NEW	DATE	EMPLOYEE(S)	CHAPER-ONE(S)	STUDENT(S)	ACTIVITY	SITE	LOCATION	FUNDING SOURCE	COST	BOARD APPROVAL	SENT
	10/18/2014	Santom, Wayne Williams, Dan	2	29	Regional Meet	Buhl Park	Sharon, PA	Athletics Account	Transportation - $116.73	11/19/2014	10/17/2014
	10/22/2014	Reino, Matteo Risavi, Marc	2	12	Student Poll Worker Training	Mercer Cty Courthouse	Mercer, PA	General Fund	2 Substitutes - $160, Meals - $98, and Use of Two School Vans	11/19/2014	10/17/2014
	10/24/2014	Santom, Wayne Williams, Dan	2	12	Practice	Buhl Park	Sharon, PA	Athletics Account	Use of Two School Vans	11/19/2014	10/17/2014
	10/25/2014	Santom, Wayne	2	15	District 10 Meet	Buhl Park	Sharon, PA	Athletics Account	Transportation - $116.73	11/19/2014	10/17/2014
	11/3/2014	Sherwood, Karen	2	10	Key Club Good Shepherd Client Dinner Service Project	Good Shepherd Center	Greenville, PA	General Fund	Use of School Vans	11/19/2014	10/23/2014
	11/11/2014	Morris, Michelle	4 to 5	40	Shenango Valley Veterans Day Parade	East State St.	Hermitage, PA	General Fund	Transportation - $233.46	11/19/2014	10/28/2014
	11/11/2014	Sanker, Lawrence	1	0	Elementary Veteran's Memorial Service	Reynolds Elementary School	Greenville, PA	General Fund	Substitute - 1/2 Day - $40	11/19/2014	11/3/2014
	11/13/2014	Morris, Michelle	1	8	Mercer County Jr. & Sr. High Chorus Festival	Mercer High School	Mercer, PA	General Fund	Registrations - $250, Substitute - $80 and Transportation - $116.73	11/19/214	11/3/2014
	11/15/2014	Sherwood, Karen	1	10	Key Club Board Meeting	Fresh Grounds	Greenville, PA	N/A	No Cost to the District	11/19/2014	11/12/2014
	11/18/2014	Morris, Michelle	1	2	PMEA District V Honors Band Auditions	Westminster College	New Wilmington, PA	General Fund	Use of School Van and Meals - $15	11/19/2014	11/12/2014
	11/19/2014 and 12/17/2014	Sherwood, Karen	2	12	Builder's Club/Key Club Adopt-a-Grandparent Service Project	St. Paul's Home	Greenville, PA	General Fund	Use of School Vans	11/19/2014	10/23/2014
	11/18/2014	Anderson, Suzanne Miller, Colleen	2	36	Gifted Student Field Trip	Grove City Arts Council - Art Works	Grove City, PA	General Fund	Substitute - $80 and Transportation	11/19/2014	11/3/2014
	11/19/2014	Montesano, Sam	3	4	Multiple Category Classroom Community Based Outing	Children's Museum of Pittsburgh	Pittsburgh, PA	General Fund	Registrations - $94 and Transportation	11/19/2014	11/14/2014
	11/21/2014	Helms, Elizabeth	1	14	Vocal Ensemble Performance (HS Talent Show)	RHS	Greenville, PA	General Fund	Substitute - 1/2 Day - $40	11/19/2014	11/3/2014
	11/24/2014	Montesano, Sam	3	4	Multiple Category Classroom Community Based Outing	Walmart and Dairy Queen	Hermitage, PA	General Fund	Transportation	11/19/2014	11/14/2014
*	11/28/2014	Kilgore, Dan	4	22	Boys Basketball Scrimmage	Hickory High School	Hermitage, PA	Athletics Account	Transportation - $116.73	11/19/2014	11/17/2014
	11/28/2014	Taylor, Casey	5	30	Canfield Wrestling Scrimmage	Canfield High School	Canfield, OH	Athletics Account	Registration - $25 and Transportation $178.96	11/19/2014	10/27/2014
	12/2/2014	Waleff, Steve	4	20	Girls Varsity/JV Basketball Scrimmage	Wilmington High School	New Wilmington, PA	Athletics Account	Transportation	11/19/2014	10/27/2014
	12/2/2014	Waleff, Steve	4	20	Girls Varsity/JV Basketball Scrimmage	Sharon High School	Sharon, PA	Athletics Account	Transportation	11/19/2014	11/5/2014 to JL
*	12/5 - 6/2014	Kilgore, Dan	4	22	Boys Basketball Tip-off Game	Mercer High School	Mercer, PA	Athletics Account	Transportation - $233.46	11/19/2014	11/17/2014
	12/12 and 12/13/2014	Taylor, Casey	5	14	Walsh Jesuit Wrestling Tournament	Walsh Jesuit High School	Cuyahoga Falls, OH	Athletics Account	Registration - $425, Rooms- $414, Incidentals $10, and Transportation $1,055.10	11/19/2014	10/27/2014
	12/13/2014	Taylor, Casey	2	10 to 15	Butler JV Wrestling Tournament	Butler High School	Butler, PA	Athletics Account	Registration - $150, and Transportation $303.08	11/19/2014	10/27/2014
	12/16/2014, 2/26/2015 and 4/8/2015	Nesaw, Johnna	2	1	Extreme Leadership Program	MIU4	Grove City, PA	General Fund	Substitute - 1/2 Day/3 Days - $120 and Use of School Van	11/19/2014	11/10/2014
	12/20/2014	Taylor, Casey	4	30	Canfield Dual Wrestling Tournament	Canfield High School	Canfield, OH	Athletics Account	Registration - $25 and Transportation $303.76	11/19/2014	10/27/2014
	12/20/2014	Taylor, Casey	3	20	Ft. LeBoeuf Jr. High Wrestling Tournament	Fort LeBoeuf High School	Waterford, PA	Athletics Account	Registration - $200 and Transportation $329.60	11/19/2014	10/27/2014
	12/23/2014	Helms, Elizabeth	1	14	Vocal Ensemble Performance	The Heritage at St. Pauls Homes	Greenville, PA	General Fund	Substitute - $80 and Transportation - $116.73	11/19/2014	11/10/2014
	12/29 and 12/30/2014	Taylor, Casey	5	14	PowerAde Wrestling Tournament	Canon MacMillan High School	Canonsburg, PA	Athletics Account	Registration - $500, Rooms-$1,368, and Transportation $1,012.86	11/19/2014	10/27/2014

NEW	DATE	EMPLOYEE(S)	CHAPER-ONE(S)	STUDENT(S)	ACTIVITY	SITE	LOCATION	FUNDING SOURCE	COST	BOARD APPROVAL	SENT
	1/3/2015	Taylor, Casey	3	15 to 20	Greater Latrobe Jr. High Wrestling Tournament	Latrobe High School	Latrobe, PA	Athletics Account and Boosters Club to pay for Rooms	Registration - $200, Rooms - $675, and Transportation $655.42	11/19/2014	10/27/2014
	1/10/2015	Taylor, Casey	3	15 to 20	10th Annual Northwestern Middle School Jr. High Wrestling Invitational	Dr. Corder Gymnasium	Albion, PA	Athletics Account	Registration - $200 and Transportation $327.44	11/19/2014	10/27/2014
	1/16/2015	Morris, Michelle	1	4	PMEA Jr. High and Freshman Choir Festival	Western Beaver High School	Industry, PA	General Fund	Substitute - $80, Registration - $132, and Meals - $15	11/19/2014	11/12/2014
	1/17/2015	Taylor, Casey	5	25 to 30	PMEA Jr. High and Freshman Choir Festival	Brookville High School	Brookville, PA	Tournament and Athletics Account	Transportation $657.08	11/19/2014	10/27/2014
	1/24/2015	Taylor, Casey	3	10 to 15	Corry JV Wrestling Tournament	Corry Area Middle/High School	Corry, PA	Athletics Account	Registration - $200 and Transportation $392.74	11/19/2014	10/27/2014
	1/31/2015	Taylor, Casey	3	15 to 20	North Allegheny Jr. High Wrestling Tournament	North Allegheny High School	Wexford, PA	Athletics Account	Registration - $275 and Transportation $357.84	11/19/2014	10/27/2014
	2/5, 2/6 and 2/7/2015	Taylor, Casey	6	45	PIAA State Dual Wrestling Tournament	Hershey Giant Center	Hershey, PA	Athletics Account	Rooms- $3,267 and Transportation $3,056.78	11/19/2014	10/27/2014
	3/6/2015	Helms, Elizabeth	1	3	Elementary Chorus Festival	Grove City College	Grove City, PA	General Fund	Registrations - $108, Substitute - $80, and Use of School Van	11/19/2014	10/28/2014
*	Every Weds. When School is in Session	Kent, Michele	2	1	Community Based Vocational Training Field Trip	Family Video	Greenville, PA	General Fund	Transportation	11/19/2014	11/17/2014

Reynolds School District   <u>**CONFERENCES/WORKSHOPS**</u>   **November 19, 2014**

NEW	DATE	ATTENDEE	CONFERENCE/ WORKSHOP	SITE	LOCATION	FUNDING SOURCE	COST
	10/23/2014	Leczner, Amy	Keystone Smiles Meeting (AmeriCorps Service Worker Program)	Foxburg Allegheny Grille	Knox, PA	N/A	No Cost to District
	11/11/2014	Jackson, Carrie Hart, Danielle	PaTTAN Assistive Technology Expo 2014	Four Points Sheraton	Mars, PA	General Fund	1 Substitute - $80
	11/13/2014	Dobson, Taryn Scarvel, Tim	Mercer County Counselor's Meeting	Mercer Cty. Career Center	Mercer, PA	General Fund	No Cost to District
	11/18/2014	Shearer, Scott Sibeto, John	Winter Keystone Exams Admin. Training	PaTTAN	Pittsburgh, PA	General Fund	(2) Estimated Mileage - $118.50 and (2) Tolls - $12
	11/20/2014	Little, Seth	Biology Faculty Collaboration on Keystone Exams	Lakeview High School	Stoneboro, PA	General Fund	Substitute/Half Day - $40
	11/20/2014	Sibeto, John Shearer, Scott	Curriculum Advisory Council Meeting	MIU4	Grove City, PA	General Fund	2 Estimated Mileages - $56
	11/20/2014	Elverson, Ben Young, Brett	Math Faculty Collaboration on Keystone Exams	Lakeview High School	Stoneboro, PA	General Fund	2 Substitutes - $160 and Use of School Van
	11/21/2014	Tyson, Katie Nesaw, Johnna	English Language Arts Faculty Collaboration on Keystone Exams	Jamestown High School	Jamestown, PA	General Fund	Substitutes/1 and 1/2 Day - $120
	11/21/2014	Scarvel, Tim Dobson, Taryn	Mercer County Counselor's Meeting	BC3 LindenPointe	Hermitage, PA	N/A	No Cost to District
*	11/24/2014	Baughman, Michelle	How to Help your K-3 Child Succed in School Workshop	MIU4	Grove City, PA	General Fund	Substitute - 1/2 Day - $40
	12/2/2014	Blasko, Jen Stodolak, Lynanne Roy, Salena (Parent)	Scholastic Warehouse Sale	Atrium	Prospect, PA	General Fund	2 Substitutes - $160 and Use of School Van
	12/4/2014	Hassell, Maria	Developing & Implementing Sensory Diets	Holiday Inn South	Boardman, OH	General Fund	Registration - $199

NEW	DATE	ATTENDEE	CONFERENCE/ WORKSHOP	SITE	LOCATION	FUNDING SOURCE	COST
*	1/19/2015	Burchill, Cathy Hurl, Margie Mirizio, Carisse	School Nurse Inservice	The Villa	New Castle, PA	General Fund	Registrations - $120
*	1/20-21/2015	Pierce, Jay	Hands on Basic Electricity	Hilton Hotel	Moon Twp, PA	General Fund	Registration - $990 and Meals - $20
	1/26 and 27/2014	Settle, Anthony Shearer, Scott	Active Shooter Response Training Instructor Course	Keystone Oaks Middle School and Hampton Inn-Greentree	Pittsburgh, PA	General Fund	Registration - $1,190, Lodgings - $316.92, Board - $150 and Estimated Mileage - $112

Reynolds SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

531 Reynolds Rd
Greenville, PA 16125
(724)646-5500
Superintendent: Joseph Neuch
Director of Special Education: John Sibeto

Planning Process

The District Level Steering Committee will meet 3 times this year to guide the process. A District Wide Technology Committee meets regularly and will be write the bridge report for technology. A Special Education Committee will be used to report for the Special Education Bridge Report. The Assistant to the Superintendent will be responsible for the planning process. We will communicate with committees through mail and email. The communication process will be done through the Assistant Superintendent's secretary.

Mission Statement

The mission of the Reynolds School District is to provide an excellent education for all by all.

The mission statement avers the concept that all students are to be provided an excellent education, by all employees of the district, so that they may succeed in college, career and technical studies, or move directly into the workforce. Reynolds SD recognizes that this mission statement is intended to reflect the educational needs for each student to be successful in the 21st Century.

Vision Statement

The Pennsylvania State Standards of Assessment and Keystone Exams will serve as the foundation of the Reynolds School District's educational program with the achievement of said standards being the expected outcome. The Reynolds School District will use purposeful assessment driven instruction to provide an educational program that meets the various needs of students in order to continuously improve student achievement. Educating Reynolds School District students will be a shared responsibility among all stakeholders: students, parents, the Board of School Directors, administrators, teachers, support staff members, and members of the community. High quality professional development will provide administrators, teachers, and support staff members with the tools and knowledge required to enhance the District's ability to deliver a high quality instructional program.

