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Program and Service Review Summary
2019-2020

English Language Arts (ELA)

Significant Accomplishments

K-12
1. Strengthened computer-based reading and writing skills by developing learning experiences within the curriculum and through required assessments.
2. Ensured consistent use of researched-based diagnostic assessments.

K-6
1. Improved phonological awareness instruction in all kindergarten classrooms.
2. Revised ELA curriculum maps to align reading, writing, and content standards (grade 3).
3. Conducted a pilot of revised ELA curriculum maps and refined based on teacher feedback (grade 3).
4. Improved writing strategy instruction through the use of the Serravallo Writing Strategy book, with an emphasis on goal-directed instruction (grades 4-6).
5. Identified focus standards for ELA instruction (grades 4-6).
6. Implemented a revised ELA block to improve the instructional delivery of ReadyGEN (grades 4-6).

7-9
1. Focused on vocabulary strategies to strengthen reading comprehension.
2. Implemented Read, Write, Think across content areas to improve literacy learning.
3. Created ELA curriculum maps aligned to the Next Generation Learning Standards and My Perspectives program (grades 7 and 8).
4. Implemented the My Perspectives program as the primary resource (grades 7 and 8).

10-12
1. Began the process of auditing current core texts for content and complexity; identify additional grade-level core texts as needed.

Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Align curriculum maps to the Next Generation ELA Standards for 2021-22 implementation.
7. Develop a district process for required text selection that involves multiple stakeholder groups.
8. Use digital resources to develop and implement student-centered online learning opportunities in ELA instruction.
9. Use baseline data to inform gaps in learning due to the extended school closure.
K-6
1. Create and implement early literacy screeners to identify student skill needs (grades K-3).
2. Target instruction to address literacy needs identified in early literacy screeners (grades K-3).
3. Implement Heggerty Phonemic Awareness assessment (grade 1).
4. Use *Readers Are Writers* as a resource for instruction (grade 2).
5. Revise curriculum maps to align reading, writing, and content standards (grades K-2).
6. Implement revised curriculum that is aligned to reading, writing, and content standards (grade 3).
7. Refine use of ReadyGEN program with an emphasis on writing improvement (grades 4-6).
8. Use the AIMSweb platform to screen and progress monitor student reading ability (4-6).

7-9
1. Refine curriculum maps for year two of *New Perspectives* implementation.
2. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).

10-12
1. Incorporate ISTE standards and ICT skills in regents level curriculum.
2. Audit required texts for content and complexity; identify additional required texts as needed.
3. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
Program and Service Review Summary
2019-2020
Mathematics

Significant Accomplishments
K-12
1. Revised district fluency assessments to align with the standards (K-6).

K-8
1. Developed teacher knowledge of next generation math standards and instructional impacts.
2. Refined year three implementation of the Eureka Math program (K-6).

3-5
1. Developed and implemented tiered unit assessments to minimize testing time and maximize instructional time.

7-9
1. Created a revised Math 7 Accelerated course to encompass all grade 7 and 8 standards.
2. Implemented Eureka Math program pilot in Algebra I to provide consistent and coherent mathematics instruction.

10-12
1. Developed a new course proposal for AP Computer Science.
2. Refined the Polynomials unit for Algebra II to align with language and concepts of the Eureka Math program.

7-12
1. Planned for the development of an interdisciplinary course, Algebra I in Manufacturing Processes, Entrepreneurship, and Design (AMPED).

Improvement Plans
K-12
1. Ensure district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Advance teacher capacity to diagnose mathematical needs and provide appropriate interventions.

K-6
1. Implement Zearn (web-based math program) for blended learning within the classroom and remote environments (Grades K-5).
2. Implement Kahn (web-based math program) for blended learning within the classroom and remote environments (Grade 6).
3. Refine district fluency assessments.

7-12
1. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
2. Transition common required course assessments for online administration.
3. Implement Kahn (web-based math program) for blended learning within the classroom and remote environments.
4. Refine Exponential Functions units for Algebra II to align with language and concepts of Eureka Math program.
5. Identify a new math course elective and develop a course proposal to broaden student opportunities for Senior High School math electives.
Program and Service Review Summary  
2019-2020

Science

Significant Accomplishments

K-12
1. Audited the district science program for alignment to New York State’s literacy standards.
3. Built teacher awareness of stimulus-based online science assessments.

K-6
1. Designed and implemented NYSSLS-aligned curriculum (Grades 1, 4, and 5).
2. Designed and implemented NYSSLS-aligned stimulus-based online assessments (Grade 6).
3. Refined the NYSSLS Science and Engineering Practices rubrics (Grades 4, 5, and 6).
4. Refined the intermediate capstone and rubric (Grade 6).
5. Integrated Mystery Science (web-based program) as a resource to implement district curriculum (Grades K-5).
6. Integrated reading and writing standards into common learning experiences (Grades 4, 5, and 6).
7. Integrated the International Society for Technology in Education (ISTE) Standards and Information and Communications Technology (ICT) skills into the curriculum (Grades 1, 4, and 5).
8. Redesigned the BOCES Star Lab learning experience to implement as a district program (Grade 5).

7-12
1. Conducted an audit of the district’s secondary science program for alignment to New York State’s Standards for Literacy in History/Social Studies, Science, and the Technical Subjects.
2. Reviewed NYSSLS and aligned curriculum maps (Science 7, Biology, Chemistry, Physics).
3. Provided professional development on NYSSLS-aligned phenomena and NYSSLS-identified science and engineering practices.
4. Developed and implemented an administrative guideline regarding the awarding of lab minutes to ensure consistency and equity.
5. Documented course curriculum for PS-Chemistry, PS-Physics, and Science and Society in eDoctrina.
6. Identified and administered three required course assessments per quarter in science courses.
7. Administered selected required course assessments using an online platform in science courses.
8. Piloted NYSSLS-aligned lessons (Science 7, Biology, Chemistry, and Physics).
9. Improved the Imaging Science course curriculum and common learning experiences funded by a Corning Foundation Grant.
10. Developed and administered a local final exam for Regents Chemistry students to earn PS-Chemistry credit.
11. Created a district Chemical Safety Plan and developed an annual review and training process.
12. Improved, documented, and communicated the process to earn college credit in the Project Lead the Way (PLTW) biomedical science program.
13. Created and implemented alternate lab manuals for students to recover lab minutes (Earth Science and Chemistry).
14. Selected AP Environmental Science textbook and online learning platform for 2020-21 implementation.
Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Integrate literacy standards and skills within science curriculum.

K-6
1. Create and implement NYSSLS-aligned curriculum (Grades 2 and 3).
2. Create and implement NYSSLS-aligned stimulus-based online assessments (Grades 4 and 5).
3. Integrate grade-level reading and writing learning standards in common learning experiences (Grades 2 and 3).
4. Integrate the International Society for Technology in Education (ISTE) Standards and Information and Communications Technology (ICT) skills in the curriculum (Grades 2 and 3).
5. Pilot the NYSSLS Science and Engineering Practices rubrics (Grades 4, 5, and 6).

7-12
1. Create and implement NYSSLS-aligned curriculum and stimulus-based online assessments (Science 7, Regents Biology, and Food Science).
2. Review the NYSSLS-aligned Regents Earth Science course map released by the New York State Education Department (NYSED) in January 2019.
3. Pilot NYSSLS-aligned lessons (Earth Science, Chemistry, Physics, and Elective Courses).
4. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
5. Vertically align New York State’s Standards for Literacy (Writing) in History/Social Studies, Science, and the Technical Subjects in our secondary science program.
6. Construct an online-ready version of all required course assessments for implementation.
7. Communicate and implement all components of the district’s new Chemical Safety Plan.
8. Implement new curriculum in Project Lead the Way’s Principles of Biomedical Science course.
Program and Service Review Summary  
2019-2020  
Social Studies

**Significant Accomplishments**

**K-3**
1. Refined the upgraded social studies curriculum and learning experiences to align with ISTE standards and ICT skills to the primary capstone.
   a. Developed and revised learning experiences aligned to ISTE standards and ICT scope and sequence (grades 1-2).
   b. Clarified learning experiences at grade 3 and met with each grade 3 team to review each learning experience and gather their feedback for revisions.
2. Integrated literacy standards and skills in social studies curriculum.

**7-9**
1. Developed learning experiences with literacy focus that require students to read, think, and write.
2. Revised 8th grade US History learning experiences and assessments.

**10-12**
1. Developed and implemented AP Psychology course (first year of course).
2. Developed and implemented US History curriculum and assessments aligned with NYSED Social Studies Framework and new Regents Exam design.
3. Revised AP World History curriculum and assessments to align with updated AP World History framework from AP College Board.

**Improvement Plans**

**K-12**
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.

**4-6**
1. Revise and develop grade 6 social studies curriculum, assessments and learning experiences.
2. Revise grade 4, unit 6 (Migration and Immigration) curriculum map to include learning experiences centered around local history struggles for equality.

**7-12**
1. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).

**10-12**
1. Develop US History assessments aligned with NYSED Social Studies Framework and new Regents Exam design using the released sample task updates.
2. Revise Economics and Civics curriculum maps and assessments.
3. Develop and implement an online Economics course (first implementation September 2020).
Program and Service Review Summary
2019-2020
Languages Other Than English (LOTE)

Significant Accomplishments
7-12
1. Participated in the standards writing committees for Spanish and German. Two high school teachers participated on the standards writing teams for Spanish and German and one junior high school teacher participated in the standards review workshops for Spanish.
2. Participated in the New York State Education Department (NYSED) feedback and revision process regarding the new World Language Standards. Reviewed the draft of the new NYSED World Language Standards and provided feedback to NYSED as part of the revision process.
3. Provided professional development to review and understand the changes required by the new standards.
4. Revised writing tasks on Level III assessments to align with new assessment requirements.
5. Gained approval from SED to offer the New York State Seal of Biliteracy for Level V Spanish.

Improvement Plans
K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
7. Review and plan for new World Language standards (anticipated for spring 2022 implementation).
8. Implement New York State Association of World Languages Administrators (NYSAWLA) checkpoint B exam as the required checkpoint B exam for regent’s credit June 2021 (French, German and Spanish).
9. Develop and implement the Seal of Biliteracy program for all World Languages at Rush-Henrietta.
Program and Service Review Summary
2019-2020

Music

Significant Accomplishments

K-12
1. Integrated literacy standards and skills in music curriculum.
2. Built teacher capacity of the New York State Learning Standards for the Arts (NYSLSA).
3. Integrated International Society for Technology in Education (ISTE) standards and Information and Communication Technology (ICT) skills, with a focus on music technology, in the general music strand.
4. Revised band curriculum (Grades 4-12).

K-6
1. Revised curriculum maps to clarify vocabulary, skills, and tasks.
2. Revised the entry process timeline for beginning performing ensembles for spring 2021 implementation.
3. Reviewed orchestra curriculum maps for revision to the new standards.

7-12
1. Implemented AP Music Theory course at the Senior High School.
2. Reviewed Music 7 curriculum and assessments for alignment to the K-8 standards.
3. Conducted a gap analysis of the chorus curriculum to the new standards (Grades 7-12).
4. Conducted a gap analysis of the orchestra curriculum to the new standards (Grades 7-12).

Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
7. Integrate literacy standards and skills in music curriculum.

K-6
1. Implement newly purchased ukuleles.
   a. Revise curriculum to include outcomes related to ukuleles.
   b. Provide ukuleles professional development.
2. Review chorus curriculum maps and conduct a gap analysis to the new standards for curriculum revisions (Grades 4-6).
3. Revise orchestra curriculum based on completed gap analysis (Grades 4-6).

7-12
1. Utilize the production lab at the Senior High School.
2. Review chorus curriculum maps and conduct a gap analysis to the new standards for curriculum revisions.
3. Revise orchestra curriculum based on completed gap analysis.
Program and Service Review Summary
2019-2020

Art

Significant Accomplishments

K-12
1. Integrated literacy standards and skills into Art curriculum.
2. Built teacher capacity of the New York State Learning Standards for the Arts (NYSLSA).
3. Integrated International Society for Technology in Education (ISTE) standards and Information and Communication Technology (ICT) skills, with a focus on Media Arts.

K-6
1. Implemented Grade 2 Memorial Art Gallery Category I field trip.
2. Revised curriculum maps to clarify vocabulary, skills, and tasks.
3. Explored media arts project opportunities.
4. Explored digital portfolios (Grades 4-6).

7-12
1. Included literacy focus within content instruction that requires students to read, think and write.
2. Implemented Fashion Design and Illustration, Interior Design, and Drawing & Painting II.
3. Reviewed Art 7 curriculum to ensure alignment to the k-8 standards.
4. Implemented portfolios with consistent requirements for High School Visual Arts courses.

Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
7. Integrate literacy standards and skills into Art curriculum.

K-6
1. Build teacher capacity in the Media Arts standards to include in the curriculum (grade 4-6).
2. Explore digital portfolios or other art exhibit tech tools (grades 4-6).

7-12
2. Include the Media Arts strand in media arts courses: Animation, Graphic Design.
Program and Service Review Summary
2019-2020

Physical Education (PE)

Significant Accomplishments

K-12
1. Aligned curriculum as necessary.
2. Integrated ISTE standards and ICT skills into PE curriculum maps and instruction.
3. Increased student engagement in fitness and group station activities.

K-3
1. Increased student engagement in group activities.
2. Utilized technology in PE (Google classroom).

4-6
1. Created new fitness rooms at Sherman and Vollmer (move used equipment from Burger).
2. Installed TRX fitness equipment at Sherman (TRX straps delivered, installation not complete).
3. Developed and implemented new fitness learning experiences into 4-6 PE curriculum.
4. Increased student engagement in group activities.

7-9
1. Installed new fitness equipment at Burger (move used equipment to Sherman and Vollmer).
2. Developed new fitness learning experiences into the curriculum.
3. Increased student engagement in group activities.

10-12
1. Increased student engagement in group activities.

Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Increase student engagement in fitness and group station activities through blended learning.

K-3
1. Increase student engagement in group activities.
2. Utilize technology (Google classroom).

4-6
1. Utilize fitness rooms at Sherman and Vollmer.
2. Install and use TRX fitness equipment at Sherman.
3. Develop common learning experiences for fitness equipment.
4. Increase student engagement in group activities.

7-9
1. Utilize fitness rooms at Burger and Roth.
2. Develop common learning experiences for fitness equipment.
3. Increase student engagement in group activities (Google Classroom).
4. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).

10-12
1. Increase student engagement in group activities (Google Classroom).
2. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
Program and Service Review Summary
2019-2020

Health

Significant Accomplishments
K-12
1. Revised the health curriculum as necessary.
2. Integrated ISTE standards and ICT skills into health curriculum maps.
3. Increased student engagement in group activities.

Improvement Plans
K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Provide multiple opportunities for (secondary) students to show evidence of their learning (5 required assessments per quarter).
7. Develop curriculum and implement an online course option for the current high school health course.
Significant Accomplishments
7-12
1. Issued the Career and Technical Education (CTE) Business Endorsement from Rush-Henrietta SHS
   a. Rush-Henrietta’s first graduation class to earn the CTE Business Endorsement.
   b. Nine students successfully completed the requirements for the CTE Business Program endorsement.
2. Promoted Business CTE Endorsement Program to students and parents.
4. Explored program opportunities that incorporate the Comet Cafe as authentic learning experiences in our business courses.

Improvement Plans
K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
7. Increase student participation in Business courses so students earn five credits of Business to meet the requirements for the CTE Business Endorsement.
8. Increase the number of students graduating with the CTE Business Endorsement.
9. Revise Business Law curriculum to align with MCC Dual Enrollment course updates.
Program and Service Review Summary
2019-2020
Technology

Significant Accomplishments

7-12
1. Identified required common assessments for all courses.
2. Developed curriculum and assessments (Technology 7).
3. Integrated the old Technology 8 and Applied Technology courses into a new grade 8/9 technology elective course (Applied Technology).
4. Planned for the development of an interdisciplinary course, Algebra I in Manufacturing Processes, Entrepreneurship, and Design (AMPED).
5. Improved the Imaging Science course curriculum and common learning experiences funded by Corning Foundation Grant.
6. Improved, documented, and communicated the process to earn college credit in the Project Lead the Way (PLTW) engineering program.

Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.

7-12
1. Identify an efficient process to use district shared resources (Technology 7, Applied Technology, Production Systems, Robotics 1A, and PLTW IED).
2. Develop curriculum and assessments (Applied Technology).
3. Provide multiple opportunities for students to show evidence of their learning (5 required assessments per quarter).
4. Develop common rubrics to assess our project-based required course assessments.
5. Implement new curriculum in Project Lead the Way’s Introduction to Engineering and Design course.
Significant Accomplishments

7-12
1. Revised curriculum to align junior high schools with the high school curriculum.
2. Integrated ISTE standards and ICT skills into FACS curriculum maps.
3. Increased student engagement in group activities.

