (ICAP) program, which replaced the Chemical Awareness Referral and Education (CARE) approach. This approach has resulted in more streamlined services for students who are demonstrating chemical abuse issues themselves or within their families (serving 58 students as of May 2022).
8. Provided drug education regarding addiction including:
 - a. Health Class: Drug, vaping, and alcohol prevention presentation titled, "Top Ten Myths about Drug Use"
 - b. Ninth-grade classes: Teaching about the dangers of drug use through presentation titled, "Creating a Brain Defense Program" and plans are in progress to speak at health classes about healthy brain development
 - c. Development of a new collaboration between students at the Senior High School and the Health and Safety Coalition with a focus on creating ways to foster drug prevention at the high school
9. Utilized state attendance reporting procedure to target students who were at risk for chronic absenteeism. Building attendance teams used the data to meet with families and send appropriate follow-up letters; social workers also participated in 61 (141 prior year) home visits as of May 2022.
10. Participated in a range of professional development and Continuing Education Units (CEU) both within the district and through additional avenues to ensure professional growth and compliance with requirements for professional practice and state licensure.
11. Participated on the Trauma Illness and Grief (TIG) team to plan, provide direction, and offer support with eight TIG events within the district, with social workers providing additional support for other trauma and grief events; the TIG team has 32 members, which includes several social workers.
12. Continued the implementation of restorative practices, increasing facilitation of restorative conversations, community-building circles, and restorative circles with students and between teachers and students; restorative conversations with students upon re-entering school after a suspension or disciplinary action also have increased.
13. Supported the alignment of social-emotional learning (SEL), positive behavioral interventions and supports (PBIS), and restorative practices within schools and across the district, with some social workers serving in newly created SEL coaches positions within buildings; SEL social work services have included direct lessons, consultation with teachers regarding planning and delivering SEL lessons, suggestions for families regarding enhancement of SEL skills at home, and facilitating presentations to staff on social-emotional learning.

Improvement Plans

1. Expand support and implementation of social-emotional learning initiatives at the classroom, school, and district-wide levels, ensuring direct SEL support and consultation with staff at all schools focused on the five SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2. Collaborate closely with the new school counselors at the K-3 schools, helping to ensure comprehensive mental health services for students.
3. Continue to engage in assessment and collaboration with building administrators in order to provide multi-tiered systems of social-emotional and behavioral support (MTSS) at each school building, utilizing the results of mental health surveys conducted with parents, staff, and students in grades 7-12 to drive service delivery.
4. Continue student and parent education regarding addiction and drug/vaping prevention programming.
5. Continue to utilize building and state attendance reporting procedures to target students missing instruction who may need additional support in order to increase attendance and engagement in school. Social workers will collaborate closely with school counselors to support an attendance goal identified in the district K-12 comprehensive counseling plan to support on-time graduation.
6. Increase social workers' knowledge of best practices through professional development and Continuing Education Units (CEU) required for professional practice and state licensure. Topics will focus on areas identified in the district priorities of mental wellness and equity and inclusion, as well as emerging needs of the school community as identified through district surveys and feedback from students, teachers, and parents.
7. Continue to expand the use of restorative practices and support teachers and additional school staff with the use of these practices in contributing to welcoming and inclusive school environments.
8. Continue to work collaboratively and effectively with the district's mental health partner agency, University of Rochester Medical Center Expanded School Mental Health program, to refer students in need of additional therapeutic support services.

Program & Service Review Summary
2021-22
Tutoring Services

Significant Accomplishments

1. Provided 57 students with tutoring services in-person or remotely, an increase of 42 compared to prior year when the number of students was much lower due to COVID and the hybrid instructional model.
2. Provided 99 students with tutoring services at the Academic Support Center, an increase of 95 compared to prior year. Twenty-two of the 99 students were assigned to the academic support center more than once due to repeated serious incidents.
3. Instructional Technology Services continued to provide online Google Classroom training for tutors to effectively work with students remotely.
4. Updated the tutoring procedures and guidelines. In addition, updated the fillable online tutor request form (TRF) and distributed it for buildings' use.
5. Maintained a database of students receiving tutoring services; keeping track of assignments, tutors assigned, and completion dates.
6. Continued to recruit additional qualified and available tutors. An additional 12 new tutors have been added to the database over the course of the school year.

Improvement Plans

1. Administer the tutor survey to effectively evaluate the efficacy of the tutoring process and to obtain feedback about it.
2. Continue recruitment efforts to identify and hire additional and qualified tutors for the district.
3. Revise the tutoring guidelines.

Program & Service Review Summary
2021-2022
Alternative Education Program

Significant Accomplishments

1. Served a total of 64 students; 29 students with Individualized Education Plans (IEPs), 10 students with 504 plans, and 25 general education students.
2. Collaborated with the Office of Community Relations to update the website with current information and resources about the Webster Learning Center and its programs.
3. Provided opportunities for students to collaborate with adults in the facilitation of community building circles to continue to build their capacity in this area and to help with the process of repairing harm when needed.
4. Created a flexible, fun, multi-purpose space for students similar to the lounge available at the Senior High School. This space is used for encouraging prosocial behavior and to acknowledge students exhibiting positive, academic, social or behavioral expectations.
5. Consolidated our PBIS, SEL, and Restorative Practices teams to effectively address the student climate and culture and enhance Social-Emotional Learning strategies. This team is referred to as the “Webster Pack” in our building. Planned and executed lessons and presentations preparing and supporting students’ return to school five-days and provided more opportunities for student voice.
6. Continued to implement lessons and presentations to strengthen respectful electronic device usage consistently in all settings.
7. Re-established connections with community resources (i.e. Finger Lakes Youth Apprenticeship Program, Bryant and Stratton, MCC, and Burger King) to continue to emphasize career exploration, social skills and provide shadow and internship opportunities.
8. Continued to engage staff in professional development focused on Equity and Inclusion.
9. Implemented additional strategies to help improve the percentage of students taking the annual student survey (90% this year compared to 63% the prior year).
10. Successfully transitioned a new social worker, teacher, three Academic Support Center tutors, and six paraprofessionals into the program.

Improvement Plans

1. Continue to provide opportunities for students to collaborate with adults in the facilitation of community building circles to build their capacity in this area and to help with the process of repairing harm when needed.
2. Expand the flexible, fun , multi- purpose space for students to continue to encourage prosocial behavior among the student population.
3. Expand opportunities for the inclusion of student voice and choice in helping to create a safe, inclusive, and supportive learning environment, and expand extracurricular activities at the alternative education program.
4. Implement a working lunch program for students who need additional support to complete work.
5. Transition a new school counselor, teacher and two Academic Support Center tutors.
6. Continue to engage staff in professional development focusing on the district priorities.
7. Continue to collaborate with the special education department and the director of wellness and equity to address all student needs holistically.
8. Assist the teachers in the development of innovative learning classrooms using an awarded grant.

Program & Service Review Summary
2021-2022
Home Schooling

Significant Accomplishments

1. Provided oversight for 248 students and their families (288 the prior year).
2. Began implementing mechanisms to properly file homeschool students' information electronically.
3. Refined homeschool filing system to ensure all the proper documentation is being submitted and is filed appropriately.

Improvement Plans

1. Continue all current practices.
2. Fully implement mechanisms to properly file homeschool students' information electronically.
3. Continue refining the homeschool filing system to ensure all the proper documentation is being submitted and is filed appropriately.

V. Student Activities

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Student Clubs and Organizations 2021-2022

Crane Elementary School

1. PBIS Positive Greeters
2. Maker Space Club
3. RCTV

Fyle Elementary School

1. Newcomers Club

Leary Elementary School

1. Safety Patrol
2. Paw Print

Winslow Elementary School

1. Student PBIS Ambassadors
2. Winslow Way Helpers

Sherman Elementary School

1. Student Council
2. Intramurals
3. 5K Run Club
4. Sherman Radio Broadcasting 6th grade

Vollmer Elementary School

1. Intramurals
2. Student Council
3. Musical

Burger Junior High School

1. Academic Challenge Bowl
2. Anime Club
3. ASL Club
4. Bookstore Club
5. Chamber Orchestra
6. Chess Club
7. Fitness Club
8. Footlight Theatre
9. GSA
10. Intramurals
11. Jazz Ensemble
12. Kindness Club
13. Musical
14. National Junior Honor Society
15. Outdoors Club
16. Photography Club
17. Pokemon Club
18. Science Club
19. Ski & Snowboard Club
20. Student Council
21. Tri-M
22. Voce Vita
23. WEB
24. Yearbook Club

Roth Junior High School

1. WEB – Where Everybody Belongs
2. Yearbook
3. Student Council
4. Dedicated Voices
5. Arabic Language/Culture Club
6. Jazz Band
7. Video Game Club
8. Chamber Orchestra
9. Jr High Tri-M
10. Morning News & Announcements Club
11. Spanish Club
12. Intramurals
13. Academic Challenge Bowl
14. Spelling Bee
15. Jewelry Club
16. Voice Club
17. Chess Competition Club
18. Anime Roleplay Club
19. Anime Club
20. Art Club
21. National Junior Honor Society
22. Roth: Girls Who Code
23. Gender/Sexuality Alliance (GSA)
24. Ticket Sales Supervisor
25. Ski Club
26. Creative Design Club
27. Diversity Club

Senior High School

1. African American Leadership League (AALL)
2. American Red Cross Club
3. Anime Club
4. Art Club
5. Barbershop Singing
6. Baseball Club
7. Boardgame Club
8. Boys Lacrosse Club
9. Business Honor Society
10. Celtic Music Ensemble
11. Chamber Orchestra
12. Chess Club
13. Class of 2022
14. Class of 2023
15. Class of 2024
16. Dance Club
17. DECA
18. Diversity Club
19. Educators of Tomorrow
20. Garden Club
21. Gay Straight Alliance
22. German Exchange Club
23. Girls Lacrosse Club
24. Jazz Ensemble
25. KPOP (Korean Pop Culture)
26. Leadership Club
27. Link Crew
28. Masterminds
29. MLK Singers
30. National Honor Society
31. Natural Helpers
32. Open Studio Art for AP & Advanced
33. Radio Club
34. Robotics Club
35. Role Playing Club
36. Snowsports Club
37. Spectrum Singers
38. Spotlight/Dramatics
39. STEAM Club (science, tech, art, math)
40. Student Council
41. Student Tutoring Association
42. Tri-M Music Honor Society
43. Women's Empowerment Club
44. Yearbook

Program and Service Review Summary

2021-2022

Art, Music & Theater

District Events

Returned regularly scheduled public performances to R-H stages and auditoriums.