Shared Values

Shared Values of the Reynolds School District

1. We believe that all students have the potential to learn and to succeed.

2. We believe students will learn best in a safe and welcoming environment.

3. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences.

4. We believe that everyone in a community of learners has the responsibility to be a lifelong learner.

5. We believe that excellence can be achieved through partnerships of equality among the home, the school, and the community.

6. We believe that through exposure to academics, arts and humanities, and athletics, there is an opportunity for individuals to become knowledgeable, creative, and well-rounded.

7. We, as educators from Kindergarten to Grade 12, believe that it is a shared responsibility to fulfill the mission of the District, which is to prepare students to achieve their fullest potential as they face the challenges of life

Educational Community

The Reynolds School District operates within two buildings located on a single campus in a rural community in Mercer County. The structure includes one K-6th grade elementary building with a K-3rd grade primary component and a 4th-6th grade intermediate component. Both facilities were renovated in 1996. Each building contains a school library where the libraries are maintained by a staff of one librarian and two library aides. The primary section of the elementary school was built in 1996 as an annex to the existing intermediate school. Prior to that time, the District maintained a total of three former elementary buildings scattered throughout the District. Today, the high school maintains a 7th-8th grade junior high and a 9th-12th grade senior high. The administrative offices, school board secretary, and business manager are located at the Junior-Senior High School.

The District has many resources available to its students. The district is associated with Mercer County Career Center and is located near colleges in the area. These include Thiel College, Penn State Shenango campus, Butler County Community College, and Laurel Technical Institute. It encompasses three townships and one borough with an industrial park located near the campus. Local hospitals include UPMC Greenville, Sahron Regional, and UPMC Farrell.

The District has been working toward a fully standards-based and aligned curriculum which matches the Pennsylvania State Academic Standards and Common Core Standards. Significant strides have been made toward achieving these ends, particularly in the areas of math, reading,

writing, science and technology. The District will continue to focus on these areas and others as new academic standards are adopted by the state, and ultimately by the District.

Both the elementary and secondary schools continue to monitor and review all planned courses and assessments in an effort to improve instruction and raise student achievement on the PSSA and Keystone Exams. The District disaggregates and analyzes these scores in order to detect areas of weakness and strength. Various other programs within the District help insure that all students are fairly served, e.g., special needs, gifted, physically handicapped, etc.

Basic academics are taught as well as special classes including, art, guidance, music, physical education and library. Other programs included at the elementary level are gifted classes, computer lab, Full Day Kindergarten, Kindergarten Camp, Early Intervention through Midwestern Intermediate Unit IV and Title I remedial instruction. Head Start and Family Center Programs, Pre-K Counts are hosted or sponsored by the district. Also, the elementary school benefits from a very active PTO. The district also maintains a Parent Advisory Council and a Student Advisory Council which meets quarterly while school is in session.

The Junior-Senior High School programs offer a varied curriculum based on a nine-week grading system including both required and elective subjects in several areas. Programs include computer-aided drafting, Advanced Placement courses, band, choral groups, co-curricular activities, computer courses, foreign languages (Latin, German and Spanish), gifted, interscholastic and intramural sports, as well as outside career/vocational education.

The Reynolds School District is also home of the first Pennsylvania charter school, known as the Keystone Charter School with the Reynolds Superintendent being a member of the board of directors. The District is a member of the Mercer County Career Center, where the Superintendent is an advisory member. The District also houses one primary (K-3) Midwestern Intermediate Unit IV emotional support program and one District (K-6) life skills support class at the elementary school. The Junior-Senior High School houses on life skills support class operated by Midwestern Intermediate Unit IV.

Other programs and services include Summer School Tutoring, Summer Library Programs, Active Volunteer Program, Teacher Induction, Peer Mediation, Counseling, Psychological Testing and Services, Remedial Reading and Math, Student Assistant Program for "at-risk" students, Online Parental Edline Grade Access, Programs for Hearing ,Visually Impaired ,Speech/Language therapy, Audiology, Occupational and Physical therapy through Midwestern Intermediate Unit IV, and Special Education Programs for other exceptional children.

Planning Committee

Name	Role
Mark Bateman	Elementary School Teacher - Regular Education
Brian Beighley	Elementary School Teacher - Regular Education

Brian Buchman	Instructional Technology Director/Specialist
Jane Coburn	Secondary School Teacher - Regular Education
Shannon Davis	Middle School Teacher - Regular Education
Taryn Dobson	Ed Specialist - School Counselor
Laura Doddo	Elementary School Teacher - Regular Education
Richard D'Urso	Business Representative
Lonnie Emerick	Middle School Teacher - Regular Education
Robert Gentile	Business Representative
Carrie Jackson	Ed Specialist - School Psychologist
Michele Kent	Intermediate Unit Staff Member
Sarah King	Parent
Amy Leczner	Administrator
John Lowry	Board Member
Brad Miller	Community Representative
Josh Mull	Parent
Brian Paolucci	Community Representative
Scott Shearer	Administrator
John Sibeto	Administrator
Scott Weaver	Secondary School Teacher - Regular Education
Belinda Wilson	Ed Specialist - School Counselor
Susan Woge	Secondary School Teacher - Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Needs Improvement	Needs Improvement
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not have any alternative academic content standards for math or reading. We are exploring the ASCA model in the 2013-14 school year.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not have any alternative academic content standards for math or reading. We are exploring the ASCA model in the 2013-14 school year.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Non Existent	Non Existent
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Needs Improvement	Needs Improvement

	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We do not teach Government and Economics in the middle level grades. We also do not have alternate content standards for Math or Reading at the middle level grades. We are exploring the ASCA model in the 2013-2014 school year. We do not teach world languages in the middle level grades.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are exploring the ASCA model in the 2013-2014 school year.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

We currently have re-aligned our buildings to be grade-level appropriate. This allows more time for grade level teachers to meet and discuss curriculum. We also planned 2 early release days for K-6 teachers to meet and work on their curriculum and the Common Core. We also have 15 contractual hours for professional development including curriculum changes and implementation. We have grade level buildings to increase fidelity and consistency in the core curriculums. Curriculum resources are being shared and ongoing discussions for improvements are occurring within grade levels. A K-12 ELA and Math curriculum is being developed and aligned to the Common Core. The District has a K-12 Curriculum Coordinator who has the responsibility to oversee the writing of curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

We currently have re-aligned our buildings to be grade-level appropriate. This allows more time for grade level teachers to meet and discuss curriculum. We also planned 2 early release days for K-6 teachers to meet and work on their curriculum and the Common Core. We also have 15 contractual hours for professional development including curriculum changes and implementation. We have grade level buildings to increase fidelity and consistency in the core curriculums. Curriculum resources are being shared and ongoing discussions for improvements are occurring within grade levels. A K-12 ELA and Math curriculum is being developed and aligned to the Common Core. The District has a K-12 Curriculum Coordinator who has the responsibility to oversee the writing of curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Our 7th and 8th grade teachers are currently rewriting their curriculum to make the transition from the PSSA state standards to the Common Core State Standards. To assist teachers with this goal the district has planned 2 early release days for teachers to meet and work on their curriculum and the Common Core Standards. We also have 15 contractual hours for professional development including curriculum changes and implementation. A K-12 ELA and Math curriculum is being developed and aligned to

the Common Core. The District has a K-12 Curriculum Coordinator who has the responsibility to oversee the writing of curriculum. In addition to curriculum modifications we have allocated additional instructional time for English Language Arts and Mathematics for all 7th and 8th grade students. Begining in the 2013-2014 school year all students in grades 7 and 8 will be scheduled for 84 minutes of English Language Arts and 84 minutes of Mathematics.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The high school is in the process of writing and modifying the curriculum to meet the Common Core Standards in English Language Arts, Biology, and Algebra I. Begining with the 2013-2014 school year students will take the OnHand Schools Benchmark Assessments twice a year. Teachers will use the data to identify gaps and overlaps in the curriculum. Teachers will continue with this process over the next several years to make appropriate modifications to the curriculum and their instructional processess.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The District utilizes a co-teaching model where special education teachers co-teach along with regular education teachers. These special education teachers work directly with the teacher to make appropriate accommodations to materials and assessments. We also have

paraprofessionals (Instructional Aides) to assist special education teachers and provide extra assistance to the special education teacher.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review
- Administrators

Provide brief explanation of LEA's process for incorporating selected strategies.

Begining with the 2013-2014 school year all teachers will have an annual evaluation based on the Charlotte Danielson Teacher Effectiveness model. Through the evaluation process teachers and administrators will collaborate on the four domains outlined in Charlotte Danielson's Framework for Teaching. This process will provide administrators with a framework to ensure standards aligned instruction is occuring between classrooms; grades; subjects; and/or programs. In addition to formal observations and walkthroughs administrators and teachers will work collaboratively on modifying their 178 day curriculum document. Teachers across the district have created 178 day documents to serve as a live document to map their curriculum. The documents serve as an instructional tool to monitor instructional time and emphasis placed on each standard in the individual content areas. Teachers use the tool to identify curriculum overlaps and holes. Twice a year students take the OnHand Schools Benchmark Assessments and teachers use the data from these benchmarks to adjust their curriculum and instruction based on student needs. Teachers make notations and adjustments to thier documents each year and then they are submitted to administration for review.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

 The District does not incorporate instructional coaches. Due to lack of funding, we have not been able to free enough teachers up in order to provide the time for teachers to be coaches. We have been losing enrollment and also staff over the last several years and tutors and coaches have not been a prioroity for the District to maintain. We do not review lesson plans. Teachers are expected to plan accordingly and at any time administrators can check on lesson plans. As part of the Teacher Effectiveness evaluation process, lesson plans will be evaluated for the lesson being observed.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status

Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

We consider all of our students to have the most effective and highly qualified teachers. We do not hire non-qualified teachers to teach in our District. All teachers must have a valid teaching certificate and go through a rigorous interview process.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	24.00	24.00	24.00	24.00	24.00	24.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	5.00	5.00	5.00
Social Studies	4.00	4.00	4.00	3.00	3.00	3.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Health	0.50	0.50	0.50	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Electives	5.50	5.50	5.50	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading
- Local Assessments aligned with State Standards

Writing
- Local Assessments aligned with State Standards

Mathematics
- Local Assessments aligned with State Standards

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X				
Civics and Government		X				
Common Core Standards: English Language Arts		X				

Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
Common Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Independently validated local assessments.

English Literature

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Independently validated local assessments.

Mathematics

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

Science & Technology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Independently validated local assessments.

Environment & Ecology

- Students are allowed to test out of required courses.
- Independently validated local assessments.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Independently validated local assessments.

American History, Civics/Government, or World History
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Independently validated local assessments.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
End of Course Mid Term and Final Exams			X	X
AP Exams				X
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
OnHand Schools Math, Reading, and Biology	X	X	X	X
DIBELS	X	X		
Curriculum Based Assessments from Reading and Math Series	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Daily in class formative assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Assessments	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The District does not employ a review system for teacher developed assessments. Sometimes administrators will collect assessments to check level of rigor. At the early grades, teacher interaction by grade level occurs more frequently to discuss assessments and instruction.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The District does not currently have locally developed or administered assessments.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

All Assessment data is housed in the OnHand Student information System. Students summative and benchmarking assessment results are kept here and every teacher has access to see the results. Teachers can manipulate the data in order to gain a better picture of students abilities and differentiate instruction based on student needs. At the elementary, Title I staff also print off data from the DIBELS website to pass out to teachers. Teachers are provided time after testing to analyze the results and plan for future needs of the class, of a small group, or for individual nees.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

After assessments such as the DIBELS and On Hands Reading, Math, and Biology Benchmark Assessments are given, teachers meet to discuss needs and put a plan together in order to remediate the students. Title I teachers review the assessments and make changes to their rosters as needed.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

In the early elementary, students are given the DIBELS and Reading Series assessments for reading 3 times per year and students are small group instruction is based on those results. The data is used to differentiate the instruction to those students with issues. Some students work on fluency issues where others focus on phonics and/or comprehension issues. At the intermediate level, DIBELS and On Hands Reading and Math Assessments are given 3 times a year. The results are used to determine student strengths and needs for intervention and small group remediation . The PSSA results are also investigated to help identify student that may need remediation in reading and/or math.
At the middle level and high school, PSSA, Keystone Assessment, and OnHand Schools Benchmark Assessment data are used to remediate students and prepare for the PSSA and the Keystone Exams. The District uses OnHand Schools, a data warehouse for every student that teachers have access to as well as CSIU student data base. Teachers can view data of every student they have in regards to their standardized test scores, current grades, attendance, discipline, and any demographic data on the student. Teachers can use the warehouse to differentiate instruction for flexible grouping, progress monitoring on benchmarks as well as track attendance and discipline issues. Teachers in grades K-12 are required to write a 178 day document that maps out their curriculum based on the anchors and eligible content. The 178 day document is a live document that teachers monitor throughout the year making notes and adjustments to instruction. Teachers will adjust instructional time and focus based on data analysis of the OnHand Schools Benchmark

Assessments. The district is in the process of rewriting the documents based on the Common Core Standards.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Administrators use various methods to get information out to students, parents, and the community about testing and assessments. Some of those methods include: parent meetings, mailing state assessment reports, annual district report and presentation on summative assessment results, quarterly Bridges community newsletter, Alert Now mass messaging system, teacher web-pages that include standards based lesson plans and course syllabi as well as an updated school web-page.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Local media reports are not generated by the district.   The local newspaper is in attendance at most if not all board meetings and they often publish assessment results that are reported at our public meetings.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The School District employs 3 full time guidance counselors. We currently have 1 guidance counselor who teaches a full schedule of classes K-6. Guidance classes are built into our specials schedule so our Elementary Guidance Counselor is in contact with every student in the building every week. Through classroom instruction we are able to provide our students with a strong foundation of social skills that will benefit them for a lifetime. We also believe that through direct contact on a weekly basis our Guidance Counselor is able to build a strong bond with our students that provides them with the security to speak openly when they encounter problems. At the Junior-Senior High School we have two full time Guidance Counselors who work closely with our students in dealing with the many issue they are faced with while growing-up. Mental health issues amongst our students are on the rise. Many of our students require outside counseling and we contract with Mercer County Behavioral Health and Human Services through our SAP team. We also employ two full time Police Officers who are stationed at each building. Throughout the day our police officers monitor building access as well as teaching preventative and informational classes for our students.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

A parent and/or a teacher can refer a student for a Gifted Evaluation at any point in time, initiating the formal process of the Permission to Evaluate (PTE) and the accompanying Gifted Evaluation timelines. Important to note, the referrer is encouraged to consider a screening prior to sending the formal PTE.