Improvement Plans

K-12
1. Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, lab eligibility, and multiple opportunities for students to show evidence of their learning.
2. Identify gaps in the district curriculum to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
3. Identify instructional practices that provide equitable access to learning grade-level standards.
4. Acquire the resources and skills necessary to develop a culturally responsive curriculum.
5. Revise curriculum maps, per the district information communication technology plan, to support blended learning instruction within classroom and remote learning environments.
   a. Resources: conduct an audit of all web-based subscriptions to ensure adequate resources for remote learning environments, reduce redundancy in products and improve fiscal responsibility.
   b. Learning Experiences: upgrade existing or create new learning experiences that are appropriate for blended learning.
   d. Assessments: construct and implement all required course assessments using district web-based platforms.
6. Provide multiple opportunities for (secondary) students to show evidence of their learning (5 required assessments per quarter).
Program and Service Review Summary
2019-2020

Information and Communication Technology (ICT)

Significant Accomplishments
1. Obtained approval for the 2020-2023 Instructional Technology Plan.
2. Upgraded curriculum to include ISTE Standards and ICT skills with authentic common learning experiences and assessments (grades 1, 2, 4, 5, 6).
3. Refined capstone assessments as a measurement of student progress toward meeting the ISTE and content standards (grades 3, 6, and 9).
4. Developed common language, philosophy, and best practices for transforming classrooms to innovative learning spaces.
5. Developed a district definition and identified models of blended and remote learning.

Improvement Plans
1. Implement blended learning models for classroom and remote environments.
2. Support teacher implementation of blended learning and the ICT instructional shifts to enhance instruction to deepen the way students obtain knowledge, process information, and communicate their understandings.
3. Redesign common assessments to incorporate ICT skills and increase authenticity.
4. Implement required online assessments for students to further develop their testing skills in a digital environment.
5. Improve the use of technology to address the needs of Students with Disabilities, English Language Learners (ELLs), and economically disadvantaged students to ensure equitable and on-demand access to instructional materials and assessments to meet the individualized needs of students.
6. Develop the Senior High School Capstone portfolio requirements and collect artifacts with student reflection (grades 10-12).
7. Design the Senior High School Capstone experience for grade 12.
II. Instructional Support Services

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**Program and Service Review Summary**  
**2019-2020**  
*Library Media Services*

**Significant Accomplishments**
1. Redesigned Roth and Fyle libraries to provide innovative common spaces that encourage exploration, creation, and collaboration between students and teachers.
2. Enhanced the instructional coaching capacity of Library Media Specialists through professional development.
3. Developed distance learning Home Learning Resources for students to have opportunities to engage in learning and maintain their skills.

**Improvement Plans**
1. Identify gaps in library collections to be more inclusive of various cultures, genders, and traditions that reflect the student population, and increase the use of multiple perspectives in teaching content.
2. Redesign Winslow library to provide innovative common spaces that encourages exploration, creation, and collaboration between students and teachers.
3. Conduct either physical or virtual author visits at the primary schools to promote reading and writing, and provide insight into the literature creation process.
4. Continue to strengthen the capacity of library media specialists to serve as instructional coaches and conduct a book study using Empower by John Spencer.
5. Redesign Library Media Services websites for continuity between buildings and grade levels, consistency in terminology and aesthetic improvements.
Program and Service Review Summary  
2019-2020  
Instructional Coaching

Significant Accomplishments

**Literacy Coaching:**

**K-12**
1. Built literacy coaches and reading teachers’ capacity in the identification of screening tools to guide the diagnosis of reading gaps and best intervention practices.

**K-6**
1. Supported teacher use of universal screening benchmarks and diagnostic assessments for improved student intervention placement.
2. Supported teacher use of reading strategies from *The Reading Strategies Book.*

**K-3**
1. Supported implementation of *Language Essentials for Teachers of Reading and Spelling* (LETRS) training within instruction to improve early literacy screening, progress monitoring, and diagnosis.
2. Provided LETRS training for Special Education teachers (Crane Elementary School).
3. Provided embedded professional development to ensure proper implementation of Fundations Program.
4. Strengthened teacher capacity in the use of foundational intervention strategies, including Fundations double dip lessons.
5. Provided embedded professional development to address phonological awareness and the initial implementation of Heggerty’s Phonemic Awareness curriculum (Grade K).
6. Supported the implementation of the revised third grade curriculum pilot.

**4-6**
1. Advanced teacher understanding of the ReadyGEN program to better differentiate instruction to strengthen reading and writing skills.
2. Supported teachers in using instructional literacy strategies from *The Writing Strategies Book.*
3. Implemented a revised ELA block to improve the instructional delivery of ReadyGEN.

**7-9**
1. Provided coaching cycles to assist in the implementation of the new ELA curriculum.
2. Provided embedded professional development on differentiated instruction.
3. Supported reading teachers in the diagnoses of students' literacy needs (Roth Junior High School).

**Math Coaching:**

**K-6**
1. Improved teachers’ understanding of mathematical content and vertical coherence.
2. Introduced teachers to the Next Generation Math Learning Standards.
3. Supported teachers in the use of data driven interventions for students.

**7-9**
1. Provided professional development for the Eureka Math program pilot in Algebra I.

**Information and Communication Technology (ICT) Coaching:**

1. Advanced teacher understanding and use of the ICT Skills Scope and Sequence for lesson and unit design.
2. Guided the development of additional units of study that include ISTE Standards/ ICT Skills with common learning experiences and/or assessments at identified grade levels/courses.
3. Facilitated the refinement of the primary, intermediate, and Junior High School Capstones.
4. Conducted extensive research and developed initial professional development around transforming classrooms into innovative learning spaces.
5. Helped develop shared district definition and specific models of blended and remote learning.
6. Provided training and developed the process for conducting an intensive pilot for classroom monitoring software.
7. Developed professional development videos and a website to provide on-demand resources for teachers around instruction, technology integration, and tools.
**Improvement Plans**

**Literacy Coaching:**

**K-6**
1. Build teacher capacity in the use of digital resources to develop student-centered online learning opportunities in ELA instruction.
2. Support teachers in the implementation of revised/upgraded curriculum maps.
3. Support teachers in the use of screening measures to identify gaps and needs in instruction.

**K-3**
1. Support teachers in identifying prerequisite foundational skills prior to Fundations instruction.
2. Support teachers in the review and implementation of new curriculum maps (Grade 3).
3. Provide professional development in the Lester Laminack *Readers are Writers* text (Grade 2).
4. Provide professional development in the Heggerty Phonemic Awareness curriculum (Grade 1).

**4-6**
1. Support teachers in the unpacking of units for lesson planning as needed.
2. Provide professional development for the implementation of AIMSweb.
3. Provide professional development and support in using a variety of progress monitoring measures including Words Correct Per Minute (WCPM).
4. Improve the delivery of writing instruction through embedded professional development and co-teaching.

**Math Coaching:**

**K-6**
1. Build teacher capacity in the use of digital resources to provide blended learning opportunities.
2. Build teacher capacity in the use of diagnostic data to inform intervention instruction during WINN time.

**Information and Communication Technology (ICT) Coaching:**

1. Facilitate the development of High School ISTE Capstone portfolios in grades 10 & 11.
2. Support the implementation of the refined Primary Capstone.
3. Provide professional development on blended learning and the ICT instructional shifts to enhance instruction to deepen the way students obtain knowledge, process information, and communicate their understandings.
4. Provide professional development to teachers of Students with Disabilities and English Language Learners enabling them to differentiate instruction and augment student learning.
5. Provide training on effective instructional strategies while using newly acquired classroom monitoring software.
Program and Service Review Summary
2019-2020

Academic Intervention Services

Significant Accomplishments

Reading:
K-12
1. Refined the use of RtI Tracker as a platform to record all goals and progress for students in AIS reading programs.
2. Advanced the practice of diagnosing assessment to better identify reading needs and match interventions for individual student intervention.
3. Provided Language Essentials for Teachers of Reading and Spelling (LETRS) professional development to intervention teachers.

K-6
1. Utilized the Heggerty Baseline Assessment to determine phonemic awareness interventions (Grade K).
2. Explored additional research-based diagnostic assessments and intervention strategies, including the Quick Phonics Screener (QPS), Heggerty’s phonemic awareness assessment (K), and the Phonological Awareness Screening Test (PAST).

7-9
1. Utilized student performance data to refine reading and writing workshop for identified students (grade 7).
2. Implemented the revised Read 180 platform for comprehension and vocabulary intervention.
3. Used screeners and diagnostic tools to match intervention to student needs with more precision (Roth Junior High School).

10-12
1. Implemented the Word Identification and Spelling Test (WIST) to determine specific learning needs regarding letter/sound correspondence.
2. Implemented the TOSWRF-2: Test of Silent Word Reading Fluency as a beginning of the year screener for word recognition skill analysis.
3. Expanded the use of Wilson, Just Words, to intervene for students struggling with letter/sound correspondence.

Math:
K-12
1. Investigated and piloted the Ready Teacher Toolbox for possible use as an intervention resource for classroom teachers to use during RtI block of daily instruction.

10-12
1. Restructured the academic intervention support for Regents-level courses to provide targeted intervention and support for students.

Improvement Plans

Reading:
K-12
1. Identify more accurate and consistent screening measures to address student reading needs.
2. Refine intervention practices to include consistent progress monitoring specific to the intervention.
3. Advance the practice of diagnosing literacy needs and providing appropriate interventions to these needs.

7-12
1. Provide professional development to reading teachers to accurately progress monitor achievement toward intervention goals.

Math:
K-6
1. Develop primary screeners to identify numeracy and grade-level needs.
2. Advance the practice of diagnosing mathematical needs and providing appropriate interventions to the diagnosed needs.

7-9
1. Align interventions to upcoming instructional pre-requisite skills and knowledge.
Significant Accomplishments

Summer Programs (Summer 2019)
1. A high school summer program for grades 9-12 was offered through Monroe One BOCES in summer 2019.
   a. 242 students registered for the program.

High School Intersession Program
1. January intersession was provided to seniors with an opportunity to complete semester courses for on-time graduation. Total participation was 12 students.
2. February intercession was used to provide students in grades 9-12 with an opportunity to complete Regents-level coursework for on-time course completion. Total participation was 25 students.

Improvement Plans
1. Monitor effectiveness of extended time programs and make adjustments as needed.
Program & Service Review Summary
2019 - 2020
Psychological Services

Significant Accomplishments

1. School psychologists conducted 105 initial psychological evaluations (112 in prior year) and 194 re-evaluations (216 in prior year).
2. School psychologists participated in 20 manifestation determination reviews prior to the school closure (36 in prior year). Manifestation meetings are required for students with disabilities who are removed from the instructional setting for 10 days.
3. School psychologists chaired 299 504-Accommodation Plan meetings during the year (314 in prior year).
4. School psychologists continued to collaborate with behavior specialists and implemented a consistent protocol for behavioral intervention (Behavior Intervention Plan-Checklist).
5. School psychologists continued to support the Response to Intervention and pre-referral processes in the school setting.
6. School psychologists participated in professional development for preparing and conducting Committee on Special Education (CSE) meetings to improve consistency between buildings and to ensure compliance with Part 200 regulations.
7. School psychologists supported and assisted staff use of the current IEP data system for the collection of information and for the monitoring of measurable and achievable goals.
8. School psychologists assisted in running all CSE meetings virtually during the school closure.
9. School psychologists began to implement effective transition planning for students and their services across buildings.
10. School psychologists participated in the Social-Emotional Learning (SEL) training through the Teacher Center to support the roll out within the buildings.
11. School psychologists participated on the Trauma, Illness, and Grief Team (TIG) at the building and district levels.
12. School psychologists participated in Community Building Circle Training through Partners in Restorative Initiatives.
13. Primary school psychologists engaged in cross-building collaboration for decisions regarding placement for incoming Kindergarteners with IEPs.

Improvement Plans

1. School psychologists will continue to assist building staff with the collection of Response to Intervention data required for the initial eligibility determination CSE meeting.
2. School psychologists will continue to review the 504 accommodation processes and procedures to enhance consistency among buildings.
Program & Service Review Summary
2019-2020

Special Education

Significant Accomplishments

1. Special education services were provided to 1,115 students with disabilities (preschool, 158; K-12, 677; 504, 280; and declassified, 72). This was a decrease when compared to the prior year.

2. Sixty eight students with disabilities entered the district this year (52 were placed in in-district programs and 16 in out-of-district programs).

3. Expanded the Integrated Co-Teaching (ICoT) pilot to include grade 3. Based on principal feedback and data monitoring, a recommendation was made to implement a 2x2 co-teaching model at the junior high school level. The progress of these programs was assessed using Northwest Evaluation Association (NWEA) MAPS growth data, and classroom walkthroughs.

4. Continued to provide professional development to elementary and secondary special education teachers, related service providers, and paraprofessionals to advance effective co-teaching instructional practices. Topics included: Co-teaching Best Practices; Building a Foundation for Success; The Roles and Responsibilities of the Paraprofessional in the ICoT classroom; Teaching All of Our Students: How Mindset Can Increase Opportunities for Success; Tips and Advice for Paraprofessionals; Motivation and Refusal; Supporting Students with Autism Spectrum Disorder, Digging Deeper into Behavior; How to Maximize my Role in the classroom; and Therapeutic Crisis Intervention (TCI) refresher.

5. Provided professional development to our New York State Alternative Assessment (NYSAA) special education teachers, related service providers and paraprofessionals. Topics included: Behavior Basics and NYSAA training regarding Dynamic Learning Maps (DLMs).

6. Monitored disciplinary referrals and suspensions of students with disabilities. Disciplinary suspensions for students with disabilities increased. 84 SWDs were suspended in the 2019-2020 school year. (58 SWDs suspended in 2018-2019; 65 SWDs suspended in 2017-2018). This increase is attributed to consistent tracking and accurate reporting of SWD suspensions.

7. The special education leadership team continued to hold quarterly Special Education and Principal Collaboration meetings to support clear communication, consistent understanding, and application of special education regulations, programs and services. In addition, a NYSAA subgroup was added to specifically support building leaders who provide this program and service to students, and ensure staff alignment through all NYSAA classrooms.

8. Collaborated with building administrators and implemented a system to consistently monitor the progress of SWDs toward obtaining the essential credits required to be considered a bona fide 10th grade student. Currently, 80 percent of students with disabilities are projected to enter 10th grade with essential credits.

9. Parental consents were signed for Medicaid reimbursement claims (785) - (2019- 827 and 2018-765). These are one time consents so this number is expected to remain constant. Additionally, referrals were monitored and reviewed to ensure maximum reimbursement for billable services. Projected to receive close to $475,000 for the 2019-2020 school year.

10. Collaborated with related service providers to shift service recommendations from a weekly to a monthly model to increase the fidelity of the services provided throughout the school year. This also allows for the incorporation of embedded services to increase students’ participation in the general education classroom and generalization of skills.

11. Hosted parent information nights to present information about Special Education, Committee on Preschool Special Education (CPSE), the CSE process and Extended School Year (ESY).

12. 32 out of 39 (81%) of in-district students with disabilities in the 2016 cohort are projected to graduate on-time with an appropriate diploma.

13. Special education administrators facilitated the transition to conduct virtual CSE meetings for all students during the COVID-19 school closure.