Resumed district art shows and hosted them in partnership with the Henrietta Public Library.

1. District Elementary Art Show (March 15-April 3) featured the work of 184 students.
2. District Secondary Art Show (April 13-May 1) featured the work of 230 students.
3. District K-12 Superintendent's Choice Art Show (May 11-27) featured the work of 196 students and 26 Superintendent's Choice award recipients.
4. District On My Own Time Art Show (Nov. 3) featured the artwork of 20 R-H employees from Leary, Winslow, Sherman, Vollmer, Burger, Good Shepherd, and the Transportation and Operations Center.
5. MCSMA Junior High School All-County Festival was hosted at Burger JHS and featured approximately 200 students from 22 schools, including eight students from R-H.
6. NYSSMA Major Organization Festival was hosted at the Senior High School and five R-H ensembles performed leveled music for trained adjudicators.

Crane Elementary School

1. Participated in district Elementary Art Show (March 15-April 3)
2. Crane 2nd graders participated in a virtual tour of the Memorial Art Gallery.
3. Crane 3rd graders attended a virtual orchestra concert titled, *Symphony in Space*, performed by the Rochester Philharmonic Orchestra and conducted by Enrico Lopez-Yañez.
4. Crane students created a collaborative mural based on Peter Reynold's book, *The Dot*
5. Crane 2nd graders watched a virtual performance of Peter and the Wolf.
6. Guest artist David Rauch featured Traditional Children's Game Songs and World Communities.
7. Crane students participated in the Crane Caring Assembly, performing the song "Golden Rule," and learned the song "Mindful Melody" as a tool to help calm and center student minds and hearts.
8. All Crane students will participate in a Flag Day celebration.
9. All Crane students will participate in an end-of-the-year celebration.

Fyle Elementary School

1. Participated in district Elementary Art Show (March 15-April 3)
2. Fyle 2nd graders participated in an in-person tour of the Memorial Art Gallery.
3. Fyle 3rd graders attended a virtual orchestra concert titled, *Symphony in Space*, performed by the Rochester Philharmonic Orchestra and conducted by Enrico Lopez-Yañez.
4. Fyle artists were featured on the TV in the Fyle main entrance and on the fyle_art Instagram account.
5. Four students from Fyle had artwork exhibited at the NYSATA Region 2 Art Show.
6. Fyle students will celebrate Flag Day with announcements and a virtual sing-along.
7. Fyle students will participate in a campfire sing-along during Field Day.

Leary Elementary School

1. Participated in district Elementary Art Show (March 15-April 3)
2. Leary 2nd graders participated in a virtual tour of the Memorial Art Gallery.
3. Leary 3rd graders attended a virtual orchestra concert titled, *Symphony in Space*, performed by the Rochester Philharmonic Orchestra and conducted by Enrico Lopez-Yañez.
4. Four students from Leary had artwork exhibited at the NYSATA Region 2 Art Show.
5. Leary 2nd graders read the book "Change Sings" by Amanda Gorman and sang the song "Let Me Be A Light."
6. Leary students will participate in a Flag Day ceremony.

Winslow Elementary School

1. Participated in district Elementary Art Show (March 15-April 3)
2. Winslow 2nd graders participated in an in-person tour of the Memorial Art Gallery.
3. Winslow 3rd graders attended a virtual orchestra concert, titled *Symphony in Space*, performed by the Rochester Philharmonic Orchestra and conducted by Enrico Lopez-Yañez.
4. Winslow second-graders created dinosaur-inspired cityscapes based on the book, *If the Dinosaurs Came Back*, by Bernard Most
5. All Winslow students read a story about family traditions and created a Family Traditions quilt, along with artworks for the Kindness project.
6. All Winslow students will participate in a Flag Day ceremony in the bus loop.
7. All Winslow students will participate in a Fun Day concert featuring each grade level in a performance.

Sherman Elementary School

1. Participated in district Elementary Art Show (March 15-April 3)
2. Sherman 6th graders participated in an in-person tour of the Memorial Art Gallery.
3. Sherman 5th graders attended a virtual orchestra performance titled, *Music Paints a Picture!*, performed by the Rochester Philharmonic Orchestra and conducted by Herb Smith.
4. 76 Band, Orchestra, and Chorus Sherman students in grades 4-6 performed a solo for an adjudicator at the MCSMA and NYSSMA Solo Festivals.
5. Three orchestra students and three chorus students from Sherman were selected to represent R-H at the MCSMA Elementary All-County Festival.
6. 14 Sherman students represented R-H at the MCSMA PEAK Festival.

Vollmer Elementary School

1. Participated in the district Elementary Art Show (March 15-April 3), sharing examples of our media arts in practice.
2. Vollmer 5th graders attended a virtual orchestra performance titled, *Music Paints a Picture!*, performed by the Rochester Philharmonic Orchestra and conducted by Herb Smith.
3. 32 Band and Orchestra students in grades 4-6 performed a solo for an adjudicator at the MCSMA and NYSSMA Solo Festivals.
4. 12 Vollmer students represented R-H at the MCSMA PEAK Festival.
5. Vollmer students are preparing the musical, *Winnie the Pooh, Kids!*, involving approximately 35 students.

Burger Junior High School

1. Participated in district Secondary Art Show (April 13-May 1)
2. 7th Graders at Burger JHS participated in the Artist-in-Residence experience with textile artist Jan Hewitt-Towsley.
3. Four junior high school students had work exhibited at the RIT *Start Here* art show.
4. Twelve students from Burger had work exhibited at the NYSATA Region 2 Art Show at Roberts Wesleyan College.
5. Two Burger art students received Scholastic Art & Writing Awards: 1 Silver Key, 1 Honorable Mention.
6. One Burger student took third place in the Graphic Arts category for The Digies 2022.
7. Tri-M Honor Society inducted 26 new members: 13 SHS, 13 JHS, and one honorary.
8. Burger 8th/9th grade Band students participated in a clinic with Marine Band musician, Simon Wildman, featuring a musical demonstration, Q&A, and learning about a career in music.
9. 31 Band, Orchestra, and Chorus students in grades 7-9 performed a solo for an adjudicator at the MCSMA and NYSSMA Solo Festivals.
10. 1 orchestra student from Burger was selected for the MCSMA JHS All-County Festival. 2 orchestra students from Burger were selected for the MCSMA SHS All-County Festival. And 5 chorus students (from Burger) were selected to perform with the MCSMA JHS All-County Chorus.
11. Burger and Roth Chorus students participated in a mentor experience with RH Singers that included a performance and student-led workshops, culminating in a combined performance.
12. The Burger Concert Orchestra performed concert repertoire for a guest adjudicator.

13. The Burger 8th/9th Chorus performed at a Level III in the NYSSMA Major Organizations Festival hosted at the R-H Senior High School, earning a rating of Silver.
14. Burger students presented the musical, *Dear Edwina*, involving approximately 36 students.

Roth Junior High School

1. Participated in the district Secondary Art Show (April 13-May 1), including examples of our media arts in practice.
2. Tri-M Honor Society inducted 26 new members: 13 SHS, 13 JHS, and one honorary.
3. 11 Band, Orchestra, and Chorus students in grades 7-9 performed a solo for an adjudicator at the MCSMA and NYSSMA Solo Festivals.
4. One orchestra and one band student from Roth were selected for the MCSMA JHS All-County Festival. One orchestra student from Roth was selected for the MCSMA SHS All-County Festival.
5. Burger and Roth Chorus students participated in a mentor experience with RH Singers that included a performance and student-led workshops, culminating in a combined performance.
6. The Roth 8th/9th Band and the Concert Chorus performed concert repertoire for a guest adjudicator.
7. The Roth Concert Orchestra performed at a Level V in the NYSSMA Major Organizations Festival hosted at the R-H Senior High School, earning a rating of Gold with Distinction.
8. 7th Graders at Roth JHS participated in the Artist-in-Residence experience with textile artist, Jan Hewitt-Towsley.
9. One Roth student took first place in the Graphic Arts category for The Digies 2022. Two Roth students tied for second and third place, and one took first place in the Video category for The Digies.
10. Four students from Roth had work exhibited at the NYSATA Region 2 Art Show at Roberts Wesleyan College.
11. Roth students presented the musical, *Legally Blonde*, involving approximately 45 students.