Regardless of the referrer's decision, the first step in the process is to gather information from the parent (Gifted questionnaire) and teacher (Gifted questionnaire) alike, as well as review the available academic records. If the referrer chose the screening, the school psychologist then conducts an informal evaluation (qualitative data, archived academic performance, abbreviated cognitive battery). If the screening data indicate a need for a full Gifted evaluation, OR if the parent has formally requested a Gifted evaluation, the school psychologist then conducts a formal and comprehensive evaluation (qualitative data, archived academic performance, full cognitive battery, tests of achievement, standardized Gifted rating scales, standardized acceleration scales).

When making the eligibility decision, the school psychologist considers the standard error of measurement when reporting the intellectual performance. Students with standard scores of 130 are clearly eligible for Gifted programming. However; students with standard scores below 130 have been identified as Gifted based on the standard error of measurement (range of scores includes 130) and other factors that strongly indicate Giftedness, such as academic performance, demonstrated achievement, and permanent products (portfolio).

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X

Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	

Explanation of diagnostic, intervention and referral services:

Small Group Counseling-Coping with life situations-Personal and Social Development is usully set-up through the principal or guidance counselors with outside agencies.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)				
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X

Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings				
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The District, through its SAP team, works directly with Mercer County Behavioral Health Commission and our school resource officers. Once a student is referred to our SAP team, the student is tracked by the district guidance counselors to monitor academic and social progress.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The District currently houses two Head Start classrooms and a Pre-K classroom at our Elementary School. These programs are made up of many District Pre-School students. Many of our students have the opportunity to attend either the Pre-K or the Head Start. The District also supports the Success by Six program for incoming Kindergarten students each summer. After-school tutoring is available to all students in grades K-12 within the district.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

We have an Early Intervention, Headstart and Pre-K classroom housed in our district.. Our kindergarten teachers have opportunities to visit all of the classrooms each year. We also have meetings with a representative from the agencies and the kindergarten teachers to discuss new Kindergarten students every spring. We have been working with the Intermediate Unit Early Intervention Classroom. So we can identify and assess students that may have needs and qualify for special education services in order to be prepared for them when Kindergarten starts.   We advertise our Kindergarten registration early to encourage our families to register their students in the spring.   We run a Success by Six summer program through the United Way to work with students entering Kindergarten for students that may need a little help bridging into the school setting. We have a summer lunch program that parents can bring their new Kindergarten students to help them become familiar with the school.

We have a Kindergarten Camp week in August for students to get familiar with the school before all the students return. During that week, we meet with our new parents, separate from the children, to discuss district procedures and parent involvement opportunities. Parents are encouraged to become involved in our schools by participating in our district PTO, and volunteering in the school. At the beginning of the school year, we do assessments with our new Kindergarten stduents and meet with the parents that day to discuss the results with them. Our district schedules parent meetings as needed or as per a parents' request. We conduct Parent/Teacher Conferences for all kindergarten students twice a year.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district

	classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of

	district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SAS was introduced to all staff several years ago as a tool that can be used when planning and processing your instruction. Some teachers embraced the model and some have not. It is easy to say that less than 50% of the staff utilize the SAS materials.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district

	classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SAS was introduced to all staff several years ago as a tool that can be used when planning and processing your instruction. Some teachers embraced the model and some have not. It is easy to say that less than 50% of the staff utilize the SAS materials.

Middle Level

Standards	Status

Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district

	classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SAS was introduced to all staff several years ago as a tool that can be used when planning and processing your instruction. Some teachers embraced the model and some have not. It is easy to say that less than 50% of the staff utilize the SAS materials.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms

Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
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Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students	X	X	X	X

are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The District provides teachers with many opportunities to increase their skills in the classroom. Several years ago when the purchase of Promethean Boards for all K-12 teachers was approved, the District provided summer training for any teacher who wanted to learn the Promethean Boards and Smart Software. We have two early release in-service days Early release days for the 2013-2014 school year are being used to inservice the staff on the Effective Teacher Model and the Common Core. Our technology coordinator provides voluntary technology education workshops for staff after school throughout the year. MIU4, MIU27, and PATTAN trainings are frequently used by staff and administrators. The District introduced the new Teacher Evaluation Model and Common Core. It has evolved recently into the staff working on the Common Core and the New Teacher Evaluations. Focused walkthroughs at the elementary level include meeting with certain grade levels and using formative assessment to increase the rigor of lessons. At the elementary, we have common planning times so that teachers and administration can collaborate on common core and teacher evaluation model.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Professional learning is differentiated but it is based on areas the staff has chosen. Our early release days for the 2013-2014 school year are based on the need for teachers to understand the Effective Educator Model and the Common Core. They are also used to analyze the data from benchmark assessment to plan for interventions for.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

The District issues a professional development survey at the end of each year and information from the staff is gathered to direct PD the following year. Building administrators fully participate in professional development activities along with teachers who include best practices in their instruction. The District conducts walkthroughs as follow up to professional development activities.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

Beginning with the two or three induction days and continuing throughout the year an inductee will be inserviced by school administrators and a mentor teacher. During the school year, the inductee will participate in grade/cluster level meetings. The grade/cluster level meetings will include in-service on effective teaching and data analysis. Checklists and evaluations completed for each inductee will be maintained by the building principal.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Inductees are observed multiple times with walkthrough evaluations and two formal observations for three years.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

We do not have any written reports for instructional activity. The observation includes a wirtten summary of instruction.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

The building principal will recommend skilled, tenured and certificated persons from a list of volunteers to the superintendent. The physical location, instructional area, grade level, and planning times of the mentor teacher to the inductee will be given due consideration. If necessary, the building principal may consider persons other than those from the volunteer list. In the event that the inductee is replaced, the mentor teacher will continue in the same capacity.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X		X		X	
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X				
Standards	X	X	X	X	X	X
Curriculum	X					
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X		X	X		
Data informed decision making			X		X	
Materials and Resources for Instruction	X	X				

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

A Reynolds School District committee has developed a model for effective instruction. The Reynolds Model for Effective Instruction is the framework for instruction and evaluation in the district. The model is reviewed annually by a committee of teachers and administrators.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **173**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Along with multiple and varying sources of information, RSD uses a regressed discrepancy model comparing measured ability and predicted achievement to confirm or rule-out a Specific Learning Disability (SLD).
Sources of information include;
Historical and current performance on formative and summative assessments, standardized assessment results, and classroom-based local assessments. The student's responsiveness to previous attempts at intervention is also valuable information in helping make a valid diagnosis.
Classroom behavior, both observed and reported, whether quantified or anecdotal, is considered in the determination.
Parent information is gathered and considered. Information from related service providers as well as community-based evaluations provided by the parent is also considered.
Classroom teacher(s) information is invaluable and is gathered in structured and unstructured ways.
These multi-confirming data sets address the following statements:

1.   Whether the student has a Specific Learning Disability (SLD);

2.   The process(es) used to determine eligibility;

Severe Discrepancy between Intellectual Ability and Achievement: The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. *The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.*

•   The instructional strategies used and the student-centered data collected.

•   The educationally relevant medical findings, if any.

•   The effects of the student's environment, culture, or economic background.

- Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable.

- Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents.

- An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning.

- Other data, if needed, as determined by the evaluation team.

- A statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability
Intellectual Disability
Emotional disturbance
Cultural factors
Environmental or economic disadvantage
Limited English proficiency

Prior to a referral, the following process occurs:
District created Class Problem Scales (CPS) are completed by relevant teachers and analyzed to rule-out or confirm any other disorders that may mimic a SLD (ie ADHD, Autism, Vision-Based Learning Disorders, Speech/Language Impairments, Psychiatric problems, Medical problems) and need further scrutiny.
A review of academic performance (ie attendance, discipline referrals, and report cards)
Vision and Hearing screening results
Curriculum and performance-based assessment (ie PSSA, 4Sight, DIBELS)
Systematic observation of behavior
Student interview with interest inventory

Pre-referral Intervention(s) may include:
Team consultation with teacher(s) and/or parent(s) for accurate problem identification and the design of an intervention plan (ie evidence-based practices, groupings, frequency, homework strategies, increases in time/exposure to material)
Referral to a community-based professional (ie pediatrician, psychiatrist, developmental optometrist)

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

According to the data, there is no disproportionality in the identification of exceptional children with respect to race or ethnicity. Should an over-identification within an ethnic group emerge, RSD would take immediate steps to investigate, and then ameliorate the disproportionality. To eliminate any bias, RSD chooses only proportionally stratified normed instruments.

Across disability categories, RSD's percentage of identified students closely mirrors the State averages. However; in the area of Speech and Language Impairment, RSD's percentage (29.2 %) is far higher than the State percentage (16.0 %). To address this disproportionality, the Special Education Department at RSD, in collaboration with the IU, will first review identification procedures. The RSD will also communicate with neighboring districts to determine if the over-identification is due to local/regional philosophies or if the over-identification is specific to the IU contracted Speech/Language Services provided to RSD.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

RSD is committed to providing FAPE to any eligible student residing in the District. When RSD becomes aware of a student who is in need of Special Education or thought to be in need of Special Education, RSD will initiate Chapter 14 procedures the same as it would for any other student. The evaluation would be initiated and an IEP, if required, would be created and implemented. Programming, location, related services and Specially-Designed Instruction (SDI) would then be provided to ensure the student's educational performance. RSD has not encountered any barriers/obstacles that would limit its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no prisons or other locations for incarcerated students located within the Reynolds School District (RSD) enrollment area. If a facility was to locate within the RSD, RSD would initiate Child Find procedures and design a system of polices/procedures to ensure that a Free Appropriate Public Education (FAPE) would be provided for eligible students.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

RSD adheres to the guidelines and procedures as outline in Chapter 14 for servicing students in the Least Restrictive Environment (LRE) to the maximum extent possible. Prior to a referral for a multidisciplinary evaluation/reevaluation; accommodations, modifications, and community-based agency supports are provided/coordinated within the regular education setting. When a student is found eligible, the IEP team begins to systematically discuss possible placements starting with the incorporation of Special Education supports in the regular education classroom. The IEP team weighs the pros/cons of each incremental level of restriction and discusses any unanticipated consequences. The IEP team openly discusses the student's needs, parental goals/expectations, and the districts continuum of services, including supplementary supports and aids.
RSD currently supports students within the district at the Itinerant level, the Supplemental level, and the Full-time level. RSD students are also placed in neighboring district programs or Intermediate Unit operated multi-district programs. Out of district placements are not considered until all district resources, including specialized services/evaluations/consultation provided by the Intermediate Unit, have been completely exhausted. To offer transparency to every member of the IEP Team, these decisions are data-based.
Regardless of a student's program/placement, RSD encourages participation with same-age peers in the regular setting for academic, nonacademic, as well extracurricular activities.
In RSD, creative and innovative thinking are valued and expected when developing

programs that increase a student participation in the least restrictive environment. IEP Teams are challenged to think and solve problems in new and inspiring ways. This approach, along with up to date trainings on inclusive practices and differentiated instruction (DI), push IEP Teams at RSD to better meet student's needs in the Least Restrictive Environment (LRE).