14. Collaborated with community business leaders to create a viable learning space at Marketplace Mall for the transition program which serves students ages 18-21.
**Improvement Plans**

1. Continue to monitor the effectiveness of the Integrated Co-Teaching models at the primary, intermediate (grade 4) and junior high school levels.
2. Expand the ICoT pilot to include grade 4 at Sherman and Vollmer Elementary School and support the refinement at the junior high level.
3. Continue to provide appropriate professional development for teachers, related service providers, administrators and paraprofessionals that advance effective co-teaching instructional practices.
4. Continue to review related services staffing district-wide and determine efficient distribution of these services based on student needs. In addition, monitor the effectiveness of both the monthly and embedded services models.
5. Continue to update the CSE referral form to reflect the data required to accurately determine if a student requires special education services.
6. Continue collaboration with Special Education Quality Assurance (SEQA) and conduct a required review to examine the disproportionate representation of racial and ethnic groups in the category of intellectually disabled.
7. Continue to plan for potential relocation of the Transition Program to a community site to expand the learning experiences beyond the district campus for students ages 18-21.
8. Collaborate with NYSAA staff and principals to re-image and realign the NYSAA program for students in grades K-12.
9. Implement a restructuring of our NYSAA classrooms from a 12:1:1 model to a 12:1+4 in order to provide consistency and targeted professional development to specifically address the needs of our students and staff. The implementation of this new model will be monitored for effectiveness.
10. Continue to analyze and refine processes for collecting parental consent of Medicaid Reimbursement claim forms to increase reimbursement rate.
11. Continue to support the education of students with disabilities in the Least Restrictive Environment.
12. Apply for, and develop, an ESY program for in-district students with disabilities who qualify for summer services based on part 200 guidelines.
Program & Service Review Summary
2019 - 2020
Speech & Language Services

Significant Accomplishments

1. Speech language pathologists (SLPs) provided 208 individual sessions of speech support to students with disabilities weekly (196 in prior year and 142 in 2017-2018). Additionally, 417 speech language group sessions were conducted weekly (450 in prior year; 544 in 2017-2018).
2. SLPs were provided with Boardmaker training; a visual curriculum through an online platform to assist with the support they provided to students during the school closure. Over 175 students relied on this work from SLPs in order to communicate, manage the classroom and access the curriculum.
3. SLPs continue to be provided a subscription to speechpathology.com that allows them to participate in webinars for ongoing Continuing Education Units (CEUs) throughout the year as they are required in order to maintain certification and licensure.
4. Provided billing and medicaid training through Frontline to SLPs to support documentation of service and reimbursement of services for medicaid.
5. SLPs developed a structure and guidelines for embedded services as part of student Individualized Education Programs (IEPs). These will be included in the speech language handbook.
6. SLPs developed procedures for effective transitioning of students and services at the secondary level.
7. SLPs utilized the entry and exit criteria as prescribed in the Speech Handbook to determine services for students.

Improvement Plans

1. SLPs will continue to explore more efficient ways to monitor and document student goals using the IEP data system.
2. SLPs will continue to expand the mechanism for the effective transition of students and their services across buildings at the elementary level.
3. SLPs will implement a monthly service model with consultation from a weekly model when making recommendations for IEP services. This will allow additional time for therapists to collaborate with classroom teachers.
4. SLPs will implement an embedded service model to support students with disabilities within the classroom. Speech therapists will coordinate with teachers to provide direct services in conjunction with classroom instruction.
Program & Service Review Summary
2019-2020
Behavioral Specialist

Significant Accomplishments

1. Behavior specialists provided behavior and autism consultation services to 92 students (139 in 2018-2019).

2. Behavior specialists assisted buildings with the development and implementation of:
   a. Functional Behavior Assessments (FBA): 16
   b. Individual Crisis Management Plans (ICMP): 2
   c. Individualized Elopement Plans: 8

3. Behavior specialists helped develop and reviewed Behavior Intervention Plans (BIPs) for 38 students in grades K-12. Additionally, 6 BIPs for students were successfully discontinued.

4. Behavior specialists supported the implementation of the Behavioral Intervention Procedural Checklist (BIP-C), which includes interventions to efficiently assess student behavior in the classroom.

5. Behavior specialists provided behavior management training for staff members to promote culturally responsive strategies when addressing the needs of students with and without disabilities.
   a. 68 staff members were recertified in Therapeutic Crisis Intervention for Schools (TCIS)
   b. 30 paraprofessionals attended behavior training addressing the following topics:
      i. Motivation & Refusal
      ii. Supporting Students with Autism Spectrum Disorder
      iii. Digging Deeper into Behavior
   c. Training was provided for teachers, paras, and support staff in New York State Alternative Assessment (NYSSA) classrooms on TCIS behavior basics, behavior management tools, and considerations for promoting student independence.

6. Behavior specialists shared one newsletter (SMORE) per month and developed an online platform titled, “All Things Behavior” to provide additional training resources to staff on a variety of behavioral topics.

7. Behavior specialists supported school teams and helped expand the use of Google Forms for data collection.

8. Behavior specialists defined Behavior Consultation and Autism Consultation supports and services and implemented a comprehensive referral protocol for behavioral support.

9. Behavior specialists created 6 resource newsletters to support staff during the eLearning time period.

10. Behavior specialists developed weekly video and email training series for families during the COVID-19 school closure on a variety of behavioral training topics.

11. Behavior intervention plans, elopement plans and Intensive Crisis Management Plans (ICMP) for students have been streamlined.
**Improvement Plans**

1. Successful transition of the newly hired Behavior specialist.
2. Behavior specialists will develop training, 30 to 60 minutes in length, for schools to use during conference periods or faculty meetings.
3. Behavior specialists will continue to monitor student progress with their Behavior Intervention Plans and will make recommendations regarding the interventions, continuation and/or discontinuation of BIPs.
4. Behavior specialists will continue to expand use of The Assessment of Functional Living Skills (AFLS) School form from grade 3 to all students.
5. Behavioral specialists will provide targeted professional development on writing effective behavior plans that will need to include positive reinforcement, explicit instruction, crisis response and replacement behavior.
6. Behavior specialists will focus support for 12:1:4 special classes K-12+ to increase program alignment and consistencies across buildings.
Program & Service Review Summary
2019 - 2020

Occupational Therapist (OT)

**Significant Accomplishments**

1. Occupational therapists provided 79 individual therapy sessions weekly to students with disabilities (82 in prior year and 78 in 2017-2018). In addition, 98 occupational therapy (OT) group sessions were conducted weekly (97 in prior year and 89 in 2016-2017).
2. Occupational therapists participated in professional development giving each four Continuing Education Units (CEU), which is a requirement to maintain their certification.
3. Occupational therapists received training for a platform titled, Boardmaker, which provides visual curriculum through an online platform.
4. Occupational therapists created a structure and guidelines for embedded services as part of student Individualized Education Programs (IEPs). These guidelines will be included in the occupational therapy handbook.
5. Occupational therapists utilized the entry and exit criteria as prescribed in the OT handbook to determine appropriate services for students.

**Improvement Plans**

1. Occupational therapists will continue to advance staff and parents’ understanding of the entry and exit criteria for OT.
2. Occupational therapists will develop a mechanism for the effective transition of students and their services across buildings.
3. Occupational therapists will implement a monthly service model with consultation from a weekly model when making recommendations for IEP services. This will allow additional time for therapists to collaborate with classroom teachers.
4. Occupational therapists will implement an embedded service model to support students with disabilities within the classroom. Occupational therapists will coordinate with teachers to provide direct services in conjunction with classroom instruction.
Program & Service Review Summary  
2019-2020  
*English as a New Language (ENL)*

**Significant Accomplishments**

1. English as a New Language (ENL) services were provided to 348 students in grades K-12 (334 in 2019, 334 in 2018). The breakdown of students based on English Language Proficiency levels was as follows: Entering 30; Emerging, 35; Transitioning, 85; Expanding, 196. (in 2019, numbers were as follows: Entering 15; Emerging, 44; Transitioning, 82; Expanding, 191.).

2. Processed over 270 potential ELL registrations for appropriate placement and services for the 2019-2020 school year, as well as registrations for potential kindergarten ELLs for the 2020-2021 school year. This process includes connection with former school districts, parent and student interviews, determination for testing, and administration of the NYSITELL if appropriate.

3. Continued collaboration with the English Language Arts (ELA) Teacher on Special Assignment (TOSA) to expand ELL literacy coaching support for ENL and mainstream teachers.

4. Facilitated a summer workshop titled, *Literacy for English Language Learners (ELLs)* for staff in collaboration with ELA TOSA.

5. Identified appropriate resources to be used to enhance literacy for struggling ELLs as well as Students with Interrupted/Inconsistent Education (SIFEs) in collaboration with the ELA TOSA.

6. Partnered with Midwest Regional Partnership Network and provided continued professional development for language difference vs. disability, and progress monitoring for ELLs.

7. Implemented online ENL professional development courses for all staff to obtain their required CTLE credits and expand their knowledge about ELLs and second language acquisition (# of individuals who participated?).

8. Developed a study group titled, *Mathematical Thinking and Communication; Access for English Learners* for math coaches and ENL teachers in collaboration with the math director.

9. Updated ENL Comprehensive Plan to include any new mandates and revised forms. Posted the revised plan on the district website prior to the new school year.

10. Continued professional development for ENL teachers and staff regarding Second Language Acquisition, Response To Intervention (RtI), and progress monitoring for ELLs.

11. Thirty new ELL families participated in the District Welcome and Information Night at the beginning of the school year.

12. Provided a professional development workshop for UPK teachers and staff to support and enhance their understanding of second language acquisition, and the importance of the first language in developing literacy skills for kindergarten readiness. Furthermore, the New York State Department of Education screening tool for identifying pre-k ELLs was reviewed.

13. Presented at two state conferences on the topics of, Establishing Quality Programming for ELLs, and Language Difference vs. Disability; One District’s Journey.


15. Developed a presentation on supporting ELLs who have experienced trauma in collaboration with the director of health and wellness and Midwest Rochester Bilingual Resource Network to be delivered to staff and administrators next school year.

16. Thirteen students attended a summer English as a New Language program for ELLs in grades 7-12. This program was implemented to help ELLs maintain and improve listening, speaking, reading and writing English skills during the summer.

17. The after-school diversity club at the Senior High School welcomed 50 active members, and Burger Junior High School welcomed 25 active members. Additionally, they collaborated with other clubs and led nine workshops for faculty and staff. The topics covered were as follows: Puerto Rico; Complexity of the Muslim World; Nepali Refugees’ Journeys; Challenges of Coming to the USA; Asian Culture; and Being an Exchange Student.
18. Native language document translation services were provided on twenty-one occasions (an increase of 13 compared to prior year).
19. Native language translation services for exams were provided to 56 students on 41 occasions.
20. Native language translator services were provided to students and families on 165 occasions (a decrease of 77 from prior year.)
21. The native language phone translation service (Propio) used to facilitate communication with families and students identified as ELLs was used on 484 occasions (a decrease of 33 compared to prior year.)
22. American Sign Language services for hearing impaired students and families were provided on 91 occasions (a decrease of 90 compared to prior year.)
23. American Sign Language services for hearing impaired staff were provided on four occasions (a decrease of 5 compared to prior year.)

**Improvement Plans**

1. Continue implementation of professional development workshops focusing on language difference vs. disability, and progress monitoring for ELLs.
2. Expand online ENL course offerings for staff. Additionally, develop an online resource library for teachers and parents of ELLs.
3. Continue the Mathematical Thinking and Communication, Access for English Learners study group with math coaches and ENL teachers in collaboration with the math director. Explore the development of a math screener for newcomers and SIFE students to help ascertain level of math proficiency upon arrival.
4. Provide professional development and coaching support for staff concerning ELLs who have experienced trauma. This work will be implemented in collaboration with the Director of health and wellness and Midwest Regional Bilingual Resource Network.
5. Update ENL Comprehensive Plan to include revised mandates and forms. Post the revised plan on the district website prior to the new school year.
6. Continue professional development and coaching support for ENL teachers and staff.
7. Continue to host District Parent Welcome Night and District Multicultural Night.
8. Develop a welcome webinar for parents who are either unable to attend the parent welcome night in October or register in the district after that date.
9. Expand opportunities for parents of ELLs to continue to attend educational workshops and/or participate in online webinars provided by the ENL TOSA.
10. Continue collaboration with the UPK program to enhance understanding of second language acquisition.
11. Develop a process for accessing and sharing all required ENL information on SchoolTool.
12. Implement use of NY State templates for monitoring Long Term ELLs and ELL graduation rates.
### III. Student Management

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Program & Service Review Summary
2019-2020

Student Registration & Placement

Significant Accomplishments

1. Registered 791 new students (K-12), a decrease of 26 students compared to prior year.
   a. 466 were kindergarten students, an increase of 51 students compared to prior year.
   b. 325 were students in grades 1-12, an increase of 10 students compared to prior year.

2. Discontinued 268 students (K-12), an increase of 79 students compared to prior year
   a. 17 enrolled in private schools, an increase of 6 compared to prior year
   b. 20 returned to home country, a decrease of 8 compared to prior year
   c. 142 moved out of district and enrolled in other New York state schools, an increase of 45
      compared to prior year
   d. 73 moved out of New York state, an increase of 29 compared to prior year
   e. 16 are homeschooled, an increase of 7 compared to prior year

3. Verified 107 Shared Housing Affidavits, an increase of 7 families in shared living arrangements
   compared to prior year.

4. Reviewed new leases and purchases for 158 families who moved within the school district during the
   course of the school year, a decrease of 2 compared to prior year.

5. Identified 58 temporarily displaced students (25 families) under the McKinney-Vento Law, a
   decrease of 6 students.

6. Conducted 13 residency investigations, a decrease of four compared to prior year; 100% were
   unfounded.

7. Updated the directory of Monroe County school district registrars and contact information to
   streamline communication and to facilitate the timely release of student records.

8. Provided clerical support for registrar during peak registration times: kindergarten registration and
   during the month of August for new registrants.

9. Successfully transitioned new district registrar and provided additional clerical support during peak
   registration times.

Improvement Plans

1. Continue current practices.

2. Explore and implement online registration in the new year.
Program & Service Review Summary
2019-20
Student Discipline

**Significant Accomplishments**

1. Reduced superintendent hearings to 43, a decrease of two compared to prior year.
2. Continued to provide school administrators with professional development regarding superintendent hearing process and proper investigation before a hearing (BOCES 2 August training).
3. Expanded the Restorative Practices plan of work and identified benchmarks and outcome expectations for district and buildings.
4. Reviewed the principal agreement process and implemented the use of a common template in all schools.
5. Conducted quarterly review of behavioral incidents at 7-12 schools and worked with building administrators to identify trends and implement appropriate interventions.

**Improvement Plans**

1. Continue to expand the restorative practices plan of work and provide training to staff.
2. Conduct quarterly review of behavioral incidents at all 4-12 schools to help identify trends and implement appropriate interventions.
3. Create a stakeholders group to review the current code of conduct and integrate restorative practices interventions and language into the code.
Program & Service Review Summary  
2019-20

*Character Development*

**Significant Accomplishments**

1. Collaborated with the PBIS coaches and developed resources to help building teams integrate restorative practices into the PBIS framework and expand its implementation.
2. Continued to advance the PBIS framework and digital citizenship initiative.
3. Planned and conducted the district’s annual Make a Difference Day food drive to help support the Rush-Henrietta Area Food Terminal (RHAFT); over 300 boxes of food items were collected.
4. Worked collaboratively with the Office of Community Relations to update district PBIS webpage.
5. Continued implementation of Link Crew at Senior High School and Where Everybody Belongs (WEB) student transition programs at Burger and Roth junior high schools.

**Improvement Plan**

1. Continue to provide parent education on social media and children’s use of electronic mediums; continue the implementation of digital citizenship week.
2. Update and improve the student satisfaction survey to include questions focusing on equity and inclusion for students in grades 7-12.
3. Develop and administer a student satisfaction survey for grades 4-6.
Program & Service Review Summary
2019-2020

School/District Safety

Significant Accomplishments

1. Reviewed and updated established building emergency response plans.
2. Continued the practice of two district 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, evacuation drill, early dismissal drill)
3. Planned and conducted table-top exercises in several school buildings.
4. Installed red and blue alert buttons for the visitor management system in all school buildings.
5. Completed the labeling of all exterior doors at all buildings.
6. Collaborated with primary school principals and facilities, developed and reinforced safety measures prior to construction at three of the elementary schools. Monitored the construction and safety measures at the schools.
7. Developed a plan to regularly conduct AED/CPR cardiac arrest drills in all buildings and continued implementation of the three-year AED replacement plan.
8. Continued to work collaboratively with Transportation and selected schools to conduct evacuations to offsite locations to determine if further modifications to our emergency response procedures are needed.
9. Collaborated with the Monroe County Sheriff’s Office and conducted an active threat/shooter training exercise for 30 staff members at the transportation department.
10. Continued to strengthen collaboration with community emergency responders. This year, emergency responders were on campus 50 times, in addition to their increased presence in buildings.
11. Conducted security and safety audit of all school buildings and worked collaboratively with facilities to identify priorities for replacement and improvements at all buildings.
12. Continued the implementation of after-action review after serious safety incidents.
Improvement Plans

1. Continue the practice of two district 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, evacuation drill, early dismissal drill).
2. Continue to plan and conduct table-top exercises in school and district buildings.
4. Closely monitor revised arrival and dismissal procedures in school buildings.
5. Collaborate with the Office of Community Relations to create safety tips videos for schools and district buildings (e.g., locking doors, barricading doors, etc.).
6. Plan and conduct comprehensive simulated training exercises with community emergency responders.
7. Continue to monitor the implementation of the safety recommendations for the Operations Center and help them create and implement a building emergency response team.
8. Continue to review security and safety audits of all school buildings and work collaboratively with facilities to identify priorities for replacement and identify improvements at all district buildings.
9. Monitor the use of after-action reviews when serious incidents occur in all district buildings.
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<th>IV. Student Services</th>
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<td>➢ Home Schooling</td>
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Significant Accomplishments

1. Reported approximately 40,600 visits to the school health office from September through Mid-March (57,486 in 2019). This was in addition to dispensing daily medications to 168 students and monitoring the daily needs of 105 medically and mentally fragile students.