Senior High School

1. Participated in district Secondary Art Show (April 13-May 1)
2. Tri-M Honor Society inducted 26 new members: 13 SHS, 13 JHS, and one honorary.
3. Symphonic Band collaboration with 5th and 6th grade band; virtual performance and practice buddies
4. 39 Band, Orchestra, and Chorus students in grades 10-12 performed a solo for an adjudicator at the MCSMA and NYSSMA Solo Festivals.
5. The high school Full Orchestra and RH Singers applied and were accepted to the Disney Imagination Campus program.
6. Two orchestra students and two band students were selected to represent R-H at the MCSMA Senior High All-County Festival. In addition, twelve chorus students were selected for Chorus.
7. Four high school students had work exhibited at the RIT *Start Here* art show.
8. Four students from the SHS had work exhibited at the NYSATA Region 2 Art Show at Roberts Wesleyan.
9. Three SHS students swept the awards for the Interactive Media category in The Digies for their visual art websites.
10. The SHS Symphonic Band performed at a Level V in the NYSSMA Major Organizations Festival hosted at the R-H Senior High School, earning a rating of Gold.
11. The SHS Symphonic Orchestra performed at a Level VI in the NYSSMA Major Organizations Festival hosted at the R-H Senior High School, earning a rating of Gold with Distinction.
12. The SHS R-H Singers performed at a Level VI in the NYSSMA Major Organizations Festival hosted at the R-H Senior High School, earning a rating of Gold with Distinction.
13. RH Singers performed their annual Senior Recital.
14. RH Singers and Spectrum Singers will perform a combined June Concert.
15. Senior High School Spotlight Theatre students presented A Night of One Acts, featuring: "Oz," by Don Zolidis, "The Scary Question," by Wayne S. Rawley, "Small World," by Tracey Scott Wilson, and "Action News: Now With 10% More Action!" by Jonathan Rand, involving approximately 55 students.
16. High School students presented the musical, *The Little Mermaid*, involving approximately 70 students.
17. High School students presented "One Night Only Shakespeare," involving approximately 22 students.

Program & Service Review Summary
2021-2022
Athletics

Significant Accomplishments

1. Continued to make necessary changes in coaching assignments due to participation numbers and/or program needs. (Mod A teams/JV teams.)
2. Live-streamed varsity athletic events with HUDL cameras in the gym and in the stadium. Also, live-streamed boys and girls varsity soccer and swimming with varsity media (3 home events each).
3. Adjusted COVID questions for registration in our sports clearance program (Family ID).
4. Purchased new uniforms for several varsity teams.
5. Developed a maintenance plan for fitness equipment at all fitness rooms in the district.
6. Evaluated and adjusted sports supervision.
7. Placed students at appropriate (varsity-JV) levels, utilizing the state-mandated athletic placement process (APP).
8. Observed, evaluated, and interacted with coaches. Attended home games for V/JV events, attended most modified home events. Was able to observe all teams in practice and games.
9. Conducted program meetings with coaches.
10. Supported coaches attending clinics.
11. Coordinated games and practice schedules at all schools: Senior High School, Webster, Burger, and Roth), as well as off-campus (local indoor facilities for soccer, softball, LAX, and baseball).
12. Collaborated with facilities, building administration, transportation, and human resources.
13. Proactively communicated with facilities, transportation, building administration, and staff.
14. Collaborated with the town recreation department during gymnastics season in fall and RHAA during baseball season for Mod B baseball to use RHAA fields for games and practices.
15. Attended all Sports Booster Club meetings (some in-person, some ZOOM).
16. Maintained updates on the athletics website (Family ID).
17. Utilized the district/community voicemail system, website, and Facebook when appropriate.
18. Continued to maintain the Rush-Henrietta Athletics Twitter account.
19. Emailed all parents during each season on a regular basis with a variety of information.
20. Added teams for next year: modified swimming, cheerleading.
21. Coordinated state championship participation for girls' lacrosse.
22. Collaborated with the sports booster club with our end-of-season awards ceremony.

Improvement Plans

1. Hold parent information meetings at both junior high schools at appropriate times during summer to provide updated information about the upcoming sports (fall) season.
2. Continue to hold varsity coach meetings to discuss a five-year improvement plan. (Working with coaches to agree on uniform guidelines and methodology related to athletes' participation.)
3. Hire coaches for new team additions (modified swimming and cheerleading).
4. Continue to support the R-H swim and hockey programs.
5. Merge varsity hockey with Gates Chili.

**Community Service Projects
2021-2022**

Crane Elementary

1. Crane Cures - Cancer
2. Kicking Hunger Food Drive
3. Giving Tree

Fyle Elementary

1. Food drive for R-H Kicking Hunger Food Program
2. Adopted Fyle families at Christmastime
3. Gave Thanksgiving baskets to families in need
4. Kids made Veterans Day cards for vets
5. Donations of supplies and food for Fyle families in need (house fire)

Leary Elementary

1. Food Drive -December
2. Hat & Mitten Tree Drive -December

Winslow Elementary

1. Collected money for the Fanconi Anemia Research Fund
2. Collected Hats and Mittens, blankets and toiletries for Asbury Store House
3. Food Drive for R-H CSD Food Cupboard

Sherman Elementary

1. Participation in RH Kicking Hunger 5K
2. Food drive for RH Kicking Hunger
3. Anna's Wish – basket donation
4. Wrote Cards and Letters to VA Hospital in Canandaigua
5. Hat and Mitten Drive
6. Coin Drive for Sherman families in need (to purchase Holiday gift cards)
7. Collected coins for CURE – raised over \$1,000

Vollmer Elementary

1. "Make a Difference Day" district food drive
2. Mitten, Scarf & Hat Drive
3. Student Council Food Drive

Burger Junior High

None during this school year

Roth Junior High

1. Ibero Holiday gifts for children at the daycare center
2. Christmas Gifts for Seniors
3. Donations for Ukraine

Senior High School

1. Women's Empowerment donation to Willow Domestic Violence Center
2. Tri-M Adopt-a-Family (Christmas donations)
3. Tri-M Lasagna Party – delivered dinners to four families
4. National Honor Society helped at Kicking Hunger Food Pantry
5. National Honor Society worked Town of Henrietta Make-a-Difference Day
6. National Honor Society raffled Anna's Wish baskets
7. National Honor Society served as ushers at Spring Musical Revue
8. National Honor Society worked Town events (Halloween, Valentine's Day, Easter Egg Hunt, etc.)
9. National Honor Society worked Kicking Hunger 5K
10. National Honor Society worked Town of Rush Afterschool Program
11. Natural Helpers community service:
 - Ibero Daycare Holiday gift giving
 - Senior Citizen Breakfast at Henrietta Senior Center
 - NET Group Orientation Early September
 - Student Ambassador program
 - C.U.R.E. Childhood Cancer Association fundraiser
 - C.U.R.E. Childhood Cancer Association Walk
 - National Alliance on Mental Illness (NAMI) Walk
 - Graduation ushers
 - Volunteered at Kicking Hunger Food Pantry; Kicking Hunger 5K; Town of Henrietta events; Town Youth Board; District Wellness Workshop

Webster Learning Center

1. Begin Again Horse Rescue
2. Equicenter Cleanup and Planting
3. St. Mark's Church Spring & Fall Cleanup
4. Henrietta Recreation Center Holiday Gift Bag Creation

VI. School Operations

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Program & Service Review Summary
2021-2022
Buildings and Grounds

Significant Accomplishments

1. Completed 2020 Capital Improvement Plan, including Burger roof replacement and the Webster Learning Center door and roof replacement that included additional roof drains and replacement of wood exterior doors. Worked through numerous cleanup issues as severe thunderstorms caused a number of interior leaks during construction. Responded promptly and our R-H crew cleaned up water and remedied damage quickly and efficiently.
2. Developed and oversaw 2021 Capital Improvement Plan (\$8.1 million) which includes roof replacement, boiler replacement, electronic marquee sign, renovation of library/foyer/bookstore area, locker-room renovations and replacement of emergency generator at Roth; and replacement of boilers, auditorium lighting controls, and emergency generator at Senior High School.
3. Continued health and safety protocols to help ensure schools stayed open during a year of serious labor shortage and ongoing COVID sanitation protocols, including daily disinfecting. Maintained all protocols despite severe staffing shortages.
4. Hired a new district architect to replace the retiring district architect.
5. Conducted ultrasound analysis of water leaks in the Senior High School swimming pool that revealed rebar corrosion needing repair. Scheduled repairs as part of Senior High School's \$10.5 million improvement project.
6. Asked Labella Associates DPC to develop conceptual design for Good Shepherd property and Senior High School athletic fields for the December 2021 referendum. The Board of Education decided not to pursue a new Good Shepherd replacement facility but voters approved the artificial turf and connector road \$10.5 million referendum.
7. Reassess continually the health and safety protocols as ever-changing federal and state guidance was received to address COVID-19 pandemic and develop protocols to:
 - a. establish and implement enhanced cleaning and disinfecting protocols to ensure proper sanitation of all buildings.
 - b. continue to provide Personal Protective Equipment (PPE) and disinfecting fogging equipment that was very constrained.
8. Completed safety enhancements and projects throughout the district. These include:
 - a. installing LED exterior pole lights at Crane, Fyle, Roth, and Webster for improved visibility and safety, and energy conservation.
 - b. adding additional bottle filler water dispensers at Vollmer and Winslow for optimum student hydration.
 - c. replacing gym doors and hardware at Fyle, Leary, Sherman, Vollmer, Webster and Winslow to provide lockdown capability for staff and student safety.
 - d. an extensive number of summer projects to address/repair facilities and grounds.
 - e. installing fencing at Fyle playground for the safety of Special Education students.
 - f. maintaining, grooming and striping of all outdoor sports fields to support sports.
 - g. converting chalkboards to whiteboards at Crane, Fyle, Leary, Roth, Senior High School, and Webster for more vibrant stimulation to students for enhanced learning.
9. Completed schematic design and presentation to the Board of Education for a swimming pool and locker-room renovation at the Senior High School.