Supplementary Aids and Services	Examples
Collaborative	*Adults working to support students*
Scheduled time for co-planning and team meetings	
Instructional arrangements that support collaboration	Co-teaching, para-educator support, consultation with itinerant teachers and related service personnel, para-educator credential support
Professional development related to collaboration	Coaching and guided support for team members in the use of Assistive Technology (AT) for an individual student, device team training
Scheduled opportunities for parental collaboration	IEP and ER/RER meetings
All school personnel collaborate in the development and delivery of SAS	
CBI/CBVT staff	Collaborate with community resources and training locations
Early Intervention (EI)	Transition meetings
OVR/MHMR	Transition meetings with outside agencies for secondary students
Progress monitoring and grading systems	Edline/CSIU/On-Hands/IEPWriter
Instructional	*Development and delivery of instruction that addresses diverse learning needs*
Providing modified curricular goals	
Providing alternate ways for students to demonstrate learning	Use of Universal Design principles, modifying products, modifying response methods
Providing test modification	
Providing alternate materials and/or AT	Audio books, text to speech readers
Providing instruction on functional skills in the context of the typical routines in the regular education classroom	

Changing method of presentation	PROMETHEAN boards
Using reader services	LearningAlly
Using interpreters	
Providing research-based supplementary materials	Flex groupings via skills groups, Study Island, Read Naturally, Earobics, Sonday System
Providing instructional adaptations	Shorten/simplify language used with student. Repeat instructions after brief pause. Have student repeat instructions in own words. Supplement oral instructions with: • Written instructions • Worked example, illustration, or demonstration Have student demonstrate understanding of instructions by working an item. Reduce classroom language demands by cueing student ahead of time what s/he'll be asked and allow time to prepare oral response. Provide student with response options. Extend testing time with allowable and scheduled breaks as well as allow alternative testing environments.
CBVT/CBI	Community job training
Physical	*Adaptations and modifications to the physical environment*
Furniture arrangements	T-stools
Specific searing arrangements	Yoga balls
Individualized desk, chair, etc.	Writing easel
Adaptive equipment	Fidgets, seating disc
Adjustments to sensory input	Sensory Room
Environmental aids	Classroom acoustics, changes to lighting, FM system
Structural aids	Wheelchair accessibility, trays, grab bars
Specialized transportation	Seating, harness, lifts
Social/Behavioral	*Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior*
Social skills instruction	Social Emotional Learning (SEL) curriculum
Counseling supports	Psychological Counseling as a related service
Peer Supports	Facilitating relationships, Lunch Buddies

Individualized behavior plan	PBSP
Modification of rules/expectations	Can't do vs Won't do
Cooperative learning strategies	
Mental Health providers in school	BHRS, Family-based teams
Student Assistance Program (SAP)	Training and support
Child Study	Pre-referral interventions, screenings
Drug and Alcohol	
School-based resource officer	Elementary and High School
Anti-bullying programs	Bully-free zones
Classroom behavioral system	Responsive Classroom
Assistance with extra-curricular activities	Plays, musical, band, chorus, concerts, sports
Intervention team meeting	Data analysis
Social Stories	Social Autopsy
Peer tutoring	
Cooperative Learning	
Antecedent Exercise	Sensory Room

RSD has met the SSP targets for Special Education students in the Regular Educational Environment:

	SE Inside Regular Ed. Class 80% or more	SE Inside Regular Ed. Class less than 40%	SE in Other Settings
RSD	73.3%	7.4%	Small group size, not displayed
State	62.1%	8.9%	5.0%
SPP Targets	65.0% (RSD met target)	8.0% (RSD met target)	3.3% (small group size)

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

RSD has a leveled policy with respect to behavioral management; supports are increased to meet the intensity of the behavior. Positive methods/techniques are the foundation of RSD's approach to managing student behavior. Student behavior; identified and measured, is delineated across three domains. Student behavior is conceptualized in terms of "cannot do (skill deficit)", "will not do (performance deficit) " or "just does not do (deficit in awareness)." As behaviors are assigned to domains, the IEP Team can then determine the level, and type, of behavioral support that needs to be implemented.

Level I supports are general approaches to an array of behaviors and do not require a behavior management plan attached to the IEP. Level II intervention are outlined in a behavioral plan that is attached to the IEP and are specific interventions designed for specific behaviors. Level III plans are highly involved plans that demand a great deal of staff time and building resources.

The effectiveness of any behavioral plan is impacted by proactive classroom management strategies. Proactive management establishes and maintains a productive learning environment; fostering high levels of student engagement and prevention of student disruptions, for both exceptional and non-exceptional students.

The twin goals of behavioral intervention are;

1.   Increase prosocial behavior(s)

2.   Decrease non-productive/limiting behavior(s)

With respect to behavioral management, RSD strictly prohibits aversive or coercive techniques. Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program.

Restraints can be used; however, only after less restrictive measures have been exhausted. A restraint is only warranted when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, and/or to employees. The use of a restraint of an individual student or eligible young child must cause:

RSD to notify the parent of the use of the restraint

An IEP Team meeting must be held within ten (10) school days of the restraint, unless the parent agrees to waive the meeting.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

RSD does not have significant problems in providing FAPE for any student. RSD continues to provide a seamless delivery system of programming, services, and referrals, to ensure students are educated in the Least Restrictive Environment (LRE). Students with disabilities are placed in appropriate educational settings by IEP Teams respective to their needs. Should RSD be unable to provide or locate an appropriate setting for a student with a disability, RSD would immediately contact the Intermediate Unit for consultation, as well as community-based agency coordinators. With particularly difficult or complex cases, RSD

will initiate a Child and Adolescent Service System Program (CASSP) meeting.
RSD routinely teams with local agencies and service providers, such as Behavioral Health and Rehabilitative Services, Children and Youth Services, Office of Vocational Rehabilitation, and Keystone Charter School. RSD contracts with a local agency for weekly services from a Licensed Social Worker (LSW) who serves as the Student Assistance Program (SAP) liaison to community-based mental health services.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

RSD provides a wide range of services for all eligible students. RSD promotes inclusionary practices and effective teaching strategies to accommodate students with disabilities in the least restrictive environment possible. One of the greatest assets of the RSD is the staff.
All Secondary and Elementary staff are "Highly Qualified", with Special Education certification concurrent with certification in either Elementary Education or, the designated core academic area in which they teach. The Staff are trained in differentiated instructional strategies, co-teaching models, Universal Design principles, and pro-active classroom management, with an emphasis on verbal de-escalation.
Staff talent and innovation are unleashed with technical resources such as; web-based reading and math programs, Promethean Electronic Boards, web-based databases such as On Hand Schools, CSIU, IEPWriter, Assistive Technology (ie Ipads, communication devices) and Learning Ally (audio books).
RSD has invested in a full-time School Psychologist and contracts with the MIU-IV for other specialists; Speech and Language Pathologist/Therapist, OT, PT, Auditory Processing Evaluators, HI, VI, O&M, Assistive Technology, Audiological, CBI, FBA, and Dysphagia. RSD employs an Elementary and a Secondary Special Education Curriculum Cluster Chairperson to assist the administration, serving as a liaison to the teaching staff. The Secondary Special Education Curriculum Chairperson serves as the RSD Transition Coordinator.
MIU-IV has and continues to provide RSD with ongoing training in the areas of Transition, DIBELS, IEP development, School-Wide Behavior Intervention, Progress Monitoring, Response to Intervention (RTI), IDEIA, Assistive Technology (AT), Differentiated Instruction (DI), and Autism, as well as contemporary issues in the field, such as training in Special Education Plan development.
Some of RSD's success with students with disabilities is due to the strong focus on early detection and early intervention. RSD hosts an Early Intervention (EI) program supervised by the MIU-IV, as well as two (2) HeadStart programs and a Pre-K counts program. In house, RSD conducts kindergarten screenings, EI transition meetings, and values/honors input from the medical community and other child development professionals.
Another aspect of the RSD's success is the parents of our students with disabilities. Historically, there has been a high level of parent participation in IEP meetings as well as a high level of parent satisfaction with the service delivery models. RSD has well established

and positive relationships between teachers and parents. Interagency relationships have also been fostered between parents and other educational providers, agencies, and neighboring districts.

RSD has an identified Threat Assessment Team and a Lethality Assessment Team.

A number of RSD students, in both the Elementary and Secondary Schools, are provided Psychological Counseling as a related service in their IEPs by the district School Psychologist.

RSD students in the Elementary building enjoy a well-equipped Sensory Room to meet their many sensory needs.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Keystone Charter School	Nonresident	Keystone Charter School	35
Keystone Adolescent Center	Incarcerated	Keystone Adolescent Center and Keystone Charter School	10

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Greenville School District	Neighboring School Districts	Secondary Multiple Disability Support	2
Greenville Community School (IU Program)	Special Education Centers	Emotional Support	8
Wilmington School District - Pulaski Elementary (IU Program)	Neighboring School Districts	Autistic Support	1
Sharon City School District - Musser Elementary (IU Program)	Neighboring School Districts	Autistic Support	1
Sharpsville School District - Sharpsville Elementary (IU Program)	Neighboring School Districts	Autistic Support	2
West Middlesex School District - Oakview Elementary (IU Program)	Neighboring School Districts	Emotional Support	1
West Middlesex School District - Oakview Elementary	Neighboring School Districts	Lifeskills Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	3	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	1	1

Program Position #3
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	6	0.7
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	1	0.3

Program Position #4
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	3	0.5
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	2	0.5

Program Position #5
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	10 to 12	3	0.3

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		operated					
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.7

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	3	0.5
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.5

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	0.7
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.3

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	13 to 14	5	0.4

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		operated					
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.6

Program Position #9
       Operator: School District
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	10	0.7
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.3

Program Position #10
       Operator: School District
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	13	1

Program Position #11
       Operator: School District
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Junior/Senior High school	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	13	1

Program Position #12
       Operator: School District
       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 13	6	0.5
Justification: The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 13	8	0.2
Justification: The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 19	2	0.2
Justification: The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 19	4	0.1
Justification: The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							

Program Position #13

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 19	10	1
Justification: The students in the Lifeskills class at the Reynolds Junior Senior High School are always in small groups or as individuals for instruction. They are never instructionally taught as a whole group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							

Program Position #14

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	30	0.9
Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							

Program Position #15

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	35	0.85
Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							
Reynolds Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	2	0.15

Program Position #16

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District	1
Special Education Coordinator	District	0.4

Special Education Paraprofessional	Reynolds Elementary	1
Special Education Paraprofessional	Reynolds Elementary	1
Special Education Paraprofessional	Reynolds Elementary	1
Special Education Paraprofessional	Reynolds Elementary	1
Special Education Paraprofessional	Reynolds Elementary	1
Special Education Paraprofessional	Reynolds Elementary	1
Special Education Paraprofessional	Reynolds Elementary	1
Special Education Personal Care Aide	Reynolds Junior Senior High School	1
Special Education Secretary	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	420 Minutes

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
We have strength in math and science at both the elementary and junior / senior high school. We are concerned about the special education and economically disadvantaged subgroups in all areas: reading, math, science, and writing.

We are concerned about transitioning to the common core in grades three through eight.

District Accomplishments

Accomplishment #1:
Our district has made AYP for the last fours years.

Accomplishment #2:
We have a high graduation rate every year. For the 2011-2012 school year, we had a 96% graduation rate. For the 2012-2013 school year, we had a 97% graduation rate.

Accomplishment #3:
Our math scores are 9% points above the state's scores. Our reading scores are 7% points above the state's scores. Our science scores are 8% points higher than the state's scores. Our writing scores are 6% points higher than the state's scores.

Accomplishment #4:
We have shown a 20% point increase in Science scores over the 3 year PSSA span.

Accomplishment #5:
In third grade, 95% of the students scored advanced or proficient in math and 93% of the students scored advanced or proficient in reading.

District Concerns

Concern #1:
Making AYP with the special education subgroup in the PSSA areas: reading, math, science, and writing.

Concern #2:
Making AYP with the econmically disadvantaged subgroup in the PSSA areas: reading, math, science,and writing.

Concern #3:
Transitioning to the Keystone Exams in Algebra, Literature, and Biology as a determination of AYP.

Concern #4:
Transitioning to the Common Core PSSA for grades 3-8 by the 2015 school year.

Concern #5:
Implementing the Effective Educator Evaluation System.

Concern #6:
Continual state budget cuts for funding of general education while raising the demands of AYP at the same time.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Making AYP with the special education subgroup in the PSSA areas: reading, math, science, and writing.

Making AYP with the econmically disadvantaged subgroup in the PSSA areas: reading, math, science,and writing.

Transitioning to the Keystone Exams in Algebra, Literature, and Biology as a determination of AYP.

Transitioning to the Common Core PSSA for grades 3-8 by the 2015 school year.

Implementing the Effective Educator Evaluation System.

Continual state budget cuts for funding of general education while raising the demands of AYP at the same time.

Systemic Challenge #2 *(System #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Making AYP with the special education subgroup in the PSSA areas: reading, math, science, and writing.

Making AYP with the econmically disadvantaged subgroup in the PSSA areas: reading, math, science,and writing.

Transitioning to the Keystone Exams in Algebra, Literature, and Biology as a determination of AYP.

Transitioning to the Common Core PSSA for grades 3-8 by the 2015 school year.

Implementing the Effective Educator Evaluation System.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Assessment results from the PSSA and Keystone State Assessments as well as the On Hand Schools Benchmark Assessments.

Specific Targets: Increased Assessment Results

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Curriculum Based Assessments

Description:

Grade level teams and departments in Mathematics and ELA will develop curriculum based benchmark assessments based on the PA Common Core State Standards that prepare students for the upcoming PSSA and Keystone Exams.

Start Date: 8/18/2014   **End Date:** 7/1/2016

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Goal #2: The District will develop Common Core aligned assessments by grade level and department in mathematics and English Language Arts to monitor student achievement and adjust instructional practices. These assessments will be developed by the end of the 2015-2016 school-year.

Indicators of Effectiveness:

Type: Annual

Data Source: Assessment results from the PSSA and the Common Core aligned OnHand Schools benchmark assessments.

Specific Targets: Increased Assessment Results

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teac

her_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Curriculum Based Assessments

Description:

Grade level teams and departments in Mathematics and ELA will develop curriculum based benchmark assessments based on the PA Common Core State Standards that prepare students for the upcoming PSSA and Keystone Exams.

Start Date: 8/18/2014   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject

Common Core Aligned Curriculum in Mathematics and English Language Arts

Description:

Teachers will meet as grade level teams and departments to work on the PA Common Core State Standards and analyze their current curriculum and make the necessary changes to the current curriculum to prepare students for Common Core aligned assessments.