2. Performed a total of 470 physical exams (193 in 2019) by the district nurse practitioner for students that did not have a primary care provider or lacked health insurance.

3. More than 689 students (560 in 2019) with Emergency Care/Asthma Action Plans remained safe at school and free of any significant adverse or life-threatening reactions.

4. School nurse teachers prepared medication for students and provided appropriate training for staff attending field trips on 193 occasions. Additionally, nurses trained most building staff on EpiPen, individual health concerns, and medication delivery.

5. Concussion management services were provided to 62 students (71 in 2019, a decrease of 9 students compared to the prior year.) There were more than 17 students with prolonged recovery from this injury.

6. Conducted a total of 2,815 mandated screenings by the school nurse teachers.

7. Building-based wellness initiatives were offered by school nurse teachers as part of the goals of the District Wellness Committee. Examples of these initiatives included weight loss challenges, running groups, yoga, and fitness programs.

8. Reviewed and updated the district’s health services manual and administrative guidelines for the supervision of the district’s health services program.

9. Ensured compliance with screening and health examination requirements (new regulatory change from last year).

10. Continued to utilized Spot Vision Screener to conduct a more comprehensive and accurate vision screening deficits.

11. Utilized one part-time registered nurse “floater” for more effective substitute coverage in the absence of the school nurse teacher. Continued the search for a second part-time RN.

12. Implemented Opioid Overdose Prevention program training for interested staff members. Thus far, sixteen staff members completed this voluntary training and were supplied Narcan rescue kits.

13. Implemented the adult instrumented directive feedback devices used on manikins for American Heart Association (AHA) Cardiopulmonary Resuscitation (CPR) district course (AHA mandate) in all CPR classes.

14. Reviewed immunization records for all incoming Universal Pre-Kindergarten applicants and provided support for routine illnesses and injuries to the program.

15. Provided professional development related to CPR, human trafficking, self-harm, and eating disorders for school nurse teachers, school nurses, and health aides.

16. Maintained the Kinsa Fluency school health program, through the company’s grant program, in all elementary schools which enables school nurse teachers and parents to detect and respond to illness more quickly, thus, keeping kids and classrooms healthier.

17. Created and implemented a specific and general pandemic plan for schools in response to the COVID-19 crisis.
Improve the Plans

1. Continue search for a second part-time registered nurse and use the two part-time registered nurse “floaters” for more effective substitute coverage in the absence of the school nurse teacher.

2. Continue to increase district wellness council membership.

3. Expand the opioid training site program for opioid overdose prevention (Narcan) to all staff and select student groups.

4. Explore the purchase of the electronic health record (EMR) platform to streamline the health office documentation and care system.

5. Maintain and expand an electronic version of the Health Services Manual for easier access to information and documents by school nurse teachers/registered nurses. This electronic manual will also be connected to the EMR when implemented.
Program & Service Review Summary  
2019-2020  
Counseling  

Significant Accomplishments  

1. At intermediate and secondary schools, counselors met with every new entrant and their family to help these students acclimate to their new learning environment. There were 213 of these meetings (71 Senior High School, 13 Alternative Program at the Webster Learning Center, 31 Roth Junior High School, 41 Burger Junior High School, 32 Sherman Elementary School, and 25 Vollmer Elementary School). Topics covered included introduction to R-H, scheduling, “who to see for what,” building tours, assessing student needs, sharing school resources, peer introductions and support circles, and technology tutorials including Schooltool parent portal access and Naviance.  

2. At intermediate and secondary schools, counselors participated in 45 (46 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. Attendance data and academic reports were used to target interventions for these students.  

3. At the intermediate level, students in sixth grade were provided with career activities. At secondary schools, parents and students were provided with multiple opportunities to learn about College and Career Readiness (individual student and parent meetings, workshops, classroom presentations, career interest activities, parent education materials, financial aid night, college and career readiness night, college fairs, and college visits through the College & Career Center).  

4. At secondary schools, parents continue to actively engage in their student’s college and career planning (589 contacts of parent engagement compared to 481 the previous year).  

5. An estimate of ninety-eight percent (96 percent prior year) of in-district ninth grade students will obtain enough credits (5 or more) to be a bona fide 10th grade student.  

6. At the Senior High School, 92 students participated in the “Taste of College Program” (vs. 88 students the previous year) in a total of 149 courses (vs. 130 courses the previous school year).  

7. In 2019, eighty-nine percent of graduating seniors are pursuing post-secondary education or military service (4-year college, 47 percent; 2-year college, 36 percent; military service, 2 percent; trade/technical, 4 percent; employment, 10 percent; unknown, 1 percent). Data is not yet available for 2020, as it is collected from a senior survey at the end of the school year.  

8. Monitored the number of students earning Career and Technical Education (CTE) Certification at Eastern Monroe Career Center (EMCC) and through Rush-Henrietta Central School District Business Department (35 and 10, respectively).  

9. Continued supporting New Entrant Support Groups at all intermediate and secondary schools, including monitoring students’ progress socially, emotionally, and academically. Community Building Circles were used to support the facilitation of these groups.  

10. Supported all students and families to use Naviance Family Connection and the district website for college and career planning in grades 7-12; visits to the site: 304 for Roth Junior High School, 1,065 for Burger Junior High School, and 17,871 for the Senior High School.  

11. Counselors engaged in professional development in the following areas to build capacity and meet a range of student needs: culturally responsive practices, dangers of vaping, addiction and recovery support services, problem gambling in adolescents, restorative practices, trauma-informed practices, strategies to address depression and anxiety, mindfulness, supporting mental health for students during social distancing, and various workshops focused on graduation requirements and college and career support for students.
12. At secondary schools during 2019, students reported feeling connected to an adult at school (86 percent at Burger Junior High School, 89 percent at Roth Junior High School, 90 percent at Senior High School, and 97 percent in the Alternative Program). Survey results are not available for 2020, as this survey has not yet been administered to students.

13. The counseling department is in the process of aligning Academic, Career, and Social/Emotional New York State Counseling Standards with American School Counseling Association Mindsets and Behaviors through the development of a K-12 comprehensive school counseling plan.

14. Provided education to parents about the post secondary process including specific information regarding the Excelsior Scholarship (FAQ, criteria, resources).

15. Implemented the use of the Cohort Binder to monitor students’ progress toward on-time graduation.

16. Continued the implementation of restorative practices including: community building circles with students and staff, restorative conversations, and re-entry from suspension circles.

17. Ensured every building has at least one Trauma, Illness, and Grief (TIG) trained team member.

18. Since school closures in March 2020 due to COVID-19, counselors have continued to support students and families with a range of needs through numerous methods including Google Classroom, the development of informative videos and slideshows, frequent phone contacts, video conferencing, and collaboration with local agencies.

**Improvement Plans**

1. Continue to monitor the number of students earning Career and Technical Education (CTE) Certification at EMCC and through the Rush-Henrietta Central School District Business Department.

2. 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.

3. Monitor with fidelity the progress towards on-time graduation of students with disabilities, especially those in outside placements.

4. Continue to monitor on-time graduation rate through the use of cohort data vs. grade-level data, and continue to utilize the building-level teams and the data highlighted by the district’s analytic model.

5. Continue to expand the use of restorative practices for community building and for supporting a restorative approach to the resolution of student conflicts.
Program & Service Review Summary
2019-2020
School Social Work Program

Significant Accomplishments

1. Provided students and families 5,895 (2,532 prior year) social work services (this includes mandated and general education counseling, social/emotional counseling, crisis counseling and intervention, and community services referrals).

2. Provided a Wellness Workshop for parents, community members, teachers, and students on the topic of strategies to support Anxiety/Depression.

3. At all schools, social workers supported new entrants to help these students get acclimated to their new learning environments. There were 809 new entrants this school year (68 at Senior High School, 35 at Roth Junior High School, 39 at Burger Junior High School, 46 at Sherman Elementary School, 40 at Vollmer Elementary School, 136 at Crane Elementary School, 135 at Fyle Elementary School, 151 at Leary Elementary School, and 159 at Winslow Elementary School).

4. Continued the “Reach Out of the Dark” initiative to ensure students knew who to talk to if they or someone they know are feeling unsafe or having suicidal ideation. With an increase in suicide among youth, this initiative supports students accessing adult and peer support.

5. Continued the Natural Helpers program at the Senior High School for peers to provide referrals to mental health staff to support their peers in crisis; a total of 96 students have been trained as Natural Helpers (32 10th-graders, 39 11th-graders, & 25 12th-graders).

6. The Individualized Chemical Abuse Prevention (ICAP) program has 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. Individualized Chemical Abuse Prevention interventions were completed for 80 students (41 prior year); Chemical Use Risk Assessments were completed for 10 students (14 prior year).

7. Embedded drug prevention education was provided to improve parent and student understanding of addiction. Examples of this embedded education include:
   a. Health Class: Vaping information and prevention; “the teenage brain”
   b. AP Biology: Impact of drugs on the brain
   c. Forensics class: Impact of drugs on the human body
   d. Civics Class: Exploring the vaping industry
   e. Nicotine prevention/quitting/education groups at the Senior High School and the Alternative Program at the Webster Learning Center
   f. Information disseminated to staff at Burger Junior High School, Roth Junior High School, Senior High School, and the Alternative Program at the Webster Learning Center.
   g. Dangers of Vaping ninth grade assemblies at Roth Junior High School, Burger Junior High School, and the Alternative Program at the Webster Learning Center
   h. The development of four video presentations for students and families on the following topics: Vaping 101-The Basics, Vaping 202-The Amazing Brain and the Process of Addiction, Vaping 303-Industry of Deceit, and Navigating the Ocean of Adolescence-a guide for parents and teachers
   i. Created and implemented the school-wide “NoVape November” campaign.
   j. The Heroin Education to Resist Opiates (HERO) assembly conducted at the Senior High School focused on educating students about drug and alcohol use/abuse.
   k. Information provided on the Facebook page for the Rush and Henrietta Health and Safety Coalition.
8. 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, send appropriate follow-up letters, and participated in 65 (103 prior year) home visits.

9. Social workers participated in professional development and Continuing Education Units (CEU) required for professional practice and state licensure. Professional development in the following areas was attended to build capacity and meet a range of student needs: supporting students with anxiety and depression; supporting students with Autism, Obsessive-Compulsive Disorder, Attachment Disorder, and Developmental Disabilities; restorative practices; coping with compassion fatigue; psychodynamic therapy; helping children through divorce; promoting mental health in school; addressing family issues; drug dependency intervention; trauma-informed practices; addressing self-injury behaviors; problem gambling; and community services for mental health needs and addiction.

10. The Trauma Illness and Grief (TIG) team helped to plan, provide direction, and support with ten TIG events within the district; the TIG team added five new members, making a total of thirty members on the team. A schedule of three whole-group TIG meetings per year has been developed and implemented, and this team received a “table-top” training from the Office of Mental Health regarding district response to tragedy/crisis situations. The TIG team has developed district guidelines for responding to COVID-19 or other crises while schools are closed.

11. Continued to complete threat assessments on students and provided social worker input on the development of a new threat assessment process and protocol, which will be used during the upcoming school year.

12. Continued the implementation of restorative practices including: community building circles with students and staff, restorative conversations, and re-entry from suspension circles.

13. Since school closures in March 2020 due to COVID-19, social workers have continued to support students and families with a range of needs through numerous methods including Google Classroom, links on school websites with social-emotional and mental health resources, frequent phone contacts, video conferencing, referrals to community services, and collaboration with local agencies.

Improvement Plans

1. Continue parent and student education regarding addiction and drug prevention programming.

2. Continue to utilize building and state attendance reporting procedures to target students missing instruction. This attendance data will support interventions to increase student attendance and support student progress toward on-time graduation.

3. 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.

4. Continue to conduct building and district-level TIG team drills/after action reviews.

5. Continue to expand the use of restorative practices for community building and for supporting a restorative approach to the resolution of student conflicts.
Program & Service Review Summary
2019-2020

Tutoring Services

Significant Accomplishments

1. Provided 39 students with home tutoring services, a decrease of 15 compared to prior year.
2. Provided 51 students with tutoring services at the Academic Support Center, a decrease of 20 compared to prior year.
3. Continued the improved process for communicating with families when home tutors are assigned to the students (emails and phone calls).
4. Updated the tutoring procedures and guidelines.
5. Continued to recruit additional qualified and available tutors.
6. Surveyed tutors during the first semester and feedback was as follows:
   a. communication on assignments is consistent and helpful.
   b. parents provided supervision and support during tutoring sessions.
   c. teachers consistently supply curriculum on a timely basis.
   d. Less canceling of tutoring appointments compared to prior year.

Improvement Plans

1. Continue to survey tutors to effectively evaluate the efficacy of the tutoring process.
2. Continue to recruit qualified tutors.
3. Create a consistent database of students on home tutoring and keep track of assignments given and completed.
Significant Accomplishments

1. The Alternative Program served 64 students; 37 students with Individualized Education Programs (IEPs), 8 students with 504 plans, and 19 general education students (63 in prior year).

2. The Alternative Program graduated 13 out of a possible 15 students who were a part of the 2016 Cohort. Additionally, 1 student from 2015 Cohort earned their Rush-Henrietta diploma.

3. Academic Intervention Services continue to be embedded in instructional periods. On a weekly basis, teachers collaborate and review the core academic areas where students require intervention. Thus, they are scheduled and receive the support necessary. Teachers reported that this process enhanced the engagement and subsequently, the academic success of struggling learners.

4. Exploration of career opportunities available in the community was emphasized as The Monroe County Water Authority, Wegmans Food Markets and Civil Service presented to all students career opportunities in their fields.

5. Students continued to organize a number of PBIS initiatives: food drive, peer-to-peer “shout outs,” socials, Holiday gift exchange, decorating hallways with inspirational quotes, student recognition, and talent show.

6. Successfully transitioned the interim director of Alternative Program. The director worked collaboratively with the Senior High School to align practices and ensure academic support and success of all high school learners.

7. Implemented the referral process for students’ entry in the Alternative Program.

8. Expanded and utilized the Healing Connection services to remove barriers and increase access for students requiring mental health services. The Healing Connection supports students two days a week.

9. Continued the use of community building circles weekly to promote and strengthen positive school culture. Students are purposefully grouped based on their need.

10. Four students were trained through Partners In Restorative Practices to facilitate community building circles and to help with the process of repairing harm. Additionally, two staff members attended restorative discipline training to help with the successful re-entry process for students who were long-term suspended.

11. Implemented daily announcements for the building through the PA system each morning.

12. Revised the school schedule to accommodate a two-minute passing time for students.

13. Collaborated with head custodial staff to have bells running throughout the day to announce the beginning and ending of each class period so that students report to classes on time.

14. Revised all emergency response protocols to include clear expectations and procedures for staff and students. Collaborated with BOCES administrator to ensure their consistent use of these emergency response protocols within the building.

15. Collaborated with the Office of Special Education and the Director of Wellness & Equity to provide professional development opportunities to staff on best practices to use when working with students with autism.

16. Collaborated with Dr. Heather Daly from Courageous Hearts and the Director of Wellness & Equity to provide targeted Social Emotional Learning professional development to staff. This was a request made by staff at the beginning of the school year.

17. Developed and implemented a system to ensure all students were provided with a hot lunch daily in a timely manner.
18. Provided relevant workshops to students based on need. Topics covered included: how to engage successfully in difficult conversations; how to de-escalate situations using “I” statements; being aware of what you are communicating with body language; the warning signs of unhealthy relationships; steps to take if you or someone else is in an unsafe relationship.

Improvement Plans
1. Continue collaboration with the Senior High School principal to ensure academic support and success of all learners.
2. Continue to embed Academic Intervention Services in instructional periods.
3. Continue to emphasize career exploration, social skills, and provide shadow and internship opportunities for students.
4. Fully implement the re-entry circle process and peer-to-peer mediation (restorative practices) to help with the repairing of harm.
5. Continue to implement the referral process for students’ entry in the Alternative Program.
6. Continue to expand and utilize the Healing Connection services to remove barriers and increase access for students needing mental health services.
7. Increase communication with parents through the use of E-news on a regular basis.
8. Visit Alternative Programs in other districts and assess if further refinements need to be implemented within our program.
Program & Service Review Summary
2019-2020

Home Schooling

Significant Accomplishments
1. Home schooling oversight was provided for 211 students (207 in prior year). We anticipate this number will continue to increase due to the pandemic; some parents may be apprehensive to send their children into a school building in the fall.