Improvement Plans

1. Prepare 2023 Capital Improvement Plan (\$4 million) for submission to SED. This includes restroom upgrades, an emergency generator and dust collector replacement at Burger; emergency generator and PA clock notification system and classroom/restroom upgrades at Fyle; emergency generator replacement at Sherman; roof re-saturation and cafeteria sound panels at Vlolmer and; PA, clock, notification system, fire alarm system, kitchen ceiling and lighting, and emergency generator replacement at Winslow.
2. Prepare Artificial Turf Project (\$10.5 million) for submission to SED. This includes an artificial turf field with press box, stands, lighting and concessions building, relocation of tennis courts and JV softball field, addition of pressbox and stands to existing soccer field, regrading sports turf fields S7 & S8, pool tank repair, access road construction at the Senior High School, and new playground installation at Good Shepherd.
3. Contract Labella Associates DPC to conduct our NYS mandated Building Condition Survey to be completed by December 31, 2022, with the district architect and submit it to SED by March 1, 2023. This creates the baseline for future capital improvement projects by identifying necessary repairs and refurbishments at all district facilities to ensure proper maintenance.
4. Connect emergency power to the fueling island to allow refueling during power outages.
5. Install additional bottle filler drinking fountains at Sherman and Roth.
6. Modify sidewalk step at Good Shepherd to avert falling incidents.
7. Install aluminum numbers and letters above new exterior entrance doors for identification by public authorities at Crane, Leary, Roth, Vollmer, and Winslow. Replace aluminum entrance frames at the Senior High School front entrance and east side access door.
8. Continue to be prepared to comply with possible continued state COVID-19 guidance for cleaning, disinfecting, and safety protocols.
9. Install Cambridge Pavingstone patios at Roth and Senior High School to provide opportunities for students to enhance social-emotional learning through outdoor experiences.
10. Relocate Fyle support staff offices (TOSAs and OT) to Fyle lower level and refurbish vacated classrooms to provide space for four additional classrooms next year.

Program & Service Review Summary
2021-2022
Transportation

Significant Accomplishments

1. Safely transported more than 5,200 district students and more than 500 private school students to 58 different schools, traveling in excess of 1.3 million miles.
2. Supported the reopening of all normal school activities, including after-school late runs, despite an ongoing severe bus driver shortage. Revised and combined routes wherever possible.
 - a. Supported before-school Intermediate music program by transporting more than 1,000 music students utilizing Primary School buses.
 - b. Accommodated Special Ed, homeless, out-of-area daycare, and split-custody requests.
 - c. Maximized resource utilization by implementing transfer buses at Sherman elementary for out-of-area daycare and split-custody, private-school, and balanced-enrollment students.
3. Severe bus driver shortage resulted in the department taking numerous actions to enable fulfillment of all routes. Throughout the year, the department was consistently short more than 25 drivers. This led to an average of 22 uncovered runs daily, which resulted in:
 - a. dispatch office consistently reconfiguring routes to accommodate severe shortage.
 - b. head bus drivers and mechanics often driving buses.
 - c. substitute drivers being relied upon to fill gaps and absorb unfilled regular runs. This resulted in no subs available for daily call-in absences (normally we have 8-9 available).
 - d. utilizing contract transportation to supplement transportation for Special Ed and Homeless students in out-of-district locations.
 - e. contracting four Transpo Bus Services drivers to drive R-H buses and cover in-district routes.
4. Complied with new federal requirement for ELDT (Entry Level Driver Training) – mandates another 30-hour classroom course for new drivers plus additional on-road training.
5. Office staff received training for upcoming rollout of Transfinder Plus (district’s routing system) to enable future GPS implementation.
6. Trained Head Bus Drivers on Zonar GPS web application. The system enables us to track buses, confirm stop time, and monitor speed on more than 50 percent of the fleet. Tested pre-trip feature for future use.
7. Added 10 propane buses which provide “cleaner” air and simpler anti-pollution controls than found on diesel buses. Replaced seven full-size buses with seven three-quarter-size buses (three wheelchair capable) to accommodate an influx of high-needs students. Fleet of 39 small buses, 95 large buses (of which 70 are now propane) and seven three-quarter-size buses (also propane).
8. Provided professional development for safety and behavior management:
 - a. Mentor assigned to each new driver.
 - b. Retraining for every driver involved in a preventable accident or incident.
 - c. Use of bus videos for coaching and development of drivers with behavior management challenges on their bus.
9. Continued use of “SignUp Genius” app for incoming kindergarteners attending the annual Kindergarten Orientation and ensured social distancing and safe, in-person participation.
10. Conducted Restorative practices work and held community circles with employees to promote camaraderie, better communication regarding operations, and a forum to express fresh ideas.
11. Achieved Department of Transportation (DOT) bus inspection pass rate of 100 percent. Passed all 283 inspected buses. The average DOT pass rate is 96.7 percent.

Improvement Plans

1. Continue Restorative Practices work centered on community circles and facilitator training to maintain a welcoming and respectful work environment.
2. Install Zonar on 100 percent of the fleet and update all tablets to enable new GPS software.
3. Upgrade Transfinder and purchase and initiate Transfinder Stopfinder and Wayfinder:
 - a. Fall 2022: Test Stopfinder using one school. Stopfinder is a phone app for parents that provides alerts when the bus is approaching and to send alerts about delays, bus changes, etc. If successful, this will roll out to all schools.
 - b. Spring 2023: Start implementation of Wayfinder, including driver training. Wayfinder is a GPS-guided routing display system with updates sent directly to the bus for audible directions when moving or for display when stationary.
4. Continue marketing efforts to address chronic bus driver shortage. Intensify hiring initiative by joining Monroe County schools in local TV ads, utilizing a large bus banner, advertising on the marquees at Burger, Roth, and SHS, and placement of sandwich boards.
5. Refine routes developed for the new school year utilizing current-year ridership data. Modify and combine routes on an ongoing basis as needed.
6. Coordinate PBIS initiatives with each school and infuse bus drivers into school activities:
 - a. Involve drivers in school ceremonies to present bus behavior Role Model awards.
 - b. Integrate bus drivers and transportation office into school PBIS activities.
 - c. Coordinate student bus behavior issues with schools when interfacing with parents.
7. Continue emergency evacuation plans at schools. Update and conduct two drills.
8. Continue expansion of propane buses with purchase of ten more large propane buses, as well as replacing six mid-size buses.

Program & Service Review Summary
2021-2022
Food Services

Significant Accomplishments

1. Served 235,847 breakfast meals and 609,774 lunch meals for a total of 845,621 meals (last two months are an estimate). All students had the opportunity to eat free throughout the 2021-2022 school year. Participation is more than 10 percent higher than pre-pandemic levels as this program ensures every student has access to meals if needed.
2. Provided free meals last summer from two remote feeding locations - the Senior High School and Riverton Knolls - as well as meal delivery to the ESY program at Vollmer, the Cub Care program at Good Shepherd, and the Henrietta Town Recreation Program at several locations throughout the community.
3. Maintained all meal services throughout the year despite numerous COVID absences and staffing shortfalls resulting from the tight labor market. Implemented COVID preventative measures such as line spacing and grab-and-go meal options to increase serving line speed.
4. Purchased pass thru cooler/warmer combo unit at Sherman as well as a new Rational Combi Oven at the Senior High School to replace aging equipment.
5. Continued to run a fiscally sound program, in light of increases in minimum wage (raised district minimum rate to \$15 per hour), food and supply costs, and health insurance premiums. Increased federal reimbursement rate funded higher costs and resulted in program self-sufficiency.
6. Creatively modified menus to accommodate for supply chain issues while complying with USDA nutritional guidelines.
7. Replaced all Styrofoam products to meet New York state law that went into effect January 1, 2022. New trays cost 10 times as much and are flimsier but seeking better alternatives.
8. Began assessing the physical environment (e.g. signage) to ensure it reflects our student population as part of the district's Equity and Inclusion priority.

Improvement Plans

1. Effectively transition back to pre-pandemic meal pay structure. This work includes encouraging families to apply for free and reduced-price meals, and reimplementing the district's meal charge policy and procedures to handle negative balances on student meal accounts.
2. Prepare for the USDA three-year Administrative Audit of the District's Food Service program conducted by New York State Department of Education.
3. Focus on district priority of equity and inclusion by providing continued training and professional development for the Food Service staff. Continue physical environment updates to help ensure décor reflects our student population.
4. Manage expected increases in minimum wage and health insurance costs. Deal with high material costs, and food inflation by increasing both meal and a la carte (snacks) pricing.
5. Purchase a Combi oven at Burger Junior High School to replace aging equipment
6. Search for improved alternatives to the Styrofoam tray replacements to increase tray structural integrity and lower cost.

Program & Service Review Summary
2021-2022
Information Management

Significant Accomplishments

1. Information Systems and Management
 - a. Supported system enhancements needed for school reopening plan (scheduling, attendance, grading, transportation, food service).
 - i. Continued to create and modify structures and processes to support the Remote Learning Academy (RLA).
 - ii. Revised attendance processes to account for state-mandated changes.
 - iii. Created and managed the data collection system and reporting of all COVID-19 tests to the New York State Electronic Clinical Laboratory Reporting System (ECLRS) system.
 - b. Expanded the use of Clever with automated rostering and single sign-on options.
 - c. Coordinated the implementation to Frontline Electronic Medical Records.
 - d. Assisted pilot of Electronic Hall Pass system at Burger Junior High School.
 - e. Successfully rolled out a student management system upgrade mid-year including a revision of the entire library of directions and videos.
2. Data Analysis and Support
 - a. Provided support for student progress monitoring, as needed.
 - i. Developed a progress-monitoring tool to support buildings and program directors with Retest/Revision Gradebook setup.
 - ii. Developed a retest statistics report to allow buildings to monitor and improve retest opportunities for students.
 - iii. Created a process and report to analyze the number of credits awarded to students transitioning from grades 9 to 10.
 - iv. Provided updated cohort data to support and monitor students working toward the R-H Business Pathway.
 - b. Provided support for district research and evaluation projects, as needed.
 - i. Studied students earning the Visual and Fine Arts Pathway utilizing the Program Evaluation Cycle.
 - ii. Created a single School Improvement Dashboard for buildings to access data from multiple dashboards to inform School Improvement Plans.
3. Assessment:
 - a. Implemented grades 3-8 computer-based (CBT) english language arts (ELA) and math and science operational testing in all elementary and junior high schools.
 - b. Supported the administration of the New York State English as a Second Language Achievement Test (NYSESLAT).
 - c. Supported changes/enhancements in the NWEA MAP testing.
 - d. Coordinated June Regents exams.
4. New York State Education Department (NYSED) Data/Reporting Requirements
 - a. Tracked and reported data for Regents exemptions.
 - b. Assisted with graduation requirement tracking.
 - c. Submitted data for revised State Aid requirements.
 - d. Implemented new NYSED data requirements for data warehousing.
 - e. Administered and reported the mandated Digital Equity Survey.
 - f. Accurately reported BEDS (Basic Educational Data System) data.