Start Date: 8/18/2014   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: State Assessments

Specific Targets: Improved Assessment scores

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Professional Data Analysis

Description:

Teachers will utilize Professional Contractual Hours to Analyze Data to create Data-Informed Instructional plans.

Start Date: 8/18/2014   **End Date:** 7/1/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.	Strategy #1: Common Assessment within Grade/Subject

Start	End	Title	Description
8/18/2014	7/1/2016	Curriculum Based Assessments	Grade level teams and departments in Mathematics and ELA will develop curriculum based benchmark assessments based on the PA Common Core State Standards that prepare students for the upcoming PSSA and Keystone Exams.

Person Responsible	SH	S	EP	Provider	Type	App.
School Administration	1.0	15	92	Reynolds School District	School Entity	No

Knowledge — Grade levels will work on finding gaps or overlapping of curriculum in grade levels and amongst grade levels, so that we may adjust our scope and sequence for each grade level to meet the state assessments requirements.

Supportive Research — Data Driven Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

Training Format	For school and district administrators, and other educators seeking leadership roles: School Whole Group Presentation	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed:	**#1 The District will develop Common Core aligned assessments by grade level and department in mathematics and English Language Arts to monitor student**	**Strategy #1: Common Assessment within Grade/Subject**

achievement and adjust instructional practices. These assessments will be developed by the end of the 2015-2016 school-year.

Start	End	Title	Description
8/18/2014	7/1/2016	Curriculum Based Assessments	Grade level teams and departments in Mathematics and ELA will develop curriculum based benchmark assessments based on the PA Common Core State Standards that prepare students for the upcoming PSSA and Keystone Exams.

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	1	15	92	Reynolds School District	School Entity	No

Knowledge	Administration and Teachers will investigate gaps and/or overlapping of curriculum amongst grade levels, so that we may adjust our scope and sequence for each grade level to meet the state assessment requirements.
Supportive Research	Data Driven Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed:	#1 The District will develop Common Core aligned assessments by grade level and department in mathematics and English Language Arts to monitor student achievement and adjust instructional practices. These assessments will be developed by the end of the 2015-2016 school-year.	Strategy #1: Common Assessment within Grade/Subject

Start	End	Title	Description
8/18/2014	7/1/2016	Common Core Aligned Curriculum in Mathematics and English Language Arts	Teachers will meet as grade level teams and departments to work on the PA Common Core State Standards and analyze their current curriculum and make the necessary changes to the current curriculum to prepare students for Common Core

aligned assessments.

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	1	15	92	Reynolds School District	School Entity	No

Knowledge

Administration and Teachers work together to analyze the data from state assessments and local assessments to identify areas of need and strengths in curriculum.

Supportive Research

Data Driven Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

School Whole Group Presentation

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals School counselors		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	**End**	**Title**	**Description**
8/18/2014	7/1/2016	Professional Data Analysis	Teachers will utilize Professional Contractual Hours to Analyze Data to create Data-Informed Instructional plans.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Administration	5	3	92	Reynolds School District	School Entity	No

Knowledge	Teachers will analyze beginning of the year data. The results of the anlaysis will be discussed in grade level

meetings (with all teachers involved with grade level: title I, special education, and/or special class teachers) to identify a plan to work on the student's needs.

Supportive Research

Data Driven Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation
Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by John Lowry on 3/20/2014

Board President

Affirmed by Joseph Neuch on 3/19/2014

Chief School Administrator

Joseph M. Neuch
Superintendent of Schools

Mr. Scott L. Shearer, Principal
Phone: 724-646-5701
Facsimile: 724-646-5705
E Mail: sshearer@reynolds.k12.pa.us

Memo To: Joseph M. Neuch
               Superintendent of Schools

From: Scott L. Shearer
               Principal

RECEIVED

OCT 2 8 2014

Reynolds School District
Central Administration

SUBJECT: PROGRAM OF STUDIES

DATE: OCTOBER 28, 2014

ATTACHED PLEASE FIND A COPY OF THE PROGRAM OF STUDIES FOR APPROVAL FOR THE UPCOMING 2014-2015 ACADEMIC YEAR. ALL CHANGES ARE REPRESENTED IN RED AND SHOULD BE DISTRIBUTED AS SUCH.

PAGE 4   HIGH SCHOOL LEVEL COURSES
PAGE 13   ENTREPRENUERSHIP/MANUFACTURING: RECOMMENDED COURSES

— *13.5* —

REYNOLDS JR-SR HIGH SCHOOL PROGRAM OF STUDIES

****

2015-2016

Dear Parent:

We are sending this letter to you to seek your assistance in planning for the educational program of your son or daughter.

Certain minimum standards established by the Commonwealth of Pennsylvania and the Reynolds School Board are outlined in the attached program of studies. The Reynolds School Board has adopted minimum graduation requirements to conform to Commonwealth curriculum guidelines. Election beyond these minimums is at the discretion of the student acting in cooperation with you and school personnel.

Since Reynolds High School is a four-year high school, the credits for graduation are accumulated in grades 9 through 12. In addition, the policy has been established that all students will carry a minimum of 6.5 credits each year.

The selection of courses should be given serious consideration and should be carefully planned. Students will not be permitted to add full year courses after the tenth day of school. Semester courses may not be added after the tenth day of each term. Students dropping a class before these days will receive a "W" withdrawal. Dropping a class after the tenth class day will result in a failing grade being assigned for that course. Any change after May 25, 2015 must be approved by the principal and will only be approved for sound educational reasons.

The Pennsylvania System of School Assessment continues to grow in importance and significance. Currently, all 11th grade students must demonstrate proficiency in the areas of math and reading in order to ensure graduation. In order to develop proficiency; especially in the area of mathematics, the district has defined sequences of courses to provide your student with the best opportunity to demonstrate proficiency. Placement in specific math courses will be determined by student achievement, standardized test results, and teacher recommendation.

It should be understood by both parent and student that a schedule will be generated from these course selections and requests for schedule changes reflecting a change in academic or career goals may require a parent conference.

Advanced Placement and Pre-Advanced Placement courses are offered in Calculus, Chemistry, English IV, U.S. History, Biology and Physics, to eligible students. The purpose of the AP course is to prepare students to successfully complete an Advanced Placement examination and thus earn advanced college credit. Students who take the AP courses must take the AP exam at district expense.

The counselors at the high school are available to help anyone wanting assistance in planning the educational program for his/her son or daughter. Parents who wish to discuss educational plans or related matters with school guidance personnel are invited to schedule an appointment by calling (724) 646-5700.

Scott L. Shearer
Jr.-Sr. High School Principal

SS/ pj

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PROMOTION POLICY

Students in grades seven and eight will be promoted to the next grade if they fail no more than one full-time subject for the year. The full-time subjects are listed as follows: English, reading, mathematics, social studies and science. A student who fails no more than two full-time subjects, however, may be assigned to the next higher grade if that student successfully repeats the failed course in an approved summer program. A student who fails one full-time subject may be encouraged to enroll in a summer program but is not required to do so. A student who fails three or more full-time subjects will be retained in their current grade unless granted special approval by the administration to enroll in an approved summer program. This approval shall not be granted unless special conditions exist which have adversely affected the student's achievement.

A student who fails two or more subjects in the same grade for two consecutive years may be administratively assigned to the next higher grade at the discretion of the principal in consultation with other appropriate administrators.

To be assigned to a ninth grade homeroom, a student must have passed four of the following five classes:
English, reading, social studies, science and mathematics.
To be assigned to a tenth grade homeroom, a student must have earned a total of 6.5 credits.
To be assigned to an 11th grade homeroom, a student must have earned a total of 13 credits.
To be assigned to a 12th grade homeroom, a student must have earned a total of 19.5 credits.

ACADEMIC ELIGIBILITY

The Reynolds School Board has adopted the following policy regarding academic eligibility for all co-curricular activities and interscholastic athletics:

1. In order to be eligible for all co-curricular activities and interscholastic athletics, students must demonstrate that they are "on track" for graduation.

    A. To be considered on track for graduation, a ninth grade student must be passing five credits including English, World History, mathematics and science.
    B. To be considered on track for graduation, a tenth grade student must be passing five credits including English, Early American History, mathematics and science.
    C. To be considered on track for graduation, an 11th grade student must be passing five credits including English, Modern American History, mathematics and science.
    D. To be considered on track for graduation, a 12th grade student must be passing five credits including English, government/economics and mathematics or science (provided the mathematics and science requirements for graduation have not yet been met). Seniors enrolled in college course work must be passing all subjects in their educational plan.
    E. To be eligible for athletics or co-curricular activities, seventh and eighth grade students must be passing the four core subjects of English/Language Arts, social studies, science and mathematics.
    F. Seniors on job shadowing must be enrolled in and passing a minimum of 4 credits.

2. The previous year's final grade is the controlling factor for all of the fall activities except that summer school remedial credit is permitted to restore eligibility of a required subject from the previous academic year's grades. The grades received at the end of each marking period thereafter will be the controlling factor for participation in all school activities and athletics during the remainder of the school year. In all cases, however, the mid-term progress report grade will be used to determine restoration of eligibility for a student who has previously been declared ineligible. (Note: it is possible to be promoted but not be eligible because of failing a core subject).

3. A student must be in attendance for a minimum of 80 days per semester. Extenuating circumstances and extended illness, however, may be reviewed by the appropriate principal and a decision made which will be fair to the student while protecting the integrity of board policy. Physicians' statements may be required to restore eligibility.

4.   If students are not in school by 10:00 A.M., they shall not participate in their particular activity that day unless an exception, for appropriate reasons, is granted by the school principal. This means that any student in any activity may not participate in either practice or scheduled events or contests on the day in question.

5.   All practices and related activities such as film reviews or demonstrations shall be limited to a total of two and one-half hours. No practice or related activity shall last for more than two and one-half hours on any given day except for the day of the performance or contest. Summer camps or activities prior to the start of the new school year are not included in this restriction.

6.   If a student is ineligible at the beginning of a marking period, he/she may practice if they attend the school sponsored tutoring sessions. The student may not participate in a scrimmage, tournament, or event with the team or organization while ineligible. If a student remains ineligible at midterm and/or the completion of the marking period, he/she may not continue to practice.

GENERAL INFORMATION

Although the Board may approve a program of home education, pursuant to law, permitting students to study at home in accordance with Board policy, it is under no obligation to award a diploma or otherwise acknowledge the completion of a home-educated student's education.

All courses are open to all students who fulfill the pre-requisite and grade level requirements.

A student earns a full or partial credit for each subject that he/she completes successfully in grades nine through twelve.

Students may elect to carry more than the minimum amount of credits each year.

Pupils who fail a required subject must repeat that subject the following year or in summer school.

After ten class days no student will be permitted to add either full year or semester courses and any student who drops a course after **ten** class days will receive a failing grade in that course.

Any credits earned through an approved home-schooling program will not count towards graduation.

See the section MINIMUM GRADUATION REQUIREMENTS on page 4 for specific course requirements for graduation.

BASIC EDUCATION REQUIREMENTS GRADES 9-12

Grade 9
Every student in grade nine is required to maintain a schedule of subjects which totals a minimum of 6.5 credits and includes: English, science, mathematics, World History, physical education and electives totaling 1.0 credit.

Grade 10
Every student in grade ten is required to maintain a schedule of subjects which totals a minimum of 6.5 credits and includes: English, Early American History/U.S. History I, science, mathematics, health, physical education and electives totaling 1.5 credits.

Grade 11

   Every student in grade eleven is required to maintain a schedule of subjects which totals a minimum of 6.5 credits and includes: English, Modern American History/U.S. History II, mathematics, science, physical education and electives totaling 2 credits.

Grade 12

   Every student in grade twelve is required to maintain a schedule of subjects which totals a minimum of 6.5 credits even if he/she has already acquired the amount of credits established by the Board of Education for graduation. These subjects are to include English, government/economics, physical education and elective credits totaling 4 credits.

ALTERNATIVE LEARNING OPPORTUNITIES

A.P. Courses – Depending on interest and enrollment, we are offering Advanced Placement Courses in English, Calculus, U.S. History, Biology, Chemistry and Physics. Calculus, English and History are 1.0 credit, Biology, Chemistry and Physics are 1.5 credits and all will be weighted at 1.1. The completion of the AP Exam is required to receive a credit. Passing the A.P. Exam will result in Advanced Placement credits by colleges that accept A.P. credits. (The fee for taking the Advanced Placement Exam will be covered by the school district.)

Dual Enrollment - Students can earn high school and college credit by enrolling in course work at an approved local college. This program is available to 10th, 11th & 12th grade students who have a cumulative grade point average of 84% or better and a sincere desire to take college-level, credit-bearing courses at a local community college or four-year colleges and universities. If the funding is available, partial cost of the courses may be paid for through a grant from the state.

Distance Learning – Innovative technology will bring diverse educational opportunities to the students and staff at Reynolds High School. Students may choose to enroll in courses for credit, participate in short term seminars for non-credit or benefit from video field trips. Students in grades 11 and 12 may choose to enroll in courses for credit or non-credit seminars. Students in the GATE Program should consult with their teacher about appropriate program offerings. Interested students should see their guidance counselor for information about enrolling in this program. Credit courses may cost as much as $500 which is the responsibility of the student.

Correspondence Courses – Students in grades 7 through 12 may enroll in correspondence courses for make-up credit or, in limited cases, to acquire original credit. Participation in this course work requires approval of the principal and the guidance counselor. Applications and additional information about this program are available in the guidance office. Fees for this program are varied based on the program and are the responsibility of the student.

Guided Independent Study – Students in grades 9 through 12 may elect to take courses by independent study with a mentor teacher. Arrangements and consent must be made through the guidance counselors and the mentor teacher.