Improvement Plans

1. Continue current practices.
2. Successfully transition a new secretary who will provide support to the Alternative Program administrator for the oversight of the homeschooling process.
V. Student Activities

- Student Clubs and Organizations 46-50
- Art, Music & Theater 51-52
- Athletics 53
- Community Service Projects 54-57
STUDENT CLUBS AND ORGANIZATIONS

Crane Elementary School
1. Bowling Club
2. Yoga Club
3. Odyssey of the Mind
4. Maker Space Club
5. RCTV

Fyle Elementary School
1. Student Council
2. Safety Patrol
3. Newcomers club

Leary Elementary School
1. Student Council
2. Safety Patrol
3. Paw Print Team

Winslow Elementary School
1. Student PBIS Ambassadors
2. Winslow Way Helpers
Sherman Elementary School
1. Student Council
2. Art Club
3. Chess Club
4. Intramurals
5. Poetry Club
6. Drumming Club
7. Safety Patrol
8. 5K Club
9. Languages Other Than English (LOTE)
10. Conservation Club
11. Friendship Club
12. PBIS Club
13. Sherman Ukulele Club
14. The Sunshine Service Club for Kind Kids

Vollmer Elementary School
1. Intramurals
2. Languages Other Than English (LOTE)
3. Makers Club
4. Student Council
5. Drama Club
6. Magic Club
7. 5K Club
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<thead>
<tr>
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<tbody>
<tr>
<td>1. Academic Challenge Bowl</td>
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<tr>
<td>2. Anime/Manga Club</td>
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<tr>
<td>3. Bookstore Club</td>
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<tr>
<td>4. Chamber Orchestra</td>
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<td>5. Chess Club (Interscholastic)</td>
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<td>6. Diversity Club</td>
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<td>7. Drama Club (Spring Play)</td>
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<td>8. Fitness Club - Boys'- Girls'</td>
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<td>9. Footlight Theatre</td>
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<td>10. German Club</td>
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<tr>
<td>11. Intramurals</td>
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<td>12. Jazz Ensemble</td>
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<td>13. National Geographic Bee</td>
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<td>14. National Junior Honor Society</td>
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<td>15. Outdoors Club</td>
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<td>16. Seventh Grade Science Club</td>
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<td>17. Ski &amp; Snowboard Club</td>
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<td>18. Spanish NYC Trip Club</td>
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<td>19. Spelling Bee</td>
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<td>20. Spring Musical</td>
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<td>21. Star Club</td>
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<td>22. Student Council</td>
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<td>23. Tri-M</td>
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<td>24. Vocal Festival Preparation</td>
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<td>25. Washington DC</td>
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<td>26. WEB</td>
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</tbody>
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Roth Junior High School
1. Academic Challenge Bowl
2. Bookstore
3. Drama Club
4. Jewelry Club
5. National Geography Bee
6. Intramural Sports
7. Minecraft
8. National Junior Honor Society
9. RIT STEP Club
10. Snow Sports Club
11. Spanish Club
12. Student Council
13. Tri-M
14. WEB (Where Everyone Belongs)
15. Washington DC Trip
16. Yearbook
17. Academic Challenge Bowl
18. Academic Club/Chess Club
19. Chamber Orchestra
20. Dedicated Voices
21. Jazz Band
22. Art & Anime
23. ASL Club
24. Community Service
25. Dungeons and Dragons Club
26. Jewelry Club
27. Latin Dancing
28. NYC Spanish Trip
29. Physical Theater
30. Pickleball
31. Portfolio
32. Spelling Bee
33. Voice Club
Senior High School (Updated)
1. African American Leadership League (AALL)
2. American Red Cross Club
3. Anime Club
4. Art Club
5. ASL Club (American Sign Language)
6. Baseball Club
7. Biomedical Sciences Club
8. Board Game Club
9. Bowling Club
10. Boy’s Lacrosse Club
11. Business Honor Society
12. Chess Club
13. Class of 2020
14. Class of 2021
15. Class of 2022
16. Costume Sewing Club
17. Dance Club
18. DECA
19. Diversity Club
20. Educators of Tomorrow
21. Fitness Club
22. Foreign Language Seminar
23. Gay Straight Alliance
24. German Exchange Club
25. Girls Lacrosse Club
26. Homecoming Club
27. Interact
28. Leadership Club
29. Link Crew
30. Masterminds – JV and Varsity
31. Math Club
32. Model UN
33. National Honor Society
34. Natural Helpers
35. Open Mike Club
36. Open Studio Art for AP & Advanced
37. Radio Club
38. RH Bible Study
39. Robotics
40. Role Playing Game Club
41. Snow Sports Club
42. Spanish Club
43. Student Council
44. Student Tutoring Association
45. Sustainable Garden Club
46. Tri-M Music Honor Society
47. U.S. First Tech Challenge
48. Women’s Empowerment Club
49. Yearbook
Program & Service Review Summary
2019-2020
Art, Music & Theater

District Events
1. District Band Festival - cancelled
2. Superintendent’s Choice Art Show - cancelled
3. BOE Music Recognition Ceremony - cancelled

Crane Elementary School
1. Grade 3 RPO Guest Artists
2. Grade 3 RPO Experience
3. PARP Musical Performance
4. RH District Primary Art Show

Fyle Elementary School
1. Grades k-3 Sing Along
2. Grade 3 Musical - Character Street - cancelled
3. Grade 3 RPO Experience
4. Grade Level Art Shows (k, 1, 2, 3)
5. RH District Primary Art Show

Leary Elementary School
1. Kindergarten – Come to the Farm - cancelled
2. Grade 1 Musical - Gettin’ Down - cancelled
3. Grade 2 Musical - Go Fish! - cancelled
4. Grade 3 Singing Around the World - Digital Capstone Concert - cancelled
5. Grade 3 RPO Experience
6. RH District Primary Art Show

Winslow Elementary School
1. RH District Primary Art Show
2. Grade 3 RPO Experience

Sherman Elementary School
1. Band (Grades 4, 5, 6)
2. Chorus (Grades 4, 5, 6)
3. Orchestra (Grades 4, 5, 6)
4. Winter Concerts
5. Spring Concerts - cancelled
6. All County - cancelled
7. Instrumental/Vocal Solo Festival
8. RH District Intermediate Art Show

Vollmer Elementary School
1. Band (Grades 4, 5, 6)
2. Chorus (Grades 4, 5, 6)
3. Orchestra (Grades 4, 5, 6)
4. Winter Concerts
5. Spring Concerts - cancelled
6. All County - cancelled
7. Instrumental/Vocal Solo Festival
8. RH District Intermediate Art Show

Burger Junior High School
1. Band, Chorus, Orchestra
2. All County Band, Chorus, Orchestra - cancelled
3. Instrumental/Vocal Solo Festival
4. Jr HS Area All-State Band, Chorus, Orchestra
5. Spotlight Ensemble
6. Jazz Ensemble
7. Chamber Orchestra
8. Spring Musical - Shrek, Jr.
9. Spring Drama - cancelled
10. RH District Junior HS Art Show

Roth Junior High School
1. Band, Chorus, Orchestra
2. All County Band, Chorus, and Orchestra
3. Instrumental/Vocal Solo Festival
4. Jr HS Area All-State Band, Chorus, Orchestra
5. Dedicated Voices
6. Jazz Ensemble
7. Chamber Orchestra
8. Spring Musical - The Lion King, Jr - cancelled
9. Fall Drama
10. RH District Junior HS Art Show

Senior High School
1. Spotlight Theater Spring Musical - Bye Bye Birdie!
   - closed audience, opening night performance only
2. Spotlight Theater Fall Play - Anne of Green Gables
3. Spring Drama – Shakespeare - cancelled
4. RH Singers
5. Bel Canto Singers
6. Spectrum Singers
Senior High School (con’t)

7. Celtic Music Ensemble
8. Chamber Orchestra
9. Jazz Ensemble
10. MLK Singers
11. Barbershop Singers
12. All-County Band, Chorus, Orchestra - cancelled
13. Instrumental/Vocal Solo Festival
14. Area All-State Band, Chorus, Orchestra
15. Conference All-State Chorus, Orchestra
16. RH District Senior HS Art Show - cancelled
Significant Accomplishments

1. Program Management
   a. Continued to make necessary changes in coaching assignments due to participation numbers and/or program needs.
   b. Met with community sports leadership (Henrietta Rec) to coordinate programming needs and facility.
   c. Utilized the new sound system for the varsity soccer field and the stadium sound system.
   d. Purchased new uniforms for several varsity teams.
   e. Led steering committee to get feedback on district capital funding set aside for athletic programs (postponed due to COVID-19).
   f. Scheduled meetings with coaches to agree on uniform guidelines/methodology related to athletes’ participation.
   g. Implemented our new sports clearance program (Family ID).
   h. Utilized new fitness equipment at the JHS.
   i. Evaluated and adjusted sports supervision.

2. Student Management
   a. Tracked academic eligibility (Students printed their own grades through Parent Portal).
   b. Placed students at appropriate (varsity-JV) levels, utilizing the state-mandated athletic placement process (APP).

3. Coach/Trainer Supervision
   a. Observed, evaluated, and interacted with coaches. Attended all home games for high profile events. Was able to observe all teams in practice and games.
   b. Conducted program meetings with all coaches in each program.
   c. Supported coaches attending clinics.

4. Office Management
   a. Coordinated games and practice schedules, including all of the large home events (homecoming, etc.).
   b. Collaborated with facilities, building administration, music department, transportation, and human resources.

5. Teamwork/Advocacy
   a. Proactively communicated with facilities, transportation, building administration, and staff.
   b. Due to COVID-19, we replaced our end-of-the-year banquet, sponsored by the Sports Booster Club (Awards Brunch,) with home visits to present awards with each nominating coach (25 home visits).
   c. Met regularly with the town recreation department to improve our communication between programs.
   d. Attended all booster club meetings, including ZOOM meetings.
   e. Maintained updates on the athletics website (Family ID).
   f. Held parent information meetings last July.
   g. Utilized the district/community voicemail system, website, and Facebook when appropriate (with Travis Anderson, especially the videos taken at each home awards presentation).
   h. Continued to maintain the Rush-Henrietta Athletics Twitter account.

Improvement Plans

1. Make recommendations for any possible budget reductions.
2. Plan with district (and league) appropriate COVID-19 response for upcoming school year,
3. Hold parent information meetings via Google at appropriate times during summer to provide updated information about the upcoming sports (fall) season.
4. Revisit the possibility of a fencing club (pending appropriate funding source).
Crane Elementary School
1. Crane for CURE
2. Make a Difference Day Food Drive (RHAFT)
3. Anna's Wish
4. Mitten Tree
5. Day of Caring Breakfast
6. Thanksgiving Baskets
7. Kicking Hunger Food Drive

Fyle Elementary School
1. Pennies for CURE
2. Cards for Veterans
3. Giving Tree - “Adopted” families during the holidays
4. Hat and Mitten Tree
5. Make a Difference Day Food Drive (RHAFT)
6. Kicking Hunger Food Drive
7. Anna’s Wish
8. Eagle Star Housing Project
9. Senior Citizen Reading Buddies
10. PARP Reading Volunteers - Garber Auto Group

Leary Elementary School
1. Holiday Food Drive for RHAFT
2. Cards for Rush-Henrietta bus drivers for Leary Transportation Day
3. Cards for Veterans for Holidays
4. Hat and Mitten Tree
5. Make a Difference Day Food Drive (RHAFT)

Winslow Elementary School
1. Make a Difference Day Food Drive (RHAFT)
2. Hat and Mitten Tree
3. Anna’s Wish
4. Raised money to purchase Angel Eyes Video Cameras (Golisano Children’s Hospital)
5. Letters for Veterans
Sherman Elementary School
1. Make a Difference Day Food Drive (RHAFT)
2. Marker Recycle Program
3. Hat and Mitten Drive
4. Adopt a Family
5. Wrote Cards and Letters to VA Hospital in Canandaigua
6. Senior center card donation
7. Jingle Jar
8. Valentines for Veterans

Vollmer Elementary School
1. Anna’s Wish
2. Fuel Up to Play - Food Collection for RHAFT
3. Make a Difference Day – Food Collection for RHAFT
4. Toy Drive
5. Hat/Mitten Tree
6. Cards for Veterans
7. Adopt a Family during holidays
**Burger Junior High School**

1. Make a Wish
2. Adopt a Kid/Family (Holiday Time)
3. Make a Difference Day Service Projects (RHAFT)
4. Coat and Hat Drive
5. Paired Partners Club and Ties Club
6. Polar Plunge
7. Legacy Nursing Home Visits
8. Veterans Outreach

**Roth Junior High School**

1. Holiday Books and Gift Wrapping
2. Ibero Gift Drive with Natural Helpers
3. Community Service Shoe Drive (250 pairs of shoes)
4. Community Service student volunteers at the Monster Mash
5. Community Service student volunteers at the Literacy Night at Leary
6. Make A Difference Day Food Drive and Service Projects (RHAFT)
7. Community Service Club students assisted with unpacking of food donations at the RHAFT
8. Community Service Club wrote Cards for Veterans
9. Community Service Club wrote Thank you cards for Staff
10. Senior Citizen’s Breakfast - National Junior Honor Society Breakfast and Concert Performance
11. Various musical performances by Dedicated Voices, Chamber Orchestra and Jazz Band
12. Staff donation to RHAFT during COVID ($2,000 was raised in 2 weeks from our staff)
13. WEB Student Orientation and Open House volunteers
Senior High School

1. Interact Positivity Wall
2. Interact Assistance with Town Events
3. Interact Rotary Pasta Dinner
4. Interact Halloween Family Party
5. Interact Winterfest
6. Interact Valentines Family Party
7. Interact Wooden Valentines Day Wooden Roses Sale
8. Interact Schools for South Sudan
9. Interact Make a Difference Day Food Drive
10. Link Crew book/snack drive for Gina’s School during December Holidays
11. National Honor Society Blood Drives
12. National Honor Society Elementary Schools Fun Night
13. National Honor Society Senior Citizens Events
14. National Honor Society Anna’s Wish basket raffles/donations
15. National Honor Society Childcare for DPAC meetings
16. National Honor Society variety of projects for town (Halloween party, Winter Festival etc.)
17. National Honor Society variety of High School events (Ushers, Electronics Drive, etc.)
18. National Honor Society Community Craft Show (Moose Club)
19. National Honor Society Heartbreak Hungerford (proceeds benefit Pet Adoption Network)
20. Natural Helpers Ibero Daycare Holiday gift giving
21. Natural Helpers Henrietta Senior Citizens Center Breakfast with Santa
22. Natural Helpers Making Strides Breast Cancer Walk
23. Natural Helpers Open House ushers
24. Natural Helpers student facilitators for NEW Entrant Transition Groups
25. Natural Helpers Student Ambassadors to show new students around building and introduce them to people at lunch
26. Natural Helpers Coaches vs Cancer – Girl’s V. Basketball fundraiser
27. Natural Helpers helped with Rush Fall Festival
28. Natural Helpers Community events (Family Halloween party, Winter Festival Kicking Hunger 5K, Valentines Party, Make a Difference Day)
29. Natural Helpers 10 senior members helped with freshman orientation program at NH Retreat
30. Natural Helpers group of 17 members trained as Restorative Justice Peer Mediators
31. PBIS Wegmans gift cards for SHS families in need
32. RH Singers Community Visits (Senior Center, School of the Holy Childhood, Town MLK celebration)
33. Senior High School Staff – Phyllis’ Closet
34. Senior Citizens Dinner/Musical
35. Tri-M students rang bells for Salvation Army in December
36. Tri-M students usher for high school and district concerts

Many Community Service projects were cancelled due to school closing for Covid 19.
## VI. School Operations

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Significant Accomplishments

1. Completed construction of main entrance secure vestibules and new main offices at three primary schools (Crane, Leary and Winslow) that will provide for better screening and control of visitors and provide a more secure environment for school personnel and students.

2. Oversaw 2019 Capital Improvement Plan ($4.9M) that includes Crane boiler and hot water replacement; decommissioning oil tank; replacement of heat valves; removal of microwave tower; carpet replacement in library; replacement of asphalt PE pad behind gym; expansion and resurfacing of parking lot.

3. Initiated water testing for lead and mitigate water devices found to contain lead pending revised SED schedule as well as assess conditions of all buildings. Put on hold during pandemic, will resume in the fall.

4. Roth school improvements including:
   a. Repair gym floor to fix board upheaval.
   b. Make and install bulletin boards and mural boards in hallways.
   c. Coordinate the installation of a lighted sign box for the Roth main entrance; Charles H. Roth letters on exterior cafeteria wall; signage to direct cars to the parking lot or main entrance; 15 interior signs; panel over exterior science wing; and new landscaping.
   d. Install five new doors in the main office and replace partitions in three lavatories.
   e. Hallway painting for Roth “branding” and to provide a more welcoming atmosphere.