5. Office of Information Systems Operations
 - a. Staffing:
 - i. Completed transition of Senior Computer Application Specialist.
 - ii. Hired and onboarded Data Analyst (July 2021).
 - iii. Hired and onboarded Clerk II/receptionist (November 2021); office now fully staffed.
 - iv. Implemented the restructuring of office responsibilities with the addition of a new Data Analyst position, including cross-training on various data applications and systems.

Improvement Plans

1. Information Systems and Management
 - a. Support system enhancements needed for school reopening plan (scheduling, attendance, grading, support for remote learning, transportation, food service).
 - b. Expand Electronic Hall Pass system to all secondary schools.
 - c. Continue exploration of utilization of singular data feed for various programs.
 - d. Oversee data transfer to and building support for the new Transfinder environment including a parent portal.
 - e. Collaborate with Technology Services to implement the Remind communication system.
2. Data Analysis and Support:
 - a. Provide support for student progress monitoring, as needed.
 - b. Provide support for district research and evaluation projects, as needed.
 - c. Align data with Rush-Henrietta District Priorities of Equity and Inclusion and Mental Wellness.
 - d. Provide analytical support for potential attendance changes in R-H.
 - e. Initiate a comprehensive residential address review to update the resident database.
3. Assessments
 - a. Prepare for CBT ELA and Math Operational Testing in all elementary and junior high schools.
 - b. Support changes/enhancements in NWEA MAP testing.
 - c. Prepare for new NYS 3-8 and Regents exams.
4. NYSED/USDOE Data/Reporting Requirement:
 - a. Submit data for Regents and Checkpoint exemptions.
 - b. Assist with graduation requirement tracking.
 - c. Submit data for revised State Aid requirements.
 - d. Implement new NYSED data requirements for data warehousing.

Program and Service Review Summary
2021-2022
Technology Services

Significant Accomplishments

1. Evaluated, and implemented advances in infrastructure, end-user devices, software, and peripherals that allow students to enhance their learning and staff to accomplish their work.
 - a. Upgraded Aruba wireless software to better take advantage of new devices in the buildings and replace 300 aging access points at Roth, Burger, and the Senior High School.
 - b. Installed a new filtering system on all staff machines to better adhere to CIPA laws.
 - c. Developed ways to patch and upgrade staff machines when outside the district.
 - d. Piloted an electronic hall pass system at Burger for student management.
 - e. Conducted a committee review to select a universal communication application (recommendation: Remind).
2. Upgraded security systems to increase network protection and personal identifying information.
 - a. Instituted a two-factor verification system on staff email accounts.
 - b. Implemented recommendations from Cyber-Security Risk Assessment.
 - i. Purchased and installed new backup appliances that encrypts all files.
 - ii. Created documentation outlining procedures for key operations.
3. Reviewed existing and identified new software/web-based subscriptions for curricular alignment, reduction of redundancies, and fiscal sustainability.
 - a. Developed Usage Report using Clever and shared with ASI, directors, and principals.
 - b. The new Usage Report allowed principals and directors to set benchmarks and note products that are being underutilized.
4. Reviewed Document & Publishing Support Group for improvements in efficiency, cost management, and customer relations.
 - a. Improved management and billing systems in collaboration with the Business Department.
 - b. Printed more than 1,900 jobs for schools, departments, clubs, and parent groups through Document & Publishing Support Group.

Improvement Plans

1. Evaluate, and implement advances in infrastructure, end-user devices, software and peripherals that allow students to enhance their learning and staff to accomplish their work.
 - a. Replace 300 aging access points in all elementary schools.
 - b. Update Virtual Desktop Infrastructure servers.
 - c. Replace switches in both Technology Services and Operation Center Data Centers.
 - d. Upgrade Avigilon software used to access all video cameras.
 - e. Research charging options for elementary schools that have smaller footprints.
2. Review and, if needed, upgrade security systems to increase network protection and safeguard personal identifying information of staff and students.
3. Implement Remind as a universal K-12 communication application for use with families and students.
4. Review Document & Publishing Support Group for improvements in efficiency, cost management, and customer relations.

Program & Service Review Summary

2021-2022

Human Resources (HR)

Significant Accomplishments

1. Provided full staffing to the extent possible amid a critical labor shortage and the pandemic.
2. Offered comprehensive, daily HR and benefits support for professional and hourly staff throughout the year, including management of more than 500 COVID 19-related situations, including leaves of absence, quarantine and isolation orders, compliance with multiple changes to state mandates, COVID-19 testing and vaccination accommodations, high-risk medical situations, and near-daily consultation requests.
3. Led and implemented the development of the 2021-22 staffing plans for both the in-person and remote learning models, including additional intersession and summer learning opportunities.
4. Addressed ongoing recovery needs for staffing during the school year, such as the addition of full-time coaches and math specialists at the primary schools; an additional administrative position at Roth Junior High School; elementary reading specialists; youth assistants; and teacher aides.
5. Implemented weekly state-mandated COVID testing for all non-vaccinated staff, including collection of vaccination verification and weekly management of testing accountability (data tracking, letters to employees). Worked with bargaining units on mandated employee suspensions and termination.
6. Supported the recruitment and hiring process for a new Assistant Superintendent for Human Resources, including planning and initial implementation of the transition in leadership.
7. Filled several administrative openings, including Sherman Elementary School principal; Director of Special Education; three assistant principals at Roth Junior High School; and District Architect.
8. Implemented a reorganization of the Office of Human Resources, including the addition of a clerical position and upgrading of another, to support recruitment, retention, employee assistance, database management, and the Workforce Diversity Initiative. Also hired a new part-time Parker receptionist.
9. Supported the Business Office in staffing and reorganization of the Payroll and Benefits offices.
10. Facilitated full staffing for the Office of Information Systems; reorganization and reclassification of clerical positions in the Office of Instruction; and support staffing for two reinstated director positions.
11. Provided oversight and monitoring of completion of annual required online trainings for more than 1,500 regular staff and substitutes, including additional requirements related to COVID recovery.
12. Continued to strengthen efforts to recruit and hire a more diverse teaching and leadership staff, including anti-bias training for the hiring and interviewing process.
13. Launched the Pathways partnership with SUNY Geneseo to strengthen the Educators of Tomorrow club at the Senior High School, and to create opportunities for students of color to have college-based experiences; and a pathway to MCC and SUNY Geneseo, and eventually student-teaching at R-H.

Improvement Plans

1. Continue to support the new Assistant Superintendent's transition.
2. Implement the comprehensive 2022-23 staffing and hiring plan. Support the interim superintendent with potential reorganization of Cabinet-level positions and responsibilities, and the potential addition of new positions to address learning loss and to support equity and student social-emotional wellness.
3. Revitalize some workforce diversity and development efforts that were disrupted by the COVID-19 crisis and reopening, including the Historically Black Colleges and Universities (HBCU) Atlanta Consortium partnership, national recruitment events (Washington and New York City), Educators of Tomorrow, and the Leaders Learning and Excelling (L2E) initiative.
4. Explore automation of teacher attendance to help track data and accountability in real time, and to address the number of uncovered assignments due to the substitute shortage.
5. Continue to support principals and directors in holding employees accountable for attendance.
6. Utilize the additional HR clerical support to investigate options for digitizing the employee personnel files and records and converting various personnel management processes to a digital format (i.e. sick leave reserve, vacation buybacks).
7. Update the district's job descriptions for all instructional titles.
8. Consider ways to strengthen employee communications and recognition.

Program & Service Review Summary

2021-2022

Labor Relations

Significant Accomplishments

1. Reached a successor contract agreement with the Rush-Henrietta Employees' Association (RHEA) Facilities and Mechanics Chapter (FAME) for 2022-26, prior to expiration of the existing agreement.
2. Implemented new contract agreements with the RHEA-Teachers' Chapter, RHEA-Coalition Unit, and the Administrators' Association of Rush-Henrietta (AARH).
3. Moved two units (Teachers, FAME) to the high-deductible health plan as the base plan for new hires.
4. Negotiated and implemented Memorandums of Agreement (MOA) with all hourly units on salary increases to address the labor shortage, minimum wage increases, and wage compression.
5. Continued to utilize MOAs and collaborative, proactive engagement with various units to resolve issues, minimize grievances and clarify/improve contract language, including collaboration with the Bus Drivers' Chapter to address the labor shortage.
6. Received only one grievance; resolved numerous issues without needing to use the grievance process.
7. Worked with the RHEA-Administrative Support Professionals Chapter to obtain a confidential designation for the Human Resources Specialist position.
8. Negotiated position enhancements with AARH to support the transition of a new District Architect.
9. Increased the teacher substitute rates to the highest in Monroe County to address the sub shortage.

Improvement Plans

1. Implement changes to salary and benefits to implement the new FAME contract.
2. Work with all bargaining units to facilitate any needed contract language or revisions to working conditions necessary to support post-COVID transition and recovery, including summer programs.
3. Continue to collaborate with all units to address the labor shortage and staff retention.
4. Support the interim superintendent's transition with periodic labor relations meetings with all units.