Job Shadowing - Twelfth grade students in the Job Shadowing Program arrange regularly scheduled work in a career of their interest; attend an entrance interview with a guidance counselor to select goals/objectives; maintain journals of all activities; submit summary-reports on a quarterly basis; attend an exit interview with a guidance counselor to evaluate/assess the experience.

MINIMUM GRADUATION REQUIREMENTS

A minimum of 24 credits, which the student starts earning in 9th grade, is required by the Reynolds School Board of Education for graduation.

*A minimum of 26 credits, which the student starts earning in 9th grade is required by the Reynolds School Board of Education for graduation. Beginning with the class of 2018

These credits must include the following:

GRADES 9, 10, 11, 12

Courses	Credits	Courses	Credits
English*	4.0*	Applied Computer Literacy	.5
Social Studies	4.0	Family & Cons. Science	.5
Mathematics*	4.0*	Health	.5
Science	3.0	Physical Education	1.5
		Electives	6.0
		Senior Project Requirement	

* Beginning with the Class of 2018 English Credits required will be 5.
* Beginning with the Class of 2018 Math Credits required will be 5.

* All high school level courses taken prior to 9th grade shall be counted as graduation credit and in the GPA.

* Advanced Placement (AP) courses reflect a weighting of 1.1. The weighting of Advanced Placement courses will be reflected in each student's Adjusted Grade Point Average (AGPA). The AGPA will be the determining factor for class rank at the conclusion of the school year.

SENIOR PROJECT

The Pennsylvania State Board of Education's Chapter 4 Regulations state the following:

In order to graduate from high school, a student must complete a senior project. Students are being encouraged to participate in Community Service/Volunteer Activities. Otherwise, a student shall complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups of students.

For more details see the student manual titled "Reynolds Jr.-Sr. High School Senior Project."

KEYSTONE/PSSA REMEDIATION

In addition to being assigned to taking remediation coursework, students who have not obtained proficiency on their respective Keystone/PSSA Exams may be rescheduled from a study hall and/or elective classes to participate in remediation coursework. Presently we use Study Island, a research-based program which is web-based so the students can access the program by simply logging on to www.studyisland.com from anywhere and learn at their own pace.

CURRICULUM OPTIONS

The parents and student together should develop a high school program that would include a four-year educational plan based upon the abilities and interests of the student and including, of course, the minimum graduation requirements.

Those students planning to enter the labor market immediately after high school should consider the various programs at the Mercer County Career Center as part of a complete high school educational program.

There are three educational programs available at Reynolds High School. These are: Academic, Liberal Studies, and Vocational Technical through the Mercer County Career Center. These programs are explained in the following information.

Curriculum Option #1 – Academic or College Prep

Those students planning to go on to college, nursing school or technical school will find that the entrance requirements for post-high school academic education will vary according to the type of institution and education. Each student should consult individual college catalogs to determine the particular school's requirements, but most of these schools recommend the following subjects be included in, or in addition to, the minimum state graduation requirements: 4 credits of Academic English, Algebra I, Algebra II, Plane Geometry, Biology, Chemistry, Physics or Biology II and possibly a two-year foreign language sequence. Students planning to enter fields of science or engineering should take all the science and math offered.

A suggested educational plan for a student planning to continue in this type of education is:

COURSE	CREDIT
College Prep English, Pre-AP English, AP English	4.0
English beginning with the Class of 2018	5.0
World History	1.0
Early American History/U.S. History I	1.0
Modern American History/U.S. History II	
or Pre-AP U.S. History	1.0
Gov't/Economics or AP U.S. History	1.0
Biology I, Pre-AP Biology, Chemistry,	
Pre-AP Chemistry, AP Chemistry, Physics,	3.0
AP Biology, Biology II, AP Physics (at least 3.0 credits)	
Applied Computer Literacy	.5
Algebra I, Geometry, Algebra II	
College Algebra/Trigonometry, Pre-AP Calculus, Calculus	
AP Calculus (at least 4.0 credits)	4.0
Math beginning with the Class of 2018	5.0
Foreign Language	2.0
Health	.5
Physical Education	1.5
Family & Consumer Science	.5
Electives	4.0
	24.0 Credits
Beginning with the Class of 2018	26.0 Credits

Curriculum Option #2 – Vocational Education and the Mercer County Career Center Program

All students are encouraged to consider the vocational education opportunities offered at the Mercer County Career Center. Because we know that some students have special needs, each exceptional or disadvantaged student who enrolls in a vocational program will be assessed in order to determine the student's interests, abilities and special needs. IEP's (Individualized Education Programs) for exceptional students enrolled in vocational education programs will reflect annual goals and any modifications necessary for the respective vocational program. The Intermediate Unit IV provides an instructor at the Mercer County Career Center for those exceptional students in need of support services to be successful in their vocational program.

Enrollment in programs at the Mercer County Career Center is open to any student who has completed tenth grade. Enrollment is limited to those students who meet eligibility criteria for entrance into the Mercer County Career Center. Waivers of the eligibility requirements can be granted to disadvantaged and exceptional students at the discretion of the student's multi-disciplinary team and/or school counselor in coordination with a representative from the Mercer County Career Center. In the event there are insufficient openings available to qualified applicants, the selection procedure will be based on individual student program needs and as determined by all applicable laws.

To be eligible for attendance at the Mercer County Career Center, a student must have successfully completed tenth grade. Applications for the vocational programs may be completed when a student is in 10th or 11th grade. Students in the vocational program must complete the minimum graduation requirements of Reynolds School District as specified in this booklet.

GRADE 11		**GRADE 12**	
Career Center	3.0 Credits	Career Center	3.0 Credits
English	1.0	English	1.0
Modern Am. Hist./U.S. Hist. II	1.0	Gov't/Econ.	1.0
Math	1.0	Math	1.0
Science*	1.0	Science*	1.0
Phys. Ed.**	1.0	Phys. Ed.**	1.0

24 Credits

*A total of 3 science credits in grades 9-12 shall be required for Career Center students for graduation.

**A student may need to schedule one whole (1.0) physical education credit in either eleventh or twelfth grade.

For a complete description of the Mercer County Career Center Programs, check pages 28-32 of this booklet or their website on the internet (www.mccc.tec.pa.us).

Curriculum Option #3 – Liberal Studies

The Liberal Studies Program is intended for those students who wish considerable freedom in arranging a program that will meet their specific educational needs. It is important that students selecting this curriculum have close consultation with their guidance counselors and parents to arrange these courses. A suggested minimal educational plan for this would include:

COURSE	CREDIT
English	4.0
English Beginning Class of 2018	5.0
World History	1.0
Early Am. Hist./U.S. Hist. I	1.0
Modern Am. Hist./U.S. Hist. II	1.0
Gov't/Economics	1.0
Mathematics	4.0
Math Beginning Class of 2018	5.0
Science	3.0
Phys. Ed.	1.5
Health	.5
Applied Computer Literacy	.5
Family & Cons. Science	.5
Electives	6.0
Total	24.0
Beginning Class of 2018	26.0

SUBJECTS OFFERED BY GRADE

Ninth Grade	Credits	Tenth Grade	Credits
English	2.0	English	1.0
World History	1.0	Early Am.Hist./U.S.Hist. I	1.0
Earth Science	1.0	Pre AP U.S. History	1.0
Pre-AP Biology*	1.0	Chemistry*	1.5
Biology I	1.0	Pre-AP Chemistry*	1.5
Algebra I	2.0	Algebra II*	1.0
Geometry*	1.0	Geometry*	1.0
GATE	1.0	GATE	1.0
Physical Education	.5	Computer Graphic Design	1.0
Academic Competition Exploration	.5	Accounting*	.5
Applied Computer Literacy	.5	Excel*	.5
Intro. Family & Consumer Science	.5	Computer Science I*	.5
Digital Photography*	.5	Microsoft Office Certification*	.5
Intro. To Art – 1 Sem.	.5	Web Design*	.5
(pre-requisite to all art courses)		Metal I*	1.0
Intro. to Drawing & Design/CAD	.5	Wood I*	1.0
(pre-requisite to all drafting courses)		Drawing & Design I/CAD*	1.0
Intro. to Metal Shop – 1 Sem.	.5	Art I*	1.0
Intro. to Wood – 1 Sem.	.5	Drawing & Painting*	1.0
Music Theatre	1.0	Crafts*	.5
Concert Choir	1.0	Physical Education	.5
Concert Band	1.0	Health	.5
Jazz Band	1.0	Concert Choir	1.0
Guitar	.5	Guitar	.5
Marching Band	1.0	Marching Band	1.0
Mass Media/Newspaper-1 Sem.	.5	Concert Band	1.0
Mass Media/Video – 1 Sem.	.5	Jazz Band	1.0
Mass Media/Yearbook – 1 Sem.	.5	Music Theatre	1.0
Spanish I	1.0	Entrepreneurship/Manufacturing*	1.0
German I	1.0	Spanish II*	1.0
		German II *	1.0

*Refer to course descriptions for pre-requisites.

SUBJECTS OFFERED BY GRADE

Eleventh Grade	Credits	Twelfth Grade	Credits
English	1.0	English	1.0
Pre - A.P. English*	1.0	A.P. English (Weighted Course)*	1.0
Modern Am. Hist./U.S.Hist. II	1.0	Gov't/Economics	1.0
Pre - A.P. U.S. History*	1.0	A.P. U.S.History(Weighted Course)*	1.0
A.P. U.S. History (Weighted Course)*	1.0	Science Trends	1.0
Science Trends	1.0	Physics*	1.5
Applied Physics	1.0	A.P. Physics B (Weighted Course)*	1.5
A.P. Biology (Weighted Course)*	1.5	Biology II*	1.0
A.P. Chemistry*	1.5	A.P Chemistry*	1.5
Algebra II*	1.0	Calculus*	1.0
College Algebra/Trigonometry*	1.0	A.P. Calculus (Weighted Course)*	1.0
Pre-A.P. Calculus*	1.0	College Algebra/Trigonometry*	1.0
Geometry*	1.0	Business Math*	1.0
Spanish III*	1.0	Spanish IV*	1.0
Wood II*	1.0	GATE	1.0
Metal II*	1.0	Practical Family Life	1.0
Art II*	1.0	Art II*	1.0
Practical Family Life	1.0	Advanced Woodworking*	1.0
Drawing & Design II/CAD*	1.0	Drawing & Design III/CAD*	1.0
Physical Education	.5	Physical Education	.5
GATE	1.0	Concert Choir	1.0
Concert Choir	1.0	Concert Band	1.0
Concert Band	1.0	Jazz Band	1.0
Jazz Band	1.0	Music Theatre	1.0
Music Theatre	1.0	Computer Science II*	.5
Anatomy – 1 Sem.	.5	Volunteer Service	.5/1.0
Computer Science II*	.5		

*Refer to course descriptions for pre-requisites.
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Reynolds Jr./Sr. High School
Art Department
Course Flow Chart

Introduction to
Art
(1/2 Yr.)
Grades 9-12

Art I
Grades 10-12
Full Year

Drawing and Painting*
Grades 10-12
Full Year

Art II
Grades 11-12
Full Year

Crafts*
Grades 10-12
1 Semester

Digital Photography*
Grades 10-12
1 Semester

*This course may be taken at any time after completing the Introduction to Art course providing the students are in grades 10-12.

COURSE DESCRIPTIONS: ART COURSES

Introduction to Art: (.5 Credit)   **#0610**
        This beginner course is directed toward the ninth grade population or any upper class student seeking to begin serious art study or simply to enrich his/her education. It is a pre-requisite for admittance to all other art classes. The course content consists of a balanced program of creative work, allowing the student to explore the various directions that art may take.

Art I: (1.0 Credit)   (Pre-requisite: Intro. to Art with a 72% or better grade)   **#0620**
        The art course will build upon the foundation of introduction to art. Students will creatively explore as broad a scope of materials and techniques – both two and three-dimensional – as time permits. Areas of study will include: photography and dark room techniques, color, design, crafts, commercial art, etc.

Art II: (1.0 Credit)   (Pre-requisite: Art I)   **#0621**
        The student will continue to creatively explore, in greater depth, materials and techniques introduced in the previous art courses. Special emphasis will include painting, graphics, jewelry and silk screen. Time will be set aside four individual studio exploration in the art area of your choice.

Drawing and Painting: (1.0 Credit) (Pre-requisite: Intro. to Art with an 84% or better) Gr. 10-12   #0699
        The Drawing and Painting course will expose the Art student to advanced skills and techniques of two dimensional art forms. The student will work with a variety of materials and mediums using the elements and principals of Art.

Crafts: (.5 Credit)   (Pre-requisite: Intro. to Art)   **#0611**
        The student will be introduced to a variety of contemporary crafts exploring materials, methods and design. Special emphasis will include nine weeks of pottery. Other craft areas covered can include leather tooling, paper Mache, copper tooling, weaving basketry, batik, and macramé, copper enameling, stitchery and tole painting.

Digital Photography: (.5 Credit)   (Pre-requisite: Intro.to Art with an 80% or better)   #0612
        This course will focus on digital photography. Students will develop an understanding of the digital mediums through the use of digital cameras, scanners, computers and related photography and graphic design software. Students are encouraged to be creative and develop the ability to critically analyze the work produced in the course.

Art as Independent Study: **(Pre-requisite: Art Faculty Approval)**
        This class is designed especially for the senior who already has a good background in art fundamentals and wishes to explore certain areas of special interest on an individual basis. These interest areas can include photography, airbrush, sculpture, graphics, painting or any other art field for which supplies and equipment are available.