5. Safety enhancements made throughout the district such as:
   a. Re-key all Senior High School, Crane, Vollmer, Good Shepherd and Roth door locks to the new Coremax 7-pin system.
   b. Seal and restripe Fyle parking lot to create a student drop off lane for student safety.
   c. Install LED exterior pole lights in the Burger bus loop and parking lot for improved visibility and safety.

6. Various school projects to replace or upgrade items:
   a. Install LED wall pack and canopy lights at the Administration, Burger, Fyle and Roth for energy savings.
   b. Extensive number of summer projects to address/repair facilities and grounds.
   c. Excavate and install curtain drains to catch basin to stop water infiltration into the Sherman kitchen storeroom.
   d. Install hand rail at the west loading dock, repair catch basin in the east parking lot and the extension of the rear loading dock roadway at SHS.
   e. Remove rust stains and repair grout and loose tile in the SHS swimming pool.
   f. Create additional storage space for intermediate school cafeteria dry goods.
Improvement Plans

1. Prepare 2021 Capital Improvement Plan ($6.4M) for submission to SED that includes roof and boiler replacement at Roth; electronic marquee sign; library; bookstore and locker room renovations at Roth; boiler, roof and auditorium lighting controls replacement at the SHS; and painting of the bleacher support steel at Gordon Stadium.

2. Oversee Capital Improvement Plan ($6.9M) that includes roof replacement and secure vestibule at Burger; relocation of the nurse’s office and fire alarm replacement at Fyle; painting of bus bays and bus wash; replace bus wash gantry; update conference room audio visual; replace paint room exhaust; replace in-ground lifts; caulk building joints; mill and pave asphalt; carpet replacement and secure entrances at the Operations Center; and roof and door replacement at the Webster building.

3. Roth gymnasium improvements including:
   a. Sand, stripe, add R-H logo and seal gym floor.
   b. Paint block wall.
   c. Replace bleachers.

4. Various school projects to replace or upgrade items:
   a. Renovate Room C-4 into a SPED calming room, including new acoustical ceiling tiles and dimmable LED lighting at Fyle.
   b. Abate and install new steam boilers at Good Shepherd.
   c. Replace SHS boys pool locker room lockers.
   d. Upgrade SHS tech room offices.

5. Safety enhancements throughout the district such as:
   a. Resume water testing for possible lead and remediate if needed.
   b. Re-key all Fyle, Leary, Winslow, Administration and the Operations Center door locks to the new Coremax 7-pin system.
   c. Districtwide re-skinning with high-visibility material of all parking and traffic signs.
   d. Installation of room numbers for ease of identification in an emergency at Administration, Operations Center, Sherman, Good Shepherd, Burger, Roth, Vollmer and Winslow.
   e. Install LED lighting at Leary parking lot.

6. Re-opening schools during the COVID-19 pandemic plans including:
   a. Installation of floor and wall signage for social distancing
   b. Reconfiguring of classroom layout for proper clearance between students.
   c. Establish cleaning and disinfection protocols with focus on the high touch hard surfaces that students touch.
   d. Procure Personal Protective Equipment (PPE) for staff and students.
   e. Installation of plastic protective barriers for district staff.
   f. Assess traffic flow at entrances to promote social distancing.
Program & Service Review Summary  
2019-2020

Transportation

**Significant Accomplishments**

1. Safely transported more than 5,600 students to 63 different schools, traveling over 1.1 million miles through March 13 (prior to school closure).
2. Maximized resource utilization by implementing transfer buses at Sherman Elementary. Transferred over 150 primary students each day to enable out-of-attendance area transportation.
3. Severe bus driver shortage resulted in numerous actions to enable fulfillment of all routes. Throughout the year the department was consistently short 10 – 15 drivers, which made it necessary to combine and reconfigure numerous routes.
   a. Dispatch office consistently reconfigured routes to accommodate severe shortage.
   b. Head bus drivers and mechanics often drove buses to assist with driver shortage.
   c. Substitute drivers relied upon to fill gaps and absorb unfilled regular runs.
   d. Contract transportation utilized to supplement transportation for special ed and homeless students in out of district locations
4. Secured safe and timely transportation for influx of new special education students moving into the district (incremental 21 students). Worked with the Special Education department to review IEP transportation requirements and remove requirements for monitors and small buses when no longer needed to enable resources to be redirected to new students.
5. Addressed chronic bus driver shortage through marketing, training and route consolidation efforts. Negotiated contractual amendments with the bus driver unit to allow mutually beneficial solutions.
6. Refine bus routes developed for new school year:
   a. Updated detailed routes for 2019-20 based upon driver shortages, driver feedback and ongoing parent requests for changes.
   b. Searched for ways to reduce length of primary out-of-attendance area runs.
   c. Worked with secondary principals to revise students' school schedules and allow for later pick-up in 2020-21.
7. Installed upgraded versions of Transfinder bus routing software, Viewfinder and Tripfinder, and initiated automatic upload of student data from SchoolTool system to Transfinder. Eliminates dual input of student information, which reduces errors and expedites the process.
8. Consolidated Intermediate music students on fewer buses, which reduced traffic congestion.
9. Professional Development provided to bus drivers:
   a. Sexual Harassment training per new NY State law.
   b. Active shooter training for buses – provided by Monroe County Sheriff.
   c. New employee training – model expectations for drivers and monitors.
   d. Developed a checklist of all training opportunities conducted throughout the year.
10. Added 11 (including 1 wheelchair) full size propane buses which provide “cleaner” air and simpler anti-pollution controls than found on diesel buses. Replaced five mid-size buses and added one mid-size wheelchair bus to accommodate influx of high needs students. Fleet of 39 small buses and 95 large buses (of which 50 are now propane).
   a. Installed propane fueling station funded by Senator Gallivan $400K grant. Enables drivers to refuel on-site with more pump stations.
   b. Added two additional mini-buses to accommodate increased special needs demand.
   c. New mid-size buses contain four additional seats each to increase capacity.
11. Provided professional development for safety and behavior management:
   a. New driver training includes 4 one-hour sessions of student management, PBIS, safety drills and bus mechanical items.
b. Mentor assigned to each new driver.
c. Retraining for every driver involved in a preventable accident or incident.
d. Use of bus videos for coaching and development of drivers with behavior management challenges on their bus.

12. Achieved Department of Transportation (DOT) bus inspection pass rate of 98.95%.

13. Professional Development for director and head bus drivers:
   a. Transfinder webinars to enhance routing skills.
   b. One head bus driver and one driver trainer completed a 40-hour Certified Examiner (CE) course, enabling them to teach mandated training.
   c. Reasonable Suspicion training and 19A Record Keeping Course taken.

Improvement Plans

1. Prepare for reopening in September by developing bus safety protocols to enhance safety for students and drivers:
   a. Order PPE to provide safety for drivers and monitors.
   b. Install hand sanitizers on every bus for use by students and drivers.
   c. Provide drivers with disinfecting foggars and wipes to clean buses between runs.
   d. Create guidelines for transporting students (rear to front loading, one per seat when an option, assigned seats etc.).
   e. KDG Orientation - schedule students in small groups for social distancing.
   f. Create online courses for mandatory training or conduct training in smaller groups.
   g. Review bus unloading procedures to provide distancing.
   h. Review employee distancing protocols.

2. Ongoing review of bus routes:
   a. Revise routes to accommodate change of bell times at junior high and primary schools.
   b. Reduce ride times for several HS routes to accommodate later drop off.
   c. Survey parents for ridership of students to enable scheduling of more efficient runs.

3. Exploring cooperative opportunities with other districts to assist with out of district busing.

4. Revise and enhance driver accident/incident retraining program.

5. Positive Behavior Intervention and Supports (PBIS):
   a. Arrange training with assistance of Special Ed and mental health coordinator for drivers and monitors.
   b. Lead head bus driver will meet with building PBIS coaches to bridge efforts and integrate transportation into school activities.
   c. Refine FYI/referral reporting by automating the process.
   d. Lead head bus driver attends town meetings at buildings to educate students on bus safety and behavior protocols.
   e. Continue use of bus video to train drivers and monitors.
   f. Provide mentors to assist with challenging buses.

6. Redesign layout of Dispatch Office:
   a. Add visitor window for parents or visitors to eliminate the need to bring visitors into employee break room.
   b. Revise workspace for head bus drivers to provide better work space, safe distancing and privacy to meet with employees.
   c. Provide private location to view videos and conduct parent phone calls.

9. Hiring Initiative
   a. Advertise available positions.
   b. Continue monitor training to be a driver.

Program & Service Review Summary
2019-2020
Food Services

Significant Accomplishments

1. Served 490,779 meals (140,056 breakfast; 350,723 lunch) as of March 13, 2020 (Pre-COVID). Prior to shut-down, lunch participation was down by 6.34% but breakfast participation was up by 1.27% relative to the previous year.
2. Implementation of COVID-19 Emergency Meal Service by establishing five distribution sites throughout the Rush-Henrietta community. The district provided over 2,600 meals daily to students in the Rush-Henrietta district and surrounding areas. From March 16 to June 30th 161,371 meals were distributed.
3. Purchased a Combi oven at Leary Elementary for increased efficiency and quality.
4. Implementation of the online menu platform, MealViewer, which allows parents to view menus, allergens, and nutritional values of all food served in the Rush-Henrietta district. Site was used extensively during the COVID Emergency shut-down to provide meal information to the community.
5. Continue to run a fiscally sound program, in light of COVID emergency closing, cost increases for minimum wage, food, and health insurance premiums.
6. Updated meal charge policy and procedures to prevent meal shaming by including Robo-calls to families with negative balances in meal accounts.

Improvement Plans

1. Develop Food Service plan of action for reopening utilizing CDC recommendations for guidance.
2. Purchase and install new serving lines at Burger to replace aging equipment.
3. Implementation of digital menu signage using MealViewer platform.
4. Manage expected loss of revenue from other sales due to restrictions implemented to comply with COVID-19 reopening regulations.
5. Manage expected increases in minimum wage and health insurance costs.
**Program & Service Review Summary**  
**2019-2020**  
*Information Management*

**Significant Accomplishments**

1. **Management Information Systems:**
   a. Completed implementation of a student data feed to the Transfinder transportation routing system. This created efficiencies for the Transportation staff by eliminating duplicate manual data entry of new students, move-outs, and address changes. The automated data feed provides accurate data for bus scheduling, reduces errors, and provides more timely access to data.
   b. Implemented Transfinder ViewFinder and TripFinder at all schools. These products allow schools to view real-time transportation information on their students and to submit field trip requests. The IS team provided account management, training, and support for school and Transportation department staff.
   c. Supported Food Service with systems modifications for the new community summer feeding program at Sherman.
   d. Implemented the Blackboard system for staff/student phone broadcasts. Developed a process for communicating low balances on lunch accounts to parents.
   e. Expanded pilot for student data and gradebook synchronization between SchoolTool and Google Classroom. These automated data feeds will create efficiencies for teachers by eliminating manual rostering of students in Google Classroom and manual entry of assignment grades in the teacher’s SchoolTool gradebook.
   f. Implemented a mandatory account management and single sign-on process for Frontline products (IEP, 504, Medicaid, Recruiting & Hiring, My Learning Plan professional development tracking).
   g. Supported system modifications for school closure and distance learning, including:
      i. Reconstructing the SchoolTool grading and transcript systems to accommodate district guidelines for distance learning and grade reporting;
      ii. Setting up electronic progress reporting through the parent portal;
      iii. Tracking and reporting Regents and Checkpoint exam exemptions;
      iv. Assisting the Senior High School with tracking graduation progress;
      v. Submitting attendance data to NYSED to comply with COVID-related changes in State aid regulations;
      vi. Modifying student registration and recordkeeping procedures;
      vii. Supporting teachers, staff, and parents in the use of these modified systems.

2. **Data Analysis and Support:**
   a. Provided support for student progress monitoring, including:
      i. Tracking credits by department;
      ii. Assisting the Senior High School with tracking student cohorts;
      iii. Assisting with the analysis of achievement data for English Language Learners;
      iv. Assisting with the analysis of achievement data for students receiving Academic Intervention Services.
   b. Provided support for district research and evaluation projects, including:
      i. Assisting with the analysis of science program data;
      ii. Presenting longitudinal data on district achievement and demographics;
      iii. Analyzing student stability trends by grade level;
iv. Providing enrollment trend analyses to Space Committee by school, grade level, and by individual attendance areas;
v. Enhancing district dashboards to provide disaggregated data by ethnicity, economic status, and academic intervention services;
vi. Analyzing new NWEA MAP assessment benchmarks to predict proficiency on NYS 3-8 assessments.

3. Assessments:
a. Prepared for computer-based ELA and paper-based Math Operational Testing (CBT) in all elementary and junior high schools (cancelled due to school closure).
b. Supported expanded use of MAP Skills for ELA and math interventions.
c. Prepared for the new Regents US History exam (cancelled due to school closure).

4. NYSED/USED Data/Reporting Requirements:
a. Implemented new ESSA accountability system (Suspension Data). This included refining data entry procedures, verifying and auditing data in preparation for submission to NYSED.
b. Implemented new NYSED data requirements for data warehousing.
c. Completed new state aid reporting for required annual hours.
d. Supported new state budget transparency reporting mandate.

5. Operations:
a. Staffing:
   i. New Senior Computer Application Specialist (July 2019)
   ii. New Computer Application Specialist (July/August 2019)
   iii. Data Analyst leave (October – January)
   iv. Prepared for transition of department Director
**Improvement Plans**

1. Management Information Systems:
   a. Support system enhancements needed for school reopening plan (scheduling, attendance, grading, transportation, food service).
   b. Explore use of an online student registration system.
   c. Implement automated staff data feed for the Blackboard system. Implement and refine automated staff data feed and low balance calls.
   d. Expand pilot for student data and gradebook synchronization between SchoolTool and Google Classroom.
   e. Explore automated data feed for NWEA MAP rostering.

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.

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 and Regents exams.

4. NYSED/USED Data/Reporting Requirements:
   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.
   e. Implement new ESSA accountability system changes.
   f. Implement new APPR system changes.

5. Operations:
   a. Staffing:
      i. Transition to new department Director
Program and Service Review Summary
2019-2020
Technology Services

**Significant Accomplishments**

1. Advanced infrastructure, devices, software and peripherals for efficiency and effectiveness.
   a. Installed ceiling speakers and added new wireless projectors at Crane, Fyle, and Leary.
   b. Implemented a new Chromebook model (grades 2,4,7,10).
   c. Replaced edge switches in Burger, Fyle, and WHEB data closets.
   d. Replaced data center servers to improve disaster recovery processes.
   e. Expanded network infrastructure to accommodate main office moves in Leary and Winslow.
   f. Installed Bright Bytes on all Chromebooks to monitor usage of web-based subscriptions.

2. Upgraded security and features to servers and software.
   a. Updated the majority of PCs to Windows 10 operating system.
   b. Updated outdated servers and domain controllers.
   c. Completed upgrades to netwrix (auditing software), Point of Sale servers (food service), VMware (virtual PCs), and transfinder (transportation).

   a. Employed Amplified IT to conduct a full audit of our G Suite domain.
   b. Implemented CDW’s threat check audit to analyze the security of the network.
   c. Resolved security concerns from threat check audit.

4. Provided devices and enhanced service due to the extended school closure.
   a. Provided 900+ Chromebooks to K-3 students for remote learning.
   b. Prepared and distributed 20+ laptops for clerical staff to work remotely.
   c. Serviced 300+ Chromebooks and 150+ laptops.

**Improvement Plans**

1. Ensure that all students have equal access to digital learning both on and off Rush-Henrietta campuses.
2. Evaluate, maintain, and explore advances in infrastructure, end-user devices, software and peripherals that allow students to enhance their learning and staff to accomplish their work.
3. Review existing and identify new software/web-based subscriptions for curricular alignment, reduction of redundancies, and fiscal sustainability.
4. Institute Ed-Law 2D regulations.
Program & Service Review Summary
2019-2020

Human Resources

Significant Accomplishments

1. Continued to strengthen efforts to recruit and hire a more diverse teaching and leadership staff, including anti-bias training for all participants in the hiring and interviewing process.
2. Continued to expand online recruitment and advertising of positions, to increase the applicant pool.
3. Implemented the audit findings to reduce the number of teacher release days (School Improvement Plan days, training, etc.), to decrease substitute costs and find alternatives to pulling teachers from classrooms.
4. Launched, with the Administrators’ Association, the L2E (Leaders Learning and Excelling) program to strengthen support and development of district assistant principals and other aspiring leaders, including workshops on strategic improvement planning and seminars/mock interviews.
5. Assisted with Transportation recruitment, labor and operational issues, including MOAs to increase bus driver pay rates and hiring of “lead” head bus driver, and assignment of an assistant principal to the department on a part-time basis to support student management.
6. Assisted employees and supervisors with numerous closure-related matters, requiring significant problem-solving and development of new processes and procedures, including support for Payroll Office.
7. Developed 2020-21 staffing plan with reduction in staffing, including teaching and hourly positions, in order to address budget crisis brought about by COVID-19 school closure.
8. Supported the Business Office with the upcoming shift to online health insurance enrollment.
9. Completed first-year implementation of the required sexual harassment training for all employees.
10. Transitioned substitute caller recordkeeping from FileMaker to Google platform.
11. Implemented a hiring freeze in the hourly areas.