Program & Service Review Summary
2021-2022
School Finance

Significant Accomplishments

1. Processed a significant number of transactions through the business office. As part of this important, our office:
 - a) approved semi-monthly payroll payments for 1,650 employees totaling \$64.9 million.
 - b) created 2,971 purchase orders and 5,707 checks to vendors for a total of \$56.1 million in payments.
 - c) inputted more than 605 cash receipts totaling \$7.3 million.
 - d) issued 276 invoices that generated \$1.6 million in revenue.
 - e) funded 1,098 employee HRA accounts and 166 FSA accounts while also overseeing 878 employee and 284 retiree health insurance plans and 318 retiree HRA accounts.
 - f) introduced and implemented district-sponsored Health Savings Accounts (HSAs) for the Administrators and Facilities bargaining units. So far, 113 employees have enrolled in the HDHP plan, which qualifies them for an HSA account.
 - g) processed 1,622 1095C reports to the IRS for ACA reporting.
- 2) Addressed financial implications of COVID-19 pandemic issues including new state and federal laws regarding emergency sick pay, as well as revised COBRA regulations caused by COVID. Ensured compliance with new laws - tracked and reported to NYS and IRS new W-2 reporting for COVID paid sick leaves. Sourced and purchased constrained Personal Protective Equipment (PPE) and disinfecting equipment and supplies to help ensure safety of essential employees and prepare for fall startup of schools.
- 3) Provided financial oversight for more than \$3.4 million of annual federal and state grants including the Title I (poverty), IDEA (Students with Disabilities), and Universal Pre-K (state). In addition, created numerous grant applications, requiring a significant amount of detailed reporting to secure federal stimulus funding including CRRSA (three applications totaling \$4.9 million) and ARP (seven applications totaling \$7.7 million). Received a clean audit report for the Single Audit, which audits our grant compliance.
- 4) Developed the district budget (both the Program and Service Review by location and State mandated Line Item) for 2022-23 which provides a tax levy under the tax cap, a small tax rate increase, supports all current programs and services, reduces elementary class size back to the board guidelines, adds a significant amount of academic and counseling support for pandemic learning recovery, and supports the district priorities. Updated and revised budget to include expenditures necessitated by the COVID-19 pandemic including PPE purchases and Remote Learning Academy support.
- 5) Trained and developed expertise of two new members in the payroll department after existing payroll staff left the district. The budget technician supported all payroll activities, with assistance from other Business Office staff, until new payroll employees could be hired and trained. Maintained all payroll and benefit processing and employee support during vacancy and transition of new department members.
- 6) Reconfigured Business Office to absorb reduction of one position and provide more detailed oversight of the benefits and payroll areas. Benefits was separated from payroll and now reports to the Treasurer and payroll reports to the Budget Technician, leaning on the expertise of the new supervisors.
- 7) Completed the transition of payroll processes from paper to digital. All documents that are allowed to be maintained in a digital format have been converted to improve accessibility and efficiency.

- 8) Implemented new General Ledger accounting and revised WinCap setups to comply with major accounting changes in GASB84, which eliminates the Trust and Agency fund and creates two new funds, and numerous general ledger account updates. Started the process to implement GASB87 for lease accounting that includes thousands of devices purchased each year from BOCES.
- 9) Negotiated and finalized four-year contracts with the Teachers and Facilities units. Utilized federal stimulus funds to increase starting salary to \$15 per hour for all units, increased all bus driver rates by \$2 per hour and by 50 cents an hour for all other hourly staff. This \$1.9 million annual investment assisted in alleviating the severe labor shortage being experienced in most hourly positions.
- 10) Updated district intranet website portal for employee and retiree benefits information and access to plan comparisons, health insurance rates, enrollment forms, FSA and HRA forms and retirement guidance.
- 11) Implemented site-based financial budget and reporting for federal ESSA requirements for reporting actual spending by building and NYS Transparency requirements to report budgets by location. This methodology is very different from the traditional line item budget, which is developed in adherence to the NYS Accounting & Reporting manual (also used for state aid reporting) and Program and Service Review budget, which is used by administrators to measure their areas of responsibility.
- 12) Successfully held a voter referendum that approved a \$10.5 million capital project to build an artificial turf stadium, construct a connector road from East Henrietta Road to the west Senior High School parking lot, relocate the varsity tennis courts and JV softball fields, and provide a small stadium to the varsity soccer field.
- 13) Auditors continued to assure that district internal controls are strong and the district is maintaining a healthy financial structure while supporting academic programs and district priorities and remaining within the Tax Levy Cap constraints. Moody's affirmed the district's strong Aa2 bond rating which reflects prudent financial management of the district by the board of education.
- 14) Filed Final Cost Reports to start generating State Aid for the Leary, Crane, Winslow secure vestibule projects; and provide financial tracking for the Burger and Webster roof; Fyle nurses office, and; TOC bus lift and parking lot capital projects.

Improvement Plans

1. Continue to identify and implement financial efficiencies to reflect the economic environment of the state and community caused by the Pandemic. Utilize \$12 million of federal stimulus funding to assist in funding the significant investment in Learning Loss Recovery; enhance Social-Emotional Learning; address labor shortages; and continue the purchase of COVID-19 disinfecting and protective materials. Add academic and elementary counselor positions to support post-pandemic student support.
2. Expand utilization of the MyPaymentsPlus online payment system to minimize cash and manual transactions within the school.
3. Continue to refine and update the budget development process to allocate more expenses at a building level to make NYS Transparency Reporting and federal ESSA reporting more meaningful.
4. Develop a 2023-24 budget that incorporates federal stimulus funding and increased State Foundation Aid to enable learning recovery, social and emotional supports, preservation of programs, and wage adjustments to attract and retain hourly workers.
5. Provide districtwide WinCap user refresher training for budgeting, purchasing, and vendor file maintenance.
6. Complete transition to Enhanced Reporting system for Employee Retirement System (ERS) monthly reporting.
7. Develop financial strategy to comply with NYS regulations regarding conversion to electric buses which cost more than double than propane buses and will require more than \$20 million of infrastructure improvements at the TOC to provide charging stations.

Program & Service Review Summary

2021-2022

Community Relations

Significant Accomplishments

1. Created district's 75th anniversary campaign including graphics and series of historical stories.
2. Researched and implemented the new Blackboard Ally tool to make the website more accessible to all.
3. Helped create and communicate Rush-Henrietta's Equity Journey 2.
4. Generated more inclusivity by allowing translated versions of annual parent survey to be accessed online.
5. Oversaw Board of Education livestreaming (assessing needs, scheduling, troubleshooting).
6. Communicated COVID-negative status to families and employees daily throughout the school year.
7. Send weekly email reminders to designated employees reminding them of need for weekly COVID test.
8. Provided public relations and communications support to Monroe County Council of School Superintendents and its president, Bo Wright.
9. Reviewed all district and school E-News messages for accuracy, content, clarity, and grammar.

Improvement Plans

1. Formalize and implement plans to breathe new life into the Rush-Henrietta Alumni Council.
2. Plan and orchestrate the first in-person staff kickoff event in three years.
3. Publicize good work being done in our schools, as well as that from the Office of Community Relations.
4. Share Blackboard Ally with school community and complete recommended accessibility improvements.
5. Work closely with interim superintendent and permanent superintendent to help ensure smooth transition.

VII. Parent Engagement

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- Home-School Communication 71
- Parent Education 72

Program & Service Review Summary
2021-2022
Home-School Communication

Significant Accomplishments

Continued to use multiple ways to facilitate home-school communication. Most parents reported:

1. Receiving timely information about classroom activities and assignments (93 percent).
2. Getting timely information about their child's academic progress (97 percent).
3. Being frequent SchoolTool users (94 percent)-secondary level parents only.
4. Receiving adequate information on SchoolTool (88 percent)-secondary level parents only.

Improvement Plans

1. Home-School Communication
 - a. Ensure consistency and timeliness in the posting of assignments and grades in ALL courses at the secondary level (timely academic progress information)
 - b. Provide opportunities for parent feedback about instructional programs, student activities, and facilities (Spring Survey/ThoughtExchange).
 - c. District communication:
 - Implement standard district parent means of teacher communication (Remind).
 - Expand emergency communication via texts when necessary.
 - Continue to expand and ensure that modes of communication are inclusive of the district's diverse population, including use of new website features.
 - d. Special Education services:
 - Continue to provide parents/guardians information on special education continuum of services in-district and out-of-district.
 - Continue to provide parents/guardians support and information in the understanding of special education processes and, if necessary, how to access the supports available while the students are in-district.
 - Provide a forum for special education parents to have the opportunity to share concerns/strengths regarding their child's IEP, services, etc.
 - e. Continue to improve district branding and highlight schools/district accomplishments and priorities both locally and regionally.
 - f. Provide increased opportunities for parents/guardians to participate on school and district-wide committees.
 - g. Provide parents/guardians opportunities to participate in district priority initiatives (e.g. Equity Journey, book study)

Program & Service Review Summary
2021-2022
Parent Education

Significant Accomplishments

1. Continued to use multiple ways to engage and educate parents and discovered:
 - 87% of parents reported having the necessary access and tools needed to facilitate learning for their child at home.
 - 80% of parents reported receiving adequate information and guidance about how to use technology tools to help their child.
 - 86% (compared to 81% prior year) of parents reported satisfaction with information provided about enrichment and academic support service processes, including special education.
 - 61% (compared to 63% the prior year) of parents reported receiving adequate information about enrichment and academic support service processes, including special education.
 - 80% (compared to 86% the prior year) of parents reported satisfaction with the provision of instruction, intervention on digital citizenship, mental and physical health services.
 - 88% of parents view the celebration of differences and diversity as a strength in our community.
 - 88% of parents reported that the school environment is affirming and inclusive.
2. Provided seven parent workshops to various parent groups throughout the year. Updates were provided in regards to the four district priorities, the budget process, and departments such as food services and transportation gave an overview of their focus as well.

Improvement Plans

1. Instructional support:
 - Provide on-demand tutoring access/support for students (TutorMe)
 - Continue to provide tutorials for parents/guardians on how to navigate the instructional technology platforms (e.g. Google suite).
2. Mental Health:
 - Continue to provide parents/guardians information/resources about social-emotional, learning, TIG, and expanded mental health supports available in the district.
 - Provide proactive, preventative support for students; support for students in crisis/experiencing trauma (services; professional development).
3. Increase participation and involvement of parents/guardians from diverse backgrounds on school and district-wide committees.
4. Continue to educate special education parents about community resources that are available for them to access once their child exits the public school setting.
5. Continue to provide workshops to parents on the district priorities and other important updates on the following: Food Service, Behavior/Safety Measures, Restorative Practices, and Senior High School opportunities available.
6. Continue to offer the Parent Satisfaction Survey.