        Either .5 credit or 1.0 credit may be contracted, with at least three periods a week spent with one of the art teachers.

BUSINESS EDUCATION COURSES

>>Applied Computer Literacy: (.5 Credit)   **#0500**

This is a half-credit course that introduces many of the word-processing features of Microsoft Word and spreadsheet features of Excel to you. You should have completed a keyboarding course with a passing grade and be able to key efficiently. Using Word will enhance your ability to prepare letters, reports, and other printed documents for your personal and educational needs. Information is presented in a step-by-step, hands-on manner progressing from simple to complex functions. Students will use Word software to create, edit and print various types of documents (letters, reports, etc.) and for simple desk-top publishing. (This course is required for graduation.)

Microsoft Office Certification Program: (.5 Credit)   **Grades 10-12**   **#0503**
   (Pre-requisite: Recommendation of Business Education Teacher)

The Microsoft Office Certification Program is a one-semester course that is designed to prepare students to take the Core Level Microsoft Office Specialist Certification Exam. Students taking this course should be self-motivated, self-directed learners. The course will cover the core requirements for the MOS (Microsoft Office Specialist) Certification exam in each area of the Microsoft Office Suite. This course will consist of teacher-guided self-study, computer-based training as the primary preparation method, and practice tests utilizing the SAM & TOM Assessment software which simulates the actual certification exam so students can judge their own learning progress. Upon completion of this course, students will be prepared and have the opportunity to take a certification test that could qualify them as a Core user of Microsoft Office in Word, Excel, Access and PowerPoint. This certification is a globally accepted credential that validates their skills and proficiency in Microsoft Office to employers and higher education institutions.

Computer Science I: (.5 Credit)   **(Pre-requisite: Algebra I)**   **#0501**

This course is an introduction to programming software. Students will learn to construct programs using Python. Mathematics and problem solving skills are incorporated in programs that manipulate data. Students will also learn to incorporate graphics and sounds into their programs.

Computer Science II: (.5 Credit)   **(Pre-requisite: Computer Science I)**   **#0502**

This course is designed for the more advanced programmer. Students will learn to program in Visual Basic. Students are required to be more independent and develop their own style of programming. Mathematics and problem solving are stressed in this course.

Web Design: (.5 Credit)   **(Pre-requisite: Applied Comp. Lit.)**   **#0505**
This course is designed to introduce the principles of web design. Web design is one of the highest-demand IT careers and these skills are applicable to many career choices. Information will be presented in a step-by-step, hands-on manner starting with introducing the basic software functions and progressing to full site design. This course is not a requirement for graduation.

>> Denotes courses required for Graduation.

Entrepreneurship/Manufacturing: **(1.0 Credit)**   **Grades 10-12**   **#0540**
        (Pre-requisites: Recommendation of Applied Comp. Lit, Accounting, Excel,
         Computer Graphic Design)

        The focus of this course is to familiarize the students with the principles of owning and operating a business from the ground up. The company will consist of 5 different departments. The finance department will keep the company's financial records. The marketing and sales department will develop and carry out the company's marketing strategy. The production department will order raw materials, establish production goals, develop a production strategy and monitor quality control. The human resource team is responsible for developing the company's compensation plan and keeping attendance and payroll information. The president, officers, and all participants will gain valuable leadership and management experiences while performing several specific duties.

Accounting   **(.5 credit)**   **Grades 10-12**   **#0507**
(Pre-requisite: Applied Computer Literacy)
        This course presents accounting principles/application to various businesses. Covers the accounting cycle, income determination, and financial reporting. Includes a comprehensive study of the basic elements of accounting and emphasizes the nature and importance of accounting procedures.

Excel   **(.5 credit)**   **Grades 10-12**   **#0506**
(Pre-requisite Applied Computer Literacy)
        This course will help students learn more of the essential features of Microsoft Excel and spreadsheets. It will review how to use functions to format text, work with styles and themes, add and delete watermarks, outline and consolidate data, create subtotals, sort and filter data. Students will learn advanced features of Microsoft Excel and spreadsheets such as working with templates and settings, using functions, and creating data tables and charts.

Computer Graphic Design: **(1.0 Credit)**   **Grades 10, 11 & 12**   **#0508**
(Pre-requisite Applied Computer Literacy)
        This is a year course that will introduce students to graphic design and animation. The class will be using Adobe Illustrator and Adobe Photoshop in order to create graphics on the computer. Adobe Illustrator is used for creating various designs from scratch for graphic design applications by layering different colors and objects. Adobe Photoshop is used for editing and changing pictures and photographs. Auto Desk Mayo will be used to produce 3-D objects and animations. Students will develop independent skills in order to learn how to manipulate designs, photos, animations and more. Students will be able to create polished, professional-looking layouts, photographs, illustrations and animations.

>>ENGLISH COURSES 9-12

English I: **(2.0 Credit)**   **Grade 9**   **#0010**

        This course will be taught with the integration of literature, grammar and composition. The main purpose of this course will be to introduce students to major American and British writers. In addition to major writing assignments, students will read a variety of literary genres.

English II: **(1.0 Credit)**   **Grade 10**   **#0020**
        In this English course students will develop a number of multi-paragraph compositions using a variety of methods such as exposition, description, process, opinion and narration. The course will also acquaint the students with the techniques of research since an MLA research paper is required and also a persuasive speech. Students will experience participation in informative group discussions in order to develop discussion techniques and teamwork.

Keystone Literature A: (1.0 Credit)   **#0032**

This course meets the required remediation set by the Pennsylvania Department of Education for any student who has not obtained proficiency on the Literature Keystone Exam. Keystone Literature A is a data driven course that will focus on Literature skills that are necessary to achieve proficiency on the Literature Keystone exam.

Keystone Literature B: (1.0 Credit)   **#0034**

This course meets the required remediation set by the Pennsylvania Department of Education for any student who has completed Keystone Literature A and has not obtained proficiency on the Literature Keystone Exam. Keystone Literature B is a data driven course that will focus on Literature skills that are necessary to achieve proficiency on the Literature Keystone exam.

English III College Prep: (1.0 Credit)   Grade 11   **#0030**
(Pre-requisite: Earned 76% or above in previous year Academic English and teacher recommendation.)
Designed for academic students, this course is offered as an aid in preparing for college entrance. Emphasis is placed upon methods of developing and testing verbal competency and upon the study of correct use of the language. Students will also study American Literature and writers. Reading and writing skills will be emphasized.

English III: (1.0 Credit)   Grade 11   **#0031**
In this course students will be given the opportunity to practice public speaking before a group. They will prepare and deliver informative and persuasive speeches as well as learn the techniques of group discussion. The students will also participate in a study of American Literature with an emphasis being placed on adventure, people, attitudes, opinions and culture in America.

Pre - A.P. English: (1.0 Credit)   Grade 11   **#0033**
(Pre-requisite: 85% or better in 10th grade English and recommendation of 10th grade English teacher)

Advanced Placement English Literature and Composition Prep is a course designed to prepare students for the rigors of the senior level A.P. English course. Students will explore many genres in literature – novels, plays, poetry, essays, and short stories – from a wide variety of literary periods. Students will engage in critical and analytical discussion and writing in response to the above mentioned literature.

Assigned summer reading is required. Failure to fulfill the summer reading requirement will result in removal from the course. The level of intensity of A.P. associated courses should not be underestimated by students; high expectations and standards will be upheld by any who wish to stay in the A.P. track.

English IV College Prep: (1.0 Credit)   Grade 12   **#0040**
(Pre-requisite: Earned 76% or above in previous year Academic English and teacher recommendation.)
This course will refine composition skills and introduce in-depth research techniques to be used in the completion of three MLA term papers. In addition, the literature of England from the Anglo-Saxons to the modern period will be studied. Emphasis will be placed on public speaking presentations, communication skills and working as a team.

English IV: (1.0 Credit)   Grade 12   **#0041**

This course involves reading, vocabulary and the study of various processes that will be helpful to any student in the future; e.g., developing resumes, completing job applications and developing necessary writing skills for success.

A.P. English: (1.0 Credit)   Weighted: 1.1   Grade 12   #0043
(Pre-requisite: 85% or better in Pre-A.P. English and teacher recommendation)

Advanced Placement English Literature and Composition is a weighted course, concentrating on critical reading and writing skills. Students will explore many genres in literature – novels, plays, poetry, essays, and short stories – from a wide variety of literary periods. The focus of the course will be preparation for the Advanced Placement Examination; any student, however, will benefit from learning to read and write critically and analytically.

Assigned summer reading is required; additional assignments may also be required. Failure to fulfill summer reading requirements or other assignments will result in removal from the course.

All students will be required to take the AP Exam at district expense.

Academic Competitions Exploration (ACE): (.5 Credit) Semester   Grades 9-12   #0046

Given a single, annually determined general topic, period, or culture to survey, students embark on an in-depth, interconnected study into virtually every academic discipline of the provided subject. Students will study Art, music, language and literature, science, social sciences, economics, and mathematics. Students will be assessed using some formal testing, but will primarily be graded based on their level of participation, research, production, and presentation of subject matter projects. This course will supplement the "Academic Decathlon" team's regular practice schedule and participation in competitions. Students are encouraged to be active team members to the greatest extent a student's extracurricular schedule allows.

Yearbook Mass Media: (.5 Credit) Semester   Grades 9-12   #0056
        (Pre-requisite: application with teacher recommendations)

This course is designed to assist students in becoming efficient in the use and production of digital media through the medium of a high school yearbook. Students will be able to write pages, take photographs, use elements of graphic design, and employ marketing strategies through the completion of the high school yearbook.

Video Mass Media: (.5 Credit) Semester   Grades 9-12   #0054
        (Pre-requisite: application with teacher recommendations)

This course is designed to assist students in becoming efficient in the use and production of digital media through the medium of a weekly television broadcast. Students will be able to write, film and produce weekly news broadcast shows.

Newspaper Mass Media: (.5 Credit) Semester   Grades 9-12   #0052
        (Pre-requisite: application with teacher recommendations and samples of writing)

This course is designed to teach students basic skill in newspaper writing, editing, and formatting. Students will apply this knowledge through the publication of a monthly edition of the school newspaper, The Raider Invader.

FOREIGN LANGUAGES

German I: **(1.0 Credit)**   **#0420**

German I is a beginner's course which emphasizes the skills of speaking, listening comprehension, reading and writing. In addition to these skills, the first year student will be introduced to the culture and customs of Germany.

German II: **(1.0 Credit)**   **#0421**

Building upon the foundation learned in the first year course, the German II student will strengthen his/her skills in the areas of speaking, listening comprehension, reading and writing. By the end of the second year of study, the German II student will be acquainted with most aspects of German grammar and will have increased his/her first year vocabulary significantly.

Spanish I: **(1.0 Credit)**   **#0430**

During the first year of Spanish, emphasis is placed on speaking and hearing the target language. This is aided through the use of CDs by native speakers. Writing skills are developed through the use of the textbook which is accompanied by a workbook.

Spanish II: **(1.0 Credit)**   **#0431**

The second year of Spanish begins with a review of vocabulary and grammar learned during the first year. Emphasis is placed on further development of writing skills. Cultural readings, presented throughout the book, aid in the development of reading skills.

Spanish III: **(1.0 Credit)**   **#0432**

Spanish III is a combination of materials learned during the first two years of Spanish and places an emphasis on Spanish literature, old and new.

Spanish IV: **(1.0 Credit)**   **#0433**

Students must have completed materials required for Spanish I, II and III. Students in Spanish IV will further develop skills in preparation for college classes.

FAMILY AND CONSUMER SCIENCES
(Home Economics)

>>Introduction to Family and Consumer Sciences: **(.5 Credit)**   **#0750**

This semester course will build on concepts introduced in the eighth grade block class, in the areas of consumer interests, resource management, child care, food preparation, and nutrition. It will help students to gain usable skills in decision making and balancing responsibilities, as well as understanding family interactions and changes.
        *Beginning with the Class of 2007, this course is a graduation requirement.

Practical Family Life: **(1.0 Credit)**   **#0751**

This course addresses many areas of family and personal relationships. It also covers parenting, child development, healthy lifestyles and much more.

INDUSTRIAL ARTS COURSES

Introduction to Drawing & Design/CAD: (.5 Credit)   **#0510**

        This entry level course lasts one semester and is designed for the student who wishes to explore the drafting field. The latest CAD and modeling programs as well as common drafting skills such as lettering and dimensioning will be utilized as the students learn how to read a drawing as well as how to reproduce it on the CAD system and the modeling program. Students will learn how to create multiple parts of basic objects and assemble them on screen in the form of an animation.

Drawing & Design/CAD I: **(1.0 Credit)**   **(Pre-requisite: Intro. To CAD)**   **#0511**

        In this full-year course the students will sharpen all of the skills learned from the previous course by reviewing and practicing them. The students will begin more advanced orthographic projections on the CAD system and then model them with the inventor professional program. All drawings will be fully dimensioned as well. The student will also become familiar with section drawings, threads and fasteners.

Drawing & Design/CAD II: **(1.0 Credit)**   **(Pre-requisite: CAD I)**   **#0512**

        This is a full-year course which has a heavy emphasis on inventor and 3-d modeling. Student's creativity will be challenged as they are asked to design and create their own products such as a cologne package, travel mug, stool with a back and a speaker. The students will also be asked to make drawings for pattern developments as well as working drawings for components like a gear cover plate.