Improvement Plans

1. Develop and implement a comprehensive personnel management plan to support the reopening of schools, including development of safety policies/procedures and providing training to all staff.
2. Continue to review staffing needs and identify potential reductions as a result of budget uncertainty.
3. Study the potential development of plans to digitize the employee personnel files and records.
4. Explore plans to update the district’s job descriptions for all titles.
5. Consider further ways to strengthen employee communications and recognition efforts.
**Program & Service Review Summary**  
**2019-2020**  
**Labor Relations**

**Significant Accomplishments**

1. Reached successor contracts with the Teachers and Facilities & Mechanics chapters, and implemented changes to salary and benefits, including retroactive provisions.
2. Reached MOAs with the Teachers, Facilities and ASP chapters to facilitate online instruction and adequate essential staffing during the mandated closing of schools due to COVID-19.
3. Continued to utilize Memorandums of Agreement with various units to resolve other issues, avoid grievances and update contract language.
4. Reached a comprehensive settlement to pending litigation regarding a personnel/staffing issue with the Administrators Unit.
5. Opened negotiations with the Coalition Unit on a successor contract.
6. Continued to collaborate with the Bus Drivers’ Chapter on creative strategies to address the driver shortage.

**Improvement Plans**

1. Work with all bargaining units to facilitate adjusted contract language and revisions to working conditions necessary to support a seamless reopening of schools in fall 2020.
2. Reach agreement with the Coalition Unit on a successor contract.
3. Open negotiations with the Administrators Unit on a successor contract.
4. Continue to promote open and proactive communication and collaboration with all employee units.
Program & Service Review Summary
2019-2020
School Finance

Significant Accomplishments

1. Processed significant number of transactions through the business office:
   a. Semi-monthly payroll payments for 1,809 employees totaling $61.9 million.
   b. Created 3,155 purchase orders and 5,889 checks to vendors for a total of $55.5M in payments.
   c. Input over 902 cash receipts totaling $7.1 million.
   d. Issued 464 invoices that generated $2.0 million in revenue.
   e. Funded 1,115 Health Reimbursement Accounts (HRA) and 207 Flexible Spending Accounts (FSA) while also overseeing 917 employee and 291 retiree health insurance plans.
   f. Processed over 1,700 1095C reports to the Internal Revenue Service for Affordable Care Act reporting.

2. Addressed financial implications of COVID-19 pandemic issues utilizing a skeleton crew to support payroll, benefits, accounts payable, purchasing and treasury functions. Implemented new negotiated payment terms for all workers to reflect state mandates and payments for essential workers. Sourced and purchased constrained Personal Protective Equipment (PPE) and disinfecting equipment and supplies to ensure safety of essential employees and prepare for fall startup of schools.

3. Provided financial oversight over $2.2M of grants including the Title I (poverty) and Individuals With Disabilities Education Act (IDEA) and received a clean audit report for the Single Audit.

4. Developed the district budget (both the Program and Service Review by department and State mandated Line Item) for 2020-21, which provides a tax levy within the tax cap, continues funding full day kindergarten, supports all current programs and services, and supports new district priorities. Updated and revised budget to include reductions necessitated by the COVID-19 pandemic budget issues causing the State to reduce state aid.

5. Went live with the new online benefits enrollment system, BusinessSolver. The Benefits Department developed detailed information, testing, and recommended enhancements for the multitude of benefits scenarios. This major setup and testing initiative will enable quicker enrollments for health insurance, more accurate Rochester Area Schools Health Plan (RASHP) monthly billings and online enrollment for employees. Continue to monitor, refine and adjust system data as the system is rolled out.

6. Implemented 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.

7. Improved district cash position by aggressively leveraging Certificates of Deposits to maximize return on district funds. Increased interest earnings to $370K, up over $150K from the prior year.

8. Developed budget reporting for new federal Every Student Succeeds Act (ESSA) requirements for reporting actual spending by building and NYS 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.
9. Developed plans and identified financing for future use of the recently purchased Good Shepherd property that is used to house the district’s community programs, as well as for significant enhancements to the high school athletic fields. Plans were put on hold as a result of the unknown fiscal environment arising from the pandemic.

10. 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.

11. Tracked capital expenditures for the $4.8M Leary, Senior High School, Winslow and fuel station capital projects. Submitted Final Cost Reports to the State Education Department (SED) to initiate building aid for the projects.

12. Initiated transition to full utilization of new Employee Retirement System (ERS) on-line system for member enrollment and monthly reporting.

**Improvement Plans**

1. Continue to identify and implement financial efficiencies to reflect the economic environment of the state and community caused by the pandemic. Make available funding for the significant investment in Personal Protective Equipment (PPE), disinfecting supplies, equipment and other COVID-19 materials.

2. Seek additional federal funding to cover loss of state aid and additional costs incurred because of the COVID-19 pandemic. Apply for $1.1M of federal CARES act funding and determine if Federal Emergency Management Agency (FEMA) funding or other grants are available to cover the incremental cost of supplies needed to provide safe schools.

3. Expand utilization of the My Payments Plus online payment system to minimize cash and manual transactions within the school.

4. Update budget development to allocate more expenses at a building level to make NYS Transparency Reporting and federal ESSA reporting more meaningful.

5. Develop a 2021-22 budget that incorporates all of the funding constraints resulting from the economic slowdown caused by the pandemic. Identify further budget reduction possibilities to be implemented in case of further state aid reductions. Outline a balanced plan of spending / program reductions with use of reserves.

6. Provide districtwide WinCap user refresher training for budgeting, purchasing and vendor file maintenance.

7. Ensure strong internal controls and accounting practices are maintained. Review changes in processes to ensure adequate controls are maintained throughout the new process.

8. Train and develop expertise of new members in the Payroll and Benefits department (2 of 3 employees are new).

9. Increase employee awareness and usage of WinCap Web on-line portal and Retirement on-line Member portal.
   a. Evaluate and improve process for training new employees to use WinCap Time and Attendance system.
   b. Expand content for Benefits tab on Staff Intranet for NYS Retirement System and 403(b) plans.
Significant Accomplishments

1. Implemented new mass-notification system (SchoolMessenger to Blackboard).
2. Continuous crisis communication throughout pandemic, including dedicated website.
3. Helped create an absentee-ballot process and design mailing for budget vote.
5. Created strategic plan to encourage students to take state assessments.
6. Operationalized live-streaming of Board of Education meetings.
7. Established Breakfast with Bo community engagement series.
8. Highlighted each school building in new Day in the Life Facebook series.

Improvement Plans

1. Develop clear communication regarding back-to-school procedures for staff, community.
2. Prepare for a year-long 75th district anniversary celebration that kicks off July 1, 2021.
3. Research district communication with ENL population using features in Blackboard.
4. Explore avenues to broaden awareness of the district (enlist real estate agents, bolster online reviews).
VII. Parent Engagement

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Program & Service Review Summary
2019-2020
Home-School Communication

**Significant Accomplishments**

1. Most parents reported receiving timely information about classroom activities and assignments (94 percent).
2. Most parents reported receiving timely information about their child’s academic progress (97 percent).
3. Most secondary parents reported being frequent SchoolTool users (92 percent).
4. A large number of Rush-Henrietta parents frequently visited the district’s Facebook page (70 percent).

**Improvement Plans**

1. Improve district branding; highlight district and schools’ accomplishments.
2. Explore the opportunity to send emails or texts to parents or a phone notification (robocall).
3. Provide district communication/information to the greatest extent possible in various languages.
4. Provide opportunities for parent feedback about instructional programs, student activities, and facilities and re-opening of schools following the pandemic.
Program & Service Review Summary
2019-2020

Parent Education

Significant Accomplishments

1. 74% of parents reported being informed about the expanding role of information and communication technology in Rush-Henrietta classrooms.
2. 81% of parents reported satisfaction with the provision of information about enrichment and academic support service processes, including special education.
3. 81% of parents reported satisfaction with the provision of instruction, intervention on digital citizenship, mental and physical health services.
4. 88% of parents see the celebration of differences and diversity as a strength in our community.
5. Multiple parent participation opportunities were offered at each school. (Open House, Curriculum Night, Parent-Teacher Conferences, Parent Group Meetings, Parent Education Workshops)

Improvement Plans

1. Continue to offer multiple parent engagement opportunities at each school.
2. Continue to offer the Parent Satisfaction Survey.
3. Provide parents with adequate information about special education services and enrichment opportunities.
4. Provide parents with adequate information regarding ways we honor differences and diversity as a strength in our community.
5. Provide opportunities for parents to meaningfully engage in equity and inclusion dialogue.
VIII. Community Services

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- Universal Pre-Kindergarten (UPK) 78
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- Adult Literacy 80
- Family Center 81
Program & Service Review Summary
2019-2020
Continuing Education

Significant Accomplishments

1. Served 1,744 community members and offered 287 continuing education courses (2,639 community members, and 421 courses in prior year.) Lower numbers reflect a shortened Winter 2020 and cancelled Spring 2020 programs due to COVID-19 closures.
2. Continued to provide professional development to appropriate staff regarding room usage policies and procedures for district and non-district groups, utilizing the online software, SchoolDude.
3. Continuing education staff members assisted in all financial management of the Cub Care Zone program.
4. Utilized Good Shepherd School to provide community programs during the day and evening hours; the number of participants increased.
5. Continued to offer Family Open Swims with a limited schedule and coordinated the schedule with other programs for cost effectiveness.
6. Purchased a new Driver Education vehicle per our replacement cycle and utilized the older vehicle for additional road classes.
7. Successfully completed and received approval for our three-year Driver Education application to operate until June 2023.
8. Increased the cost of two Continuing Education courses (swimming lessons, and fitness classes).
9. Successfully transitioned to the American Red Cross online management system to track staff certifications and course offerings (required mandate).
10. Managed the transition of the community swim club from a Town of Henrietta non-fee based program to an independent fee-based community group.
11. Managed COVID-19 related response regarding cancellation of Continuing Education classes, Driver Education, pool closure, and district room use by outside organizations.

Improvement Plans

1. Continue to provide support for the financial management of the Cub Care Zone Program.
2. Evaluate the need to begin an online learning option for Continuing Education classes where possible.
3. Evaluate the price structure of Continuing Education classes to address lost revenue due to COVID-19 closures.
4. Consolidate Continuing Education staff with Cub Care staff to increase efficiency in both offices. Make budget code adjustments by moving a higher percentage of clerical expense to a Cub Care budget line, and eliminate the need for additional Cub Care clerical staff approved for 2020-2021.
5. Establish revised training procedures for swim staff that adheres to new restrictions due to COVID-19. This includes certification and recertification of lifeguards and water safety instructors.
6. Explore cost effective ways to offer the Driver Education program while adhering to new restrictions due to COVID-19.
7. Work with New York State Education Department to determine the best way to complete the suspended Winter/Spring Driver Education program.
Significant Accomplishments

1. Continued to implement a successful before- and after-school care program at six elementary schools.
2. Processed over $822,000 of Cub Care Zone payments through monthly billing and auto payments, 25% decrease when compared to last year due to the COVID-19 closure (Cub Care Zone programs are self-funded.)
3. Cared for 131 (148 in prior year) children during the summer 2019:
   a. Students participated in the newly established Summer Feeding program at Sherman three days a week.
   b. Additional summer camp options were offered (Magic Camp, dance classes, and swimming lessons).
4. Cared for 715 (782 in prior year) students during the 2019-2020 school year, in all Cub Care programs including Even Start, UPK Extended Day, Before and After School Care, As Needed Care, and Non-School Day Care.
5. Cared for 152 (293 prior year) elementary students (bus returns) at Good Shepherd whose parents were not home to receive them when the bus dropped them off. The significant decrease is due to COVID-19 school closures.
6. Managed the hiring, training, and scheduling of up to 60 (66 in prior year) staff members.
7. Offered legally exempt child care through the Child Care Council to facilitate Department of Human Services (DHS) funding for 18 (24 in prior year) participants.
8. Worked closely with building administrators to ensure continued success of the before- and after-school programs.
9. Provided scheduled homework support for Cub Care participants.
10. Continued to provide Kinder Music and dance once a week at all sites.
11. Established an enhanced sanitization code at all Cub Care sites prior to COVID-19.
12. Successfully adjusted all Cub Care accounts to reflect a shortened school year due to COVID-19 and issued refunds, where appropriate, to participants.
13. Developed new hiring documents for Cub Care staff that include benefit descriptions and a form to provide written schedule notification.
14. Added three part-time daycare staff positions (two site supervisors, one aide).
15. Worked closely with Human Resources and Payroll to efficiently process Cub Care staff payroll during COVID-19 closure.
Improvement Plans

1. Continue to offer summer care and adhere to all new restrictions and guidelines due to COVID-19.
2. Offer professional development to staff pertaining to new health and safety guidelines and restrictions.
3. Process all past and incoming Cub Care staff through the new Office of Child and Family Services (OCFS) background check to meet new 2020 requirements.
4. Continue to improve hiring practices and payroll procedures for staff in collaboration with Human Resources and Payroll departments.
5. Review and update forms, handbook, procedures, and pricing as needed for the 2020-2021 school year.
6. Continue to assess space limitations and alternatives in each building.
7. Align our internal process with the Department of Human Services revised reporting requirements for receiving payments from Monroe County.
8. Apply for a grant through the Greater Rochester Health Foundation to start an indoor and outdoor gardening program.
9. Develop and implement a science program for all sites, to include gardening and recycling efforts.
10. Develop a mechanism to ensure parents pay for emergency drop-offs (bus returns). This may include using a collection agency.
11. Utilize Continuing Education staff to assist in management of Cub Care accounts, eliminating the need to hire additional staff.
Program & Service Review Summary  
2019-2020  
Even Start Program

**Significant Accomplishments**

1. Served 46 children in Even Start ranging from six weeks to 5 years old.
2. Worked closely with outside agencies so that students who are eligible for preschool special education or other court ordered services may receive them during their enrolled Even Start program session.
3. Implemented and encouraged online payments from Even Start participants; most families used the online process.
4. Provided enrichment activities such as story time, music classes, and parent/child programs in coordination with Adult Literacy.
5. Continued to work collaboratively with adult literacy staff and aligned Even Start program timeline with the Adult Literacy Program calendar.
6. Developed criteria for and awarded Even Start Scholarships to eligible participants made available through fundraising activities, and the Auerbacher fund.
7. Successfully adjusted all Even Start accounts to reflect a shorter school year due to COVID-19 closure and provided refunds, where applicable, to participants.

**Improvement Plans**

1. Adjust the Even Start daily schedule and calendar year to coordinate with the Adult Literacy Program and meet COVID-19 safety guidelines.
2. Apply for a grant through the Greater Rochester Health Foundation to offer enrichment activity focusing on indoor and outdoor gardening. (The grant process was suspended due to COVID-19.)
Program & Service Review Summary
2019-2020
Universal Pre-K (UPK)

**Significant Accomplishments**

1. Enrolled 216 students at six sites throughout the community. (Maximum enrollment allowed per New York State grant).
2. One-hundred percent of UPK parents reported that the UPK program is valuable.
3. One-hundred percent of UPK parents reported being satisfied with the UPK program.
4. Continued the implementation of Fundations within the UPK curriculum at all sites.
5. Survey results from kindergarten teachers indicated that fifty-eight percent of UPK students who entered kindergarten had a good understanding of Fundations; thirty-one percent of UPK students exceeded teacher expectations; and overall, ninety-five percent of UPK students were considered to be prepared and ready for kindergarten.
6. Explored opportunities to obtain additional New York State grant funding to increase UPK student enrollment numbers. Grants were only available to districts/schools identified as high need or where a UPK program does not exist.
7. Implemented the Early Childhood Environmental Rating Scale (ECERS).
8. Collaborated with Nazareth College to provide hearing testing to all UPK students.
9. Worked collaboratively with Cub Care staff to identify students and families in need of UPK Extended Care.
10. Collaborated with the Committee on Preschool Special Education (CPSE) to identify UPK students who may qualify for related service support.
11. Expanded guided reading program at Good Shepherd site, providing reading enrichment for twenty-one students. In March, students were reading at a level A or B as a group. Five students who were identified by teachers as needing extra support, participated in a group focusing on fine motor skills and language development.
12. Planned and provided parent workshop series focused on the promotion of social-emotional growth and addressing challenging behaviors.
13. Implemented the Positive Behavioral Interventions and Supports (PBIS) framework at all sites.
14. Provided parent support and education virtually when in-person meetings were unable to occur.