VIII. Community Services

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- Continuing Education 73
- Cub Care Zone (C²Z) 74
- Even Start Program 75
- Universal Pre-Kindergarten (UPK) 76-77
- UPK Extended Care 78
- Adult Literacy 79
- Family Center 80

Program & Service Review Summary
2021-2022
Continuing Education

Significant Accomplishments

1. Expanded online course offerings using Ed2Go and continued partnering with Greater Rochester Area Continuing Education.
2. Served 685 participants through online and in-person Continuing Education classes.
3. Evaluated the price structure of Continuing Education classes to address lost revenue due to COVID-19 closures and building-use limitations.
4. Offered a limited Summer Driver Education program to meet State Education Department 2021 summer school guidelines, serving 21 students.
5. Ran an in-person fall and winter Driver Education program following all health-related guidelines, serving 54 students.
6. Offered a small summer 2021 swim program that met all health-related guidelines, serving 121 participants.
7. Returned to limited in-person Continuing Education classes on campus (primarily at Good Shepherd and Senior High School) and continued to offer in-person classes off campus when financially possible.
8. Increased swim staff wages to remain competitive, retain employees, and align with the new district minimum wage (ex. lifeguard rates went from \$12 to \$17 per hour)
9. Filled one of the evening Clerk VI positions for Continuing Education.

Improvement Plans

1. Revise Continuing Education Wage Guidelines with updated pay rates for all categories of continuing education classes; including Driver Education instructors.
2. Continue to evaluate and revise the price structure of Continuing Education classes in order to remain profitable.
3. Revise the printed brochure and mail those brochures to all district residents.
4. Offer swim classes for the fall, winter, and spring sessions.
5. Explore options of using another pool to provide swim classes when our pool is closed in the summer of 2023.
6. Recruit and train new water safety instructors and lifeguards to work in our American Red Cross Learn-to-Swim program.
7. Explore the option of offering community open swims as in the past.
8. Implement our new software (Xenegrade R3), used to register for classes and other program offerings.

Program & Service Review Summary
2021-2022
Cub Care Zone

Significant Accomplishments

1. Implemented a summer 2021 care program following all updated health related guidelines; 81 students were served.
2. Served more than 425 students during the 2021-2022 school year.
3. Improved hiring practices and payroll procedures for all staff in collaboration with Human Resources and Payroll departments.
4. Reviewed and updated forms, handbook, procedures, and pricing for the 2022-2023 school year.
5. Revised our internal application process for Child Care Council approval to ensure a more efficient and time-sensitive submission. Cleared more than 25 new employees for employment this year; compared to an average of six per year in the past.
6. Continued to use Continuing Education staff to assist in management of Cub Care accounts, eliminating the need to hire additional office staff.
7. Searched for grant opportunities that will strengthen all Cub Care programs.
8. Developed a plan to provide Remote Learning Care to enrolled families if/when the district needed to change from in-person to remote learning; 65 students were pre-registered for the program.

Improvement Plans

1. Review all forms, handbook, procedures, and pricing for the 2023-2024 school year and continue to revise if necessary.
2. Develop a formal training plan for new Cub Care staff.
3. Reallocate current staff for the 2022-2023 school year to best meet the needs of the program.
4. Evaluate our drop-off and pick-up procedures at each site to allow for parent building entry by parents where appropriate.

Program & Service Review Summary
2021-2022
Even Start Program

Significant Accomplishments

1. Coordinated with the Adult Literacy office to offer a program for 2 year-olds and children who are 6 months old and older. Additionally, we established a date of birth requirement and a registration deadline to align with Adult Literacy registration requirements.
2. Served 20 students during the 2021-2022 school year; an increase of 14 compared to prior year.
3. Explored possible grant opportunities to enhance the Even Start program.
4. Formed an Even Start Birthday Committee and developed a plan for the 30-year celebration.

Improvement Plans

1. Work closely with the Office of Community Relations and Adult Literacy to promote Even Start to the community.
2. Promote Even Start scholarships available to assist families in need.
3. Provide parents access to the building to sign students out from the Even Start classroom at pick-up time, while following all visitor management procedures.
4. Utilize the Good Shepherd library for Even Start class time.
5. Purchase a CD player that accepts multiple headphones for use of instructional materials.

Program & Service Review Summary
2021-2022
Universal Pre-K (UPK)

Significant Accomplishments

1. Enrolled 216 students at seven sites throughout the community. (Maximum enrollment allowed per the current New York state grant).
2. Applied for and awarded the Universal Prekindergarten Expansion Grant in the amount of \$1,000,000 to fund full-day UPK for an additional 100 students during the 2022-2023 school year. Our total enrollment of UPK students will be 316 (216 half-day; 100 full-day) moving forward since both grants are recurring.
3. Continued to solicit feedback from parents about the UPK program through a survey
 - a. A total of 99 % of parents reported that their child is better prepared for kindergarten
 - b. UPK parents reported their child has made progress during the school year in the following areas:
Academic progress: 75%
Self-help skills: 65%
Social skills: 79%
Language development: 70%
 - c. 98% of UPK parents reported being satisfied with their UPK program.
4. Provided guided reading, fine and gross motor skill development, academic skill review and social-emotional skill development to a number of our students who lacked skills in these areas.
5. Revised UPK Common Core Progress Report to reflect updated New York State Learning Standards.
6. Expanded workshops and parenting classes based on families' interest and needs. Provided daytime, evening and virtual opportunities for increased participation.
7. Continued to expand the UPK bilingual books and literacy kits to include additional languages spoken by our English Language Learners in order to promote and increase family reading engagement. Fifteen families have taken advantage of the books and kits.
8. Increased the number of students participating in UPK through the town of Henrietta Recreation Center site from eight to 16.
9. Offered a virtual parent UPK orientation at each site during which parents met with staff who will be working with the students, and information was shared about the curriculum and expectations for the year.
10. Established a traveling library with materials rich in cultural diversity and made them accessible at all sites to encourage reading.
11. Incorporated foundational math skills from the Eureka Math curriculum currently used in the district kindergarten program to allow for consistent teaching and strengthening of the math program.

Improvement Plans

1. Add a full-day UPK program at Good Shepherd and four community based organizations.
2. Explore adding a UPK behavioral specialist to strengthen connections between students, teachers and parents and provide essential social, emotional and behavioral support.
3. Reinstate in-person “ Reading with Betsy” program to promote the love of reading among children and their families.
4. Collaborate with Cub Care, Even Start and Family Center to create an early childhood friendly library space at Good Shepherd.
5. Establish partnership with a community vendor to provide healthy meals for full-day UPK students.
6. Explore online UPK registration in the new year.
7. Implement Eureka Math at all sites.
8. Continue to provide professional development for teachers, paraprofessionals and support staff aligned with NYS Learning Standards.
9. Increase family engagement opportunities by offering day and evening parent education classes, a drop-in parent education resource center, family-based classroom activities and community experiences.

Program & Service Review Summary
2021-2022
Universal Pre-K (UPK) Extended Care

Significant Accomplishments

1. Explored possible grant opportunities to enhance UPK Extended Care program.
2. Collaborated with UPK staff to effectively meet the needs of students enrolled in Cub Care and expanded the number of participants enrolled in UPK Extended Care from 14 to 23.
3. Obtained additional computer equipment to increase distance-learning capabilities.

Improvement Plans

1. Adjust schedules and pricing to accommodate full-day UPK classes that will be offered at Good Shepherd beginning in September 2022.
2. Provide parents access to the building to sign students out from the classroom at pick-up time while following all visitor management procedures.
3. Continue to apply for suitable grants to enhance the UPK Extended Care program.
4. Collaborate with UPK, Even Start, and the Family Center to acquire kid-friendly furniture for the Good Shepherd library.
5. Obtain a computer cart with a small number of Chromebooks to be used for science projects and for staff training days.

Program & Service Review Summary
2021-2022
Adult Literacy

Significant Accomplishments

1. Served 52 students from 21 countries; offered two in-person daytime classes, one in-person evening class, and a distance-learning option for students unable to participate in-person during the 2021-2022 school year.
2. Continued to implement Employment Preparation Education (EPE) guidelines that require we accept students who will enter the workforce or continue with higher education upon completion of the program. Currently, 42% of the students participating (22) in the program are employed.
3. Connected students with community resources based on their individual needs or collective interests, including locating and registering for food cupboards, Covid immunization appointments, voter registration, library cards and resources available through the 211 system.
4. Provided professional development opportunities for teachers and staff pertaining to updated New York state guidelines in adult education.
5. Expand advertising efforts in the community to increase new student enrollment. We had 25 new entrants this year as compared to 20 the prior year.
6. Re-established a partnership with Monroe 2-Orleans BOCES and Catholic Family Center to support students who wanted to learn more about U.S. Civics and the citizenship process.

Improvement Plans

1. Establish a third daytime class to provide three levels of study (beginner, intermediate and advanced) to meet students' needs more effectively.
2. Transition all classes to in-person at Good Shepherd.
3. Continue to provide case management to assist students with accessing community services.
4. Invite guest speakers into the classroom to connect students with potential employers and higher education opportunities.
5. Explore the feasibility of hosting a community job fair.

Program & Service Review Summary
2021-2022
Family Center

Significant Accomplishments

1. Hosted 9 evening events for families residing in the Rush-Henrietta community. The breakdown of participation for each event were as follows:
 - a. Family Game Night: 20 families
 - b. Literacy Night: 20 families
 - c. Make a Holiday Ornament: 20 families
 - d. Family Arts and Crafts: 20 families
 - e. Summer Camp Extravaganza: 35 families
 - f. Math Night: 15 families
 - g. BINGO Night: 20 families
 - h. Science Night: 16 families
 - i. International Night: 11 families

2. Provided parent education opportunities focusing on social-emotional learning and other preschool-appropriate topics.
 - a. Safety
 - b. Challenging Behavior
 - c. Separation and Adjustment
 - d. Picky Eaters
 - e. Bedtime Battles
 - f. Kindergarten
 - g. Bullyproof Your Child
 - h. Speech and Language development
 - i. Challenging Behaviors
 - j. Sibling Rivalry

3. Partnered with Children's Institute and provided a six-week learning virtual series focusing on social-emotional development in young children (8 families took advantage of this opportunity).