**Improvement Plans**

1. Expand professional development offerings to include Eureka math program at all sites.
2. Provide professional development for all staff to enhance knowledge and support high quality practices recommended from ECERS.
3. Continue collaboration with Nazareth College to provide hearing screenings for all UPK students.
4. Continue to work collaboratively with the Committee on Preschool Education to support UPK student needs.
5. Provide social skills development groups for students identified by the teacher as needing extra support.
6. Continue to offer guided reading enrichment to students showing reading readiness skills.
7. Continue to practice PBIS at all sites.
8. Strengthen parent participation in families with English language learners (ELL) by enhancing library of bilingual books and literacy kits.
Program & Service Review Summary
2019-2020
Universal Pre-K (UPK) Extended Care

Significant Accomplishments

1. Served 37 students (36 in previous year) in the UPK Extended Care program.
2. Continued to encourage online payments from UPK Extended Care participants; most families used the online process.
3. Worked collaboratively with UPK staff and provided music classes, library time, and community service to students.
4. Worked collaboratively with UPK staff and offered services to effectively meet the needs of special education students at Cub Care.
5. Continued to coordinate open house with the UPK staff to provide information about UPK Extended Care.
6. Successfully adjusted all UPK Extended Care accounts to reflect a shorter school year due to the COVID-19 closures and provided refunds, where applicable, to participants.
7. Developed and implemented a late pick-up procedure and fee for parents who arrive after the established UPK time of pick-up.

Improvement Plans

1. Continue to work closely with the UPK staff to effectively meet the needs of the students when they enroll in Cub Care.
2. Continue to expand the number of participants enrolled in UPK Extended Care.
3. Apply for a grant through the Greater Rochester Health Foundation to offer enrichment activity focusing on indoor and outdoor gardening. (Grant application process was suspended during COVID-19.)
4. Work closely with UPK staff to offer an extended program to coordinate with a new UPK schedule if required due to COVID-19.
5. Establish a 4% increase in UPK Extended Care fees.
Program & Service Review Summary
2019-2020
Adult Literacy

Significant Accomplishments
1. Served 84 students from 24 countries - 3 morning classes and 1 night class. Successfully converted all 4 classes to a distance-learning format during the pandemic, serving 38 students to complete the school year.
2. Continued to implement Employment Preparation Education (EPE) guidelines that require that we accept students who will enter the workforce or continue with their education upon completion of the program.
3. Collaborated with Henrietta Public Library to offer support groups to Adult Literacy students based on interests and needs.
4. Explored partnership with Monroe 2-Orleans BOCES to support Adult Literacy students who want to learn more about U.S. Civics and the citizenship process. The program closed through Monroe 2-Orleans BOCES before it could be offered to students.
5. All staff completed professional development to increase technology skills to better support students’ use of technology in the classroom.
6. Connected students to essential community resources such as drive thru food distributions, community food cupboards, free mask programs and how to apply for unemployment, during the crisis.

Improvement Plans
1. Provide professional development for all adult literacy teachers to increase their skills in the area of distance learning to better support students who are unable to participate in a traditional classroom setting.
2. Explore a partnership with Catholic Family Center to support adult literacy students who want to learn more about U.S. Civics and the citizenship process.
3. Provide distance learning opportunities to students unable to participate in a traditional classroom setting.
4. Explore new ways to advertise for the Adult Literacy Program in order to recruit new students and increase enrollment.
Program & Service Review Summary
2019-2020
Family Center

**Significant Accomplishments**

1. Provided support to families of Universal Pre-K students not enrolled in a formal UPK program, and shared strategies and knowledge on how to prepare for kindergarten.
2. Expanded the number of evening programs and events for families residing within the Rush-Henrietta community to include literacy and math nights, and camp extravaganza.
3. Provided learning opportunities to parents based on specific needs and interests. They included: twins support group, social/emotional development in young children, problem solving, handling challenging behaviors, and promoting positive behaviors at home and in the community.

**Improvement Plans**

1. Continue to provide evening events at Good Shepherd for families who reside in the Rush-Henrietta community and follow applicable social distancing guidelines.
2. Continue to offer learning opportunities based on parent needs and interests.
3. Explore a partnership opportunity with Children’s Institute to provide virtual learning sessions for social/emotional development in young children for parents and caregivers in the Rush-Henrietta community.
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Program & Service Review Summary
2019-2020
Program & Service Reviews

**Significant Accomplishments**

1. Completed a comprehensive end-of-year review of all district programs and services to document accomplishments and improvement plans. (July 2019)
2. Completed a comprehensive end-of-year review of district priorities to document accomplishments and improvement plans. (July 2019)
3. Completed a comprehensive end-of-year review of school improvement plans to document accomplishments and improvement plans. (July 2019)
4. Completed a comprehensive fall review of all district programs and services to document resource allocations and requirements. (October 2019)
5. Completed a comprehensive mid-year review of district priorities to monitor progress and make adjustments. (January 2020)
6. Completed a comprehensive mid-year review of school improvement plans to monitor progress and make adjustments. (February 2020)
7. Completed an annual review of enrollment projections and space needs. (Instructional Space Committee)

**Improvement Plans**

1. Continue current practices.
Program & Service Review Summary
2019-20

Strategic Initiatives

Significant Accomplishments
1. Improved student achievement in English Language Arts (Reading/Writing proficiency).
2. Improved student achievement in Mathematics.
3. Expanded and strengthened teacher use of emerging information and communication technologies for student learning.
4. Continued training of staff members in community building circles.
5. Encouraged responsible student use of information and communication technology (Digital Citizenship).
6. Continued participation in the Monroe County Urban-Suburban Student Transfer Program.
7. The community steering committee that oversees district equity and diversity initiatives completed its third 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).
8. Implemented restorative justice practices at secondary schools.
9. Added student mental wellness as a district priority.
10. Developed draft of long range strategic communications plan.
12. Refined the ICoT model at junior high levels.

Improvement Plans
1. Modify school start and end times to address parental concerns, to the extent possible.
2. Continue to improve student achievement in the areas of English Language Arts, Mathematics, and Information and Communication Technology.
3. Make refinements to special education programs to address disproportionality citation.
4. Evaluate the effectiveness of the ICoT pilots using program data.
5. Expand the ICoT pilot at the primary level to include third grade.
6. Explore opportunities to expand Rush-Henrietta participation in the Monroe County Urban-Suburban Student Transfer Program.
7. Utilize information from comprehensive needs assessment in order to inform development of a long-range plan for ensuring inclusive school communities.
8. Continue to provide community-building circle trainings to staff and expand the use of restorative practices.
Program & Service Review Summary  
2019-2020  
Policies and Regulations

**Significant Accomplishments**

1. Completed Board Policy Committee triannual reviews in the areas of Instruction and Student Management.
2. Continued to address the Board of Education’s goal of identifying and removing bias in policy and regulatory language.
3. Worked with the district clerk to ensure the timely and accurate posting and reporting of updated policies and regulations.

**Improvement Plans**

1. Complete Board Policy Committee triannual reviews in the areas of Student Management, Fiscal Management, Facilities Management, Support Services, and Human Resources Management.
2. Continue to address the Board of Education’s goal of identifying and removing bias in policy and regulatory language.
3. Review anticipated state guidance regarding proposed new policy on promoting diversity and integration to support development and implementation in Rush-Henrietta.
4. Review and update the Administrative Guidelines to reflect current practices and procedures, especially in areas related to social-emotional learning, staff evaluation, and online learning and resources.
5. Work with the district clerk to ensure the timely and accurate posting and reporting of updated policies and regulations.
**Significant Accomplishments**

1. Orientation and induction of new staff:
   a. 24 teachers & 3 administrators attended New Teacher Orientation.
   b. 26 new teachers attended the New Teacher Induction workshop series (6 in-person sessions & 5 online sessions).
   c. 25 mentors for new teachers were trained and supported.
   d. 5 new administrators were mentored in the administrator mentor program.

2. Job-embedded professional development:
   a. 182 staff participated in teacher-designed study groups. Most supported the implementation of Equity and Inclusion, Eureka Math instruction, formative instruction, strategies for English Language Learners, and literacy instruction.
   b. 215 staff participated in district and teacher-designed workshops.
   c. 129 paraprofessional staff participated in district workshops, mostly supporting Therapeutic Crisis Intervention Schools, Restorative Practices and Special Education.
   d. 290 staff attended out-of-district conferences and workshops (166 were PiRI).
   e. 86 staff participated in professional learning and conducted action research projects through the Teacher Center.
   f. Utilized Leadership Development sessions to further explore Restorative Practices, Equity and Inclusion, Cultural Proficiency, SEL, and ESSA Accountability.
   g. Supported creation and initial implementation of the Leaders Learning and Excelling (L2E) leadership development program. Eight administrators participated in leadership activities.
   h. Continue to develop and pilot online professional learning opportunities:
      i. 5 Courses offered during New Teacher Induction Series.
      ii. 2 Courses ENL courses offered.
      iii. Multiple Courses offered and shared with specific buildings.
      iv. 2 Courses offered during COVID-19 emergency school closing.
   i. In partnership with the Teacher Center, develop and pilot the creation of teacher videos modeling best practices tied to district initiatives:
      i. Teacher Video Catalog Committee.
      ii. 5 videos created.
      iii. All district LMS and Tech TA’s provided videography training through BOCES.

3. Continued the partnership with eDoctrina to enhance the Self Reported PD platform for teachers to track their 100 hours of required PD for Continuing Teacher and Leader Education (CTLE).

4. Strengthened the district’s capacity for data-driven instruction:
   a. Supported school leaders and teachers in their use of formative classroom data to inform interventions on the individual student level, and to monitor and adjust those interventions based on student growth.
   b. Consulted with principal-identified professional learning communities (PLCs) to support and strengthen the data-driven instruction process in the reconfigured schools, and to ensure consistent quality control and intervention plans using the Indicators of Success.
   c. Worked with district and building leaders to plan and facilitate data analysis using the SBI Process through the lens of ESSA Accountability Data.

5. Advanced the district’s capacity for Information and Communication Technology integration:
   a. Continued to shift the focus of professional development from “learning to use technology” to “using technology to transform learning”.
   b. Collaborated with and supervised technology Coaches to develop a comprehensive Google Site and multiple additional resources to support teachers, administrators, students and families to address the needs of distance learning.
7. Collaborated with cabinet members, principals, and directors to provide consultation in support of district priorities and to identify professional learning needs throughout the district:
   a. Supported coaches in the use of student-centered coaching cycles tied to district priorities
   b. Supported the implementation of LETRS.
   c. Supported the Office of Instruction’s initiatives to improve junior high literacy and transition to distance learning in response to the COVID-19 emergency closing.
   d. Supported the implementation of Restorative Practices and Cultural Competence throughout the district.

**Improvement Plans**

1. Provide consultation and support for the planning phases and eventual reopening of school:
   a. Collaborate with district and building leadership on both the Safety/Operations and Instruction/HR task forces.
   b. Develop training and provide resources to support staff, students and families with successfully adapting to the transitioning of the coming school year.
2. Support implementation of job-embedded professional development:
   a. Continue to develop and pilot online, teacher-developed professional learning opportunities.
   b. Continue to provide support for the NYS CTLE requirements.
   c. Plan and co-facilitate the L2E initiative.
3. Continue to support the district’s Equity & Inclusion priority:
   b. Develop and co-facilitate R-H 2 Day Community Building Circles Training.
   c. Develop and co-facilitate R-H Restorative Discipline Training for Student Management Team.
   d. Develop and co-facilitate R-H Equity & Inclusion PD.
   e. Collaborate with cabinet and building leaders to continue implementing culturally responsive learning, practices and curriculum across the district.
   f. Co-facilitate leadership book studies such as *White Fragility*.
   g. Continue to support building and program leaders to effectively utilize ESSA Accountability Data in conjunction with the SBI process.
4. Continue to collaborate with the Teacher Center to grow and refine the Teacher Video Catalog Project:
   a. Identify and train additional editors.
   b. Develop new videos and create a platform for staff to access and utilize for independent and job-embedded professional learning.
   c. Partner with the Science Director and Teacher Center to merge with the work of the Science Teacher Leaders Project implementing the Next Generation learning standards.
5. Advance the district’s capacity for effectively utilizing Coaching Cycles:
   a. Supporting staff in their understanding and use of student-centered coaching.
   b. Coaches, TOSAs, LMS continue to participate in Coaches Professional Learning Community.
   c. Revisit and revised the Draft Framework for Instructional Coaching Cycles.
   d. Support the work of Coaches’ adaptation to new blended learning model.
6. 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.
7. Program Evaluation:
   a. Continue to support evaluation and adjustments to ICoT special education delivery model.
   b. Assess use and implementation of learning from Teacher Video Catalog Project.
   c. Support implementation and evaluation of impact of restorative practices training.
   d. Develop evaluation/monitoring plan for anticipated state grants for extended learning.
   e. Continue piloting online learning opportunities for staff.
   f. Assess the impact of coaching and refine coaching cycle supports provided to instructional staff.
   g. Assess and plan for the learning needs of staff as it pertains to the blended teaching model.
Significant Accomplishments

1. Contracted with an outside grant consultant to explore potential competitive grant opportunities. Met with the consultant several times to develop grant applications for state 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 Development.
2. Completed the 2019-20 consolidated grant application, including addendums for Level 1 accountability.
3. Worked with the BOCES consultant to continue to maximize the use of the consolidated grant, including the use of Title II funds to support areas of highest need.
4. Supported the new Budget Technician in management of the federal grants.
5. Worked with the BOCES consultant to continue to maximize the use of the consolidated grant, including the use of Title II funds to support areas of highest need.
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. Implemented the pilot assigning a certified administrator to the Transportation Department.
8. Continued to pursue sources of competitive grant funding to support district initiatives, such as leadership development, equity and inclusion, technology integration, and instructional coaching.
9. Consulted with the Teacher Center to support teacher action research and curriculum pilot projects.
10. Completed the second year of the research partnership with the University of Rochester’s Warner Center, to support the district-wide Needs Assessment on equity and inclusion.
11. Approved several outside research projects. Continued to seek and evaluate research proposals to determine how they might support district priorities, improvement initiatives, and professional learning.

Improvement Plans

1. Work with BOCES consultant to maximize federal CARES funding to help the district address the budget gaps created by the COVID-19 crisis, and to support a seamless reopening of schools.
2. Complete the 2020-21 consolidated grant application, including addendums for Level 1 accountability, and any additional approvals needed to allocate CARES funding.
3. Complete work with grant consultant on applications for state grant proposals to provide additional academic and social-emotional support services for students, through funding of an extended-day model.
4. Provide training and consultation for private schools to ensure accountability for the use of federal funds.
5. Conduct a needs assessment to determine use of Title IV to direct those funds to the schools and students with the highest levels of need, especially to address gaps resulting from the COVID-19 closure.
6. Continue to pursue sources of competitive grant funding to support district initiatives, such as leadership development, equity and inclusion, technology integration, and instructional coaching.
7. Extend the research partnership with the University of Rochester’s Warner Center, to complete the district-wide Needs Assessment on equity and inclusion, and make recommendations to the Board of Education on a strategic plan to address inequities in the district.
8. Continue to seek and evaluate research proposals to determine how they might support district priorities, improvement initiatives, and professional learning.
Program & Service Review Summary
2019-2020

Shared Decision Making (SDM)

Significant Accomplishments

1. Implemented the recommendations of the District SDM Review Committee to bring consistency to School Improvement Team membership and procedures in all schools.
2. The District SDM Review Committee was to convene in Spring 2020 to conduct the next biennial review of the District Plan on school improvement teams and shared decision-making. However, due to the COVID-19 school closure, the Board of Education postponed the review until Spring 2021.
3. The current District Plan was extended through the 2020-21 school year.
4. A District Leadership Forum was held in August 2019 to involve stakeholders in establishing the 2019-20 District Priorities.
5. Instructional Council met monthly to assist and advise on curriculum development and programs.
6. The Budget Advisory Council (BAC) met five times to assist with budget development.
7. The Instructional Space Committee met three times to assist with enrollment and instructional space need projections, and made recommendations to the Board of Education on enrollment area adjustments.
8. School Improvement Teams met at least quarterly at each school to plan and support school improvement initiatives.
9. PBIS and School Safety Teams met monthly at each school to assist with student management.

Improvement Plans

1. The District SDM Review Committee will convene in Spring 2021 to conduct the biennial review of the District Plan, and make recommendations to the Board of Education.
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