Improvement Plans

1. Continue to provide family centered events for families residing in Rush-Henrietta community.
2. Continue to provide parent education learning sessions based on topics of interest.
3. Develop a mechanism for tracking loaned books through our family center library.
4. Collaborate with UPK, Cub Care, and Even Start programs to create an early childhood friendly library space at Good Shepherd.

IX. School Management

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Program & Service Review Summary
2021-2022
Strategic Initiatives

Significant Accomplishments

1. Continue to implement blended learning models in ELA and math.
2. Strengthened teacher use of emerging information and communication technologies for student learning.
3. Continued training of staff members in restorative practices. Nearly 400 staff members are now trained.
4. Encouraged responsible student use of information and communication technology.
5. Expanded participation in the Monroe County Urban-Suburban Student Transfer Program.
6. The community steering committee that oversees district equity and diversity initiatives completed its fourth year of work, including employment of diversity consultants, implicit bias training for leadership staff and implementation of comprehensive needs assessment and data analysis (Equity and Inclusion).
7. Continued implementation of a long-range strategic communications plan.
8. Expanded Integrated Co-Teaching (ICoT) pilot in grades K-5.
9. Refined the ICoT model at junior high levels.

Improvement Plans

1. Continue to improve teaching and learning in the areas of English Language Arts, Mathematics, and Information and Communication Technology.
2. Make refinements to special education programs to address disproportionality.
3. Continue to explore opportunities to expand Rush-Henrietta participation in the Monroe County Urban-Suburban Student Transfer Program..
4. Continue to provide restorative practice training to staff and expand the use of restorative practices.

Program & Service Review Summary

2021-2022

Policies and Regulations

Significant Accomplishments

1. Implemented the new biennial policy review process.
2. Completed Board Policy Committee biennial reviews in the areas of School District Organization, Community Relations, Board Operations, and School Administration.
3. Continued to address the Board of Education's goal of identifying and removing bias in policy and regulatory language.
4. Updated several Administrative Guidelines regarding personnel and student management, to reflect current administrative procedures and culturally responsive practices. Deleted outdated guidelines.
5. Worked with the district clerk to ensure more timely and accurate posting and reporting of updated policies and regulations on BoardDocs, with support from the Human Resources Office.

Improvement Plans

1. Complete Board Policy Committee biennial reviews in the area of Instruction.
2. Continue to address the Board of Education's goal of identifying and removing bias in policy and regulatory language.
3. Continue to review and update Administrative Guidelines to reflect current practices and procedures.
4. Work to support the district clerk to ensure the timely and accurate posting and reporting of updated policies and regulations.

Program & Service Review Summary
2021 - 2022
Professional Learning & Program Evaluation

Significant Accomplishments

1. Orientation and Induction of New Staff:
 - a. 35 teachers & 2 administrators attended the summer New Teacher Orientation
 - b. 4 teachers attended the fall New Teacher Orientation
 - c. 36 new teachers attended the New Teacher Induction workshop series (3 in-person sessions, 4 synchronous virtual sessions, and 4 online sessions)
 - d. 43 mentors for new teachers were trained and supported
 - e. 6 new administrators were mentored in the administrator mentor program
 - f. 4 new Instructional Coaches were mentored
2. Job-embedded Professional Learning
 - a. 76 staff participated in teacher-designed study groups. Most supported elementary Math, Reading, and Writing instruction, and strategies for English Language Learners
 - b. 214 staff participated in district and teacher-designed workshops (mostly Restorative Practices, Innovative Learning Spaces, and ICoT K-5)
 - c. 101 staff attended virtual and/or out-of-district conferences and workshops
 - d. 260 staff participated in professional learning through the Teacher Center
 - e. Developed and provided resources for the implementation of common professional learning experiences in support of the Equity and Inclusion priority at all 10 buildings and district departments
 - f. Continued to add to the resources and offerings on the Office of Professional Learning Google Site with on-demand professional learning opportunities
3. Program Evaluation
 - a. Conducted comprehensive Program Evaluations of the Math AIS K-6 Program the Visual Arts Program (ongoing)
4. District Priorities Work: Equity, Restorative Practices & Social Emotional Learning (SEL)
 - a. Supported the district's Equity and Inclusion Priority and BOE approved Recommendations from the Equity Steering Committee by providing common professional learning opportunities and resources, facilitating book studies, developing Culturally Responsive Assessment Modules, and co-developing the 7-Day Equity Journey
 - b. Facilitated the Ongoing Professional Learning Subcommittee of the Equity Steering Committee and developed action steps
 - c. Provided families and community members with learning opportunities such as the Community Conversation sessions and the Community Book Study
 - d. Co-presented with district leadership at the NYS Council of School Superintendents (NYSCOSS) and the National School Boards Association (NSBA) conferences
 - e. Continued management of the district's Restorative Practices initiative
 - f. Collaborated with the Directors of Wellness & Equity and Student Management to create, implement, and provide direct support of SEL-related systems and structures in each building such as SEL Coaches, SEL Teams, SEL Team Rubrics, and all other SEL-related initiatives
 - g. Co-developed and facilitated community building circles for the Board of Education.

Improvement Plans

1. Continue to support the district's Equity & Inclusion priority
 - a. Collaborate on continuous refinement of R-H Restorative Practices Implementation Plan
 - b. Continue to develop and co-facilitate R-H two-day Community Building Circles Training for all staff
 - c. Develop and support the implementation of a common, district-wide R-H Equity & Inclusion professional learning experience
 - d. Continue to support building and program leaders to effectively utilize ESSA Accountability Data in conjunction with the SBI process
 - e. Continue to support the implementation of SEL initiatives at the district and building levels
2. Work with building and district leadership to pursue grant funding
 - a. Collaborate with district team
 - b. Serve as a liaison between the grant team and the grant writing consultant on state and federal grant applications to address learning loss and social emotional learning
3. Program evaluation
 - a. Continue to provide district and building leadership with a customer service-based model of program evaluation
 - b. Provide support to district and building leadership regarding previously evaluated programs
4. Continue to find new and unique opportunities for virtual professional learning:
 - a. Highlight staff through resuming the teacher video catalog
 - b. Provide staff with additional asynchronous professional learning opportunities aligned to the district priorities and ongoing initiatives

Program & Service Review Summary

2021-2022

Grants and Research Projects

Significant Accomplishments

1. Partnered with the external consultant to develop competitive grant opportunities. Prepared for potential applications for the state's 21st Century Learning and Extended School Day grant opportunities. Coordinated grant development with the Office of Student and Family Services and the Office of Professional Learning and Program Evaluation.
2. Finished the 2021-22 consolidated grant application.
3. Completed multiple applications and addendums to help the district secure more than \$12 million in federal COVID-19 relief funds, including the Coronavirus Aid, Relief, and Economic Security Act (CARES), the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), and the American Relief Plan (ARP).
4. Worked with the BOCES consultant to continue to maximize the use of the consolidated grant, including the use of Title I and II funds to support areas of highest need.
5. Provided training and consultation for private schools to ensure accountability for the use of grant funds.
6. Conducted a needs assessment to determine use of Title IV to direct those funds to the schools and students with the highest levels of need.
7. Worked further with the Office of Professional Learning and Program Evaluation to seek and approve competitive grants to support district programs.
8. Continued to seek and evaluate outside research proposals to determine how they might support district priorities, improvement initiatives, and professional learning.

Improvement Plans

1. Complete the 2022-23 consolidated grant application.
2. Work with the Business Office to complete all required community and stakeholder consultation and updated planning to support the allocation of COVID-related funding to close student gaps.
3. Complete work with the external grant consultant on applications for state grant proposals to provide additional academic and social-emotional support services for students.
4. Determine possible changes to Title I school designations for 2023-24 based on demographic shifts.
5. Provide training and consultation for private schools to ensure accountability for the use of federal funds.
6. Continue to utilize Title IV to address students with the highest levels of need, especially to address gaps and learning loss resulting from the COVID-19 pandemic.
7. Continue to pursue and approve sources of competitive grant funding to support district initiatives.
8. Continue to seek and evaluate research proposals to determine how they might support district priorities, improvement initiatives, and professional learning.
9. Utilize the Program Evaluation service to assess the effectiveness of district programs and services.

Program & Service Review Summary

2021-2022

Shared Decision Making (SDM)

Significant Accomplishments

1. The Department of Human Resources and School Accountability provided oversight of all School Improvement Teams to ensure that SIT practices and procedures are consistent with the District Plan for School Improvement Teams and Site-Based Planning.
2. Instructional Council met monthly to assist and advise on curriculum development and programs.
3. The Budget Advisory Council (BAC) met five times to assist with budget development.
4. The Instructional Space Committee met three times to assist with enrollment and instructional space needs and projections, and reported to the Board of Education in January.
5. The Space Committee also reported to the board in May to outline a framework for a two-year plan to make changes to school attendance areas in order to balance available space in the schools. The Board agreed to move forward with a process to address this situation.
6. School Improvement Teams met periodically at each school to monitor school improvement initiatives.
7. PBIS/Restorative Practices and School Safety Teams met monthly at each school to assist with student management and social-emotional wellness.

Improvement Plans

1. A District Leadership Forum will be held in August 2022 to involve stakeholders in establishing the 2022-23 District Priorities.
2. The next biennial review of the District Plan will be conducted in spring 2023. A stakeholder SDM Review Committee will complete the review for board approval in June 2023.



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