Drawing & Design/CAD III: **(1.0 Credit)**   **(Pre-requisite: CAD II)**   **#0513**

        This is a full-year course which is almost entirely done with inventor professional which means modeling!! This class is designed to be more fun and creative for the students. Students will spend the year designing, modeling and creating assembly animations and working drawings for things like a bedroom dresser, headboard and night stand, motorcycle/ATV parts, cars and a product improvement. They will design and build a scale model of a concept car and design and model robot parts.

Introduction to Metal Shop: **(.5 Credit)**   **#0530**

        This will be an intermediate course in sheet metal work. It will also include an introduction to machine operation.

Metal Shop I: **(1.0 Credit)**   **(Pre-requisite: Intro. Metal)**   **#0531**

        This course will acquaint students with general information concerning metals, such as their use and properties, and the terminology used in working with metals. Students will learn how to use and read measuring instruments. Basic skills will be taught in the use of metal working hand tools and machines with emphasis on proper safety procedures.

Metal Shop II: **(1.0 Credit)**   **(Pre-requisite: Metal I)**   **#0532**

        This course includes foundry work as well as advanced machine problems. Safety will be stressed throughout the course. Students in this course will be able to follow a product from molten metal to a final machine product.

Introduction to Wood Shop: (.5 Credit)   #0520

This course will acquaint students with the safe and correct methods of home maintenance. Included in this course will be practical applications of home repairs, remodeling and maintenance.   The student will learn the safe and correct operations of equipment readily found in many households.

Wood Shop I: (1.0 Credit)   **(Pre-requisite: Intro. Wood)**   #0521

In this course students will learn correct and safe operations of basic shop machines. Students will have assigned projects with alternatives to incorporate student design.   Students will experience group assembly projects to achieve various social and industrial technique exposure.   Evaluation will be determined equally on class performance and quizzes.

Wood Shop II: (1.0 Credit)   **(Pre-requisite: Wood I)**   #0522

In this course students will learn safe and correct operations of more advanced shop machinery. Students will be assigned specifications of projects to be completed. Extensive design must be utilized with these projects. Individual study will be the dominant method of class performance. Each student will give oral demonstrations and complete various shop improvement projects.

Advanced Woodworking: (1.0 Credit)   **(Pre-requisite: Wood II)**   #0524

This course offers the student a chance to study various areas in the woodworking field. The student will explore the areas of furniture construction, pattern making and structures (carpentry). Each of these areas incorporates an individual and/or a class project.   The areas also are accompanied by study sheets and class discussions. Individualized instruction is emphasized over class instruction. Each student works at his/her own rate. A progress chart is posted listing all the course requirements. The requirements are checked off as completed. Students are allowed to specialize after course requirements are completed.

>>MATHEMATICS COURSES

Algebra I: (2.0 Credit)

Algebra I consists of performing all the basic mathematics material operations on unknowns. Equations and inequalities are solved and graphed. Statement problems are translated into math problems and solved.   Equations are viewed on the coordinate plane.   Systems of equations and fractional expressions are explored.   In order to take in eighth grade, must also pass readiness test/teacher recommendation.

Keystone Algebra A: (1.0 Credit)   #0145

This course meets the required remediation set by the Pennsylvania Department of Education for any student who has not obtained proficiency on the Algebra I Keystone Exam. Keystone Algebra A is a data driven course that will focus on Algebra I skills that are necessary to achieve proficiency on the Algebra I Keystone exam.

Keystone Algebra B: (1.0 Credit)   #0146

This course meets the required remediation set by the Pennsylvania Department of Education for any student who has completed Keystone Algebra A and has not obtained proficiency on the Algebra I Keystone Exam. Keystone Algebra B is a data driven course that will focus on Algebra I skills that are necessary to achieve proficiency on the Algebra I Keystone exam.

Geometry: (1.0 Credit)   (Pre-requisite: Algebra I)

Geometry is a college preparatory course that is the study of lines, angles, polygons, and circles. Students will apply definitions, postulates and theorems to solve traditional problems as well as real world applications. This academic course stresses higher order reasoning and logical proof.

Algebra II: (1.0 Credit)   (Pre-requisite: Algebra I & Geometry)

 Algebra is a college preparatory course. This course begins with a review of linear equations, inequalities, and systems. The study of quadratic equations, inequalities, and rational equations are emphasized (concepts as well as real-world applications). Problem solving strategies and skills are enhanced throughout the algebra.   The application of graphing calculators will be used to confirm algebraic concepts. Higher order thinking skills such as logical thinking, analytical thinking and abstract thinking will be emphasized.

College Algebra/Trigonometry: (1.0 Credit)   **#0140**
(Pre-requisite: 80% or better in Algebra II and Geometry)

This course covers the topics needed for further academic study in math and/or sciences. Included are 1) a review of number properties and basic operation on polynomials, rational expressions, exponents and radicals, 2) solving algebraic and trigonometric equations, 3) trigonometric formulas, identities and graphs, 4) solving triangles, 5) systems of equations, 6) matrices and determinants, 7) sequences, mathematical induction and the binomial theorem and 8) introduction to conics section.

Business Math: (1.0 Credit) (Pre-requisite: Algebra I and Geometry) SENIORS ONLY   **#0143**

This course applies previously learned arithmetic skills to business related problems. Real life money applications are stressed. Topics, in this course, include: checking accounts, payroll procedures, income taxes, metric measurement, budgeting and buying, borrowing, saving and investing money, insurances and home expenses. Calculators are used daily. This course is supplemented with spreadsheet applications on a computer.

Calculus: (1.0 Credit) (Pre-requisite: 80% or better in Alg. I, Alg. II, Geom. & Col. Alg/Trig.) #0141

The Calculus course consists of a full year of calculus with elementary functions. It is comparable to introductory calculus in college and universities. This course is primarily concerned with the intuitive understanding of the concepts of calculus and experience with its methods and applications. Topics in this course will be functions and graphs, limits and continuity, differential calculus, and integral calculus through the volumes of solids of revolution.

Pre-A.P. Calculus: (1.0 Credit)   **#0139**
(Pre-requisite: 85% or better in Algebra II and Geometry and teacher recommendation)

This course covers the topics needed for further academic study in math and/or sciences and prepares students for the rigors of AP Calculus. Included are 1) a review of number properties and basic operation on polynomials, rational expressions, exponents and radicals, 2) solving algebraic and trigonometric equations, 3) trigonometric formulas, identities and graphs, 4) solving triangles, 5) systems of equations, 6) matrices and determinants, 7) sequences, mathematical induction and the binomial theorem, 8) introduction to conics section, 9) solving and graphing logarithmic and exponential equations, and 10) emphasis on limits and abstract algebra.

A.P. Calculus: (1.0 Credit)   Weighted: 1.1   Grade 12   #0142
(Pre-requisite: 85% average or better in Math grades 8 - 11)
(Effective 2013 – 85% in Pre-A.P. Calculus and teacher recommendation)

The A.P. Calculus course consists of a full year of calculus with elementary functions. It is comparable to introductory calculus in colleges and universities. This course is primarily concerned with the intuitive understanding of the concepts of calculus and experience with its methods and applications. Topics in this course will be functions and graphs, limits and continuity, differential calculus, and integral calculus through the volumes of solids of revolution.

All students will be required to take the AP Exam at district expense

MUSIC COURSES

Concert Band: (1.0 Credit)   #0640

This course is open to students previously enrolled in the instrumental program or students with previous outside experience who pass an audition given by the Director of Bands. Concert Band exposes the student musicians to a wide and varied repertoire. Represented musical periods include Baroque, Classical, Romantic and Contemporary. Performances include a Fall Concert, Winter Concert, Music in Our Schools Concert, Spring Concert, and Commencement, along with various during-school performances.

Concert Choir – Grades 9- 12   (1.0 Credit)   #0631

This course is open to those students selected through an open audition held in the spring for the following year. Concert Choir/Mixed Chorus will expose students to a wide variety and style of vocal music including Renaissance, Baroque, Classical, Romantic and Contemporary as well as Pop, Jazz and Broadway. Emphasis is placed on tone production, diction, articulation, breathing, music reading, and fun. A minimal performance schedule includes a Winter Concert and Spring Concert and occasional during-school performances, as scheduled.

Jazz Pep Band – Grades 9-12   currently not offered   (1.0 Credit)   #0642

Jazz/Pep Band is a study of various jazz, pop, and rock styles of instrumental music including swing, Latin, ballads, and 12-bar blues. Students will work to compose their own solos to be inserted within the songs studied. Students will be expected to take part in scheduled performances at selected boys and girls basketball games, along with concerts, festivals, and any other venues to which the group accepts an invitation to perform.

Marching Band- Grades 9-12   (1.0 Credit)   #643
This course is open to students previously enrolled in the instrumental program or students with previous outside experience. The Marching Band course gives students an opportunity to improve their playing, marching, and maneuvering skills. Students enrolled in this course will be expected to attend Band Camp as well as after-school rehearsals in order to fine-tune performances along with those members who are not enrolled in the course. Students are also expected to attend evening and weekend performances.

Guitar - Grades 9-12 (.5 Credit) #0644

This course is designed for students with little to no previous experience playing the guitar. Students will begin with the fundamentals of reading pitches and rhythmic notation and will progress to playing basic chords that can be used to accompany singing. By the end of the course, students will be able to read basic lead sheet as well as tablature notation. Students must supply their own instrument.

Music for Theatre - Grades 9-12 **currently not offered** (1.0 Credit) #0693

Music for Theatre is a study of musical theatre including aspects such as staging, public relations, proper vocal projection, and acting. Study contains both theoretical elements (history of theatre, elements of current productions, etc.) and hands-on practical application. By the end of this course, the student will have a working knowledge of how to operate the sound, lighting, and rigging equipment in place at RHS, as well as how to build and paint sets, props, and backdrops for a theatrical production.

PHYSICAL EDUCATION AND HEALTH COURSES

Anatomy: (.5 Credit) #0740

This semester course will emphasize the study of skeletal and muscular systems. It is especially helpful in preparation for future studies in nursing and other health related studies.

>>Health: (.5 Credit) #0722

Health is not just the absence of disease or sickness, but the state of complete physical, mental and social well-being. The primary goal in life is not merely to live long, but also to live well. Health education is a required program in the school curriculum to develop the individual's knowledge and understanding of the progressive health advances which are evident in his/her changing society and to motivate the individual to apply these principles and practices of healthful living.

>>Physical Education: (.5 Credit) #0700, # 0704/0705

The course includes the teaching of those activities that will aid in the development of the individual physically, mentally, emotionally and socially, and the contribution of skills for worthy use of leisure time. The methods used will be both demonstration and participation.

SCIENCE COURSES

Earth Science: (1.0 Credit) #0210

Earth Science is a study of the earth and forces that affect it. The text Earth Science is used. Some activities are done by the student and some activities are demonstrated by the teacher. Homework is required by the students two or three nights per week. Tests are given at the end of each chapter and whenever the teacher feels that they are needed. The students are required to keep a notebook, recording notes and drawings of important things on each chapter. Homework that is not turned in may result in an incomplete or failing grade.

Biology I: (1.0 Credit) #0219

Biology I includes a brief history of the biological sciences and current developments in many related areas. It develops an awareness of the variety and extent of the living world and the interrelationships existing between creatures and their environment. It will also help students gain a knowledge of the functions of living things and the structures necessary for performing these functions. The course will also introduce students to the principles of heredity and its effect of themselves and other living organisms.

Keystone Biology A: (1.0 Credit)   **#0220**

        This course meets the required remediation set by the Pennsylvania Department of Education for any student who has not obtained proficiency on the Biology Keystone Exam. Keystone Biology A is a data driven course that will focus on Biology skills that are necessary to achieve proficiency on the Biology Keystone exam.

Keystone Biology B: (1.0 Credit)   **#0221**

        This course meets the required remediation set by the Pennsylvania Department of Education for any student who has completed Keystone Biology A and has not obtained proficiency on the Biology Keystone Exam. Keystone Biology B is a data driven course that will focus on Biology skills that are necessary to achieve proficiency on the Biology Keystone exam.

Biology II: (1.0 Credit)   (Pre-requisite: Biology I and Chemistry)   **#0240**

        This course will cover organic evolution and a study of the simplest organisms to the most advanced to gain understanding of their relationships.   Genetics is one of the cornerstones of the course. Different types of inheritance will be studied, including human genetics. Students will be studying patterns of inheritance with investigations of the fruit fly.

Pre-A.P. Biology: (1.0 Credit)   Grade 9 & 10   **#0223**
(Pre-requisite: 85% or better in 8th grade science and recommendation of 8th grade science teacher)
        The Pre-A.P. Biology course is designed to prepare students for the A.P. Biology course. This course will differ from usual high school biology courses in the depth, breadth, and rate at which material is covered in the course. The course will also differ in the amount of time and effort students will put into the class. To get a feel, students will use the same textbook that is used in the AP Biology class. Students will not have a lab section, but will perform some of the A.P. labs during class time to get a feel for the requirements of a college biology laboratory. The Pre- A.P. course aims to provide students with the knowledge, skills and critical thinking ability to deal with the pace and amount of material that is to be covered in an A.P. Biology course. The goal of the course is to provide students with an understanding of biology and provide skills necessary to complete a college biology or A.P. Biology course.

A.P. Biology: (1.5 Credit)   Weighted: 1.1   Grade 11   **#0222**
        (Pre-requisite: 85% or better in Pre-A.P. Biology and teacher recommendation)
        The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course, usually taken by biology majors during their first year. The AP Biology course differs significantly from the usual high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the scope of laboratory work performed by students, and the time and effort required of students.   AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The goal of a college introductory biology course, and therefore of an AP Biology course, is to provide a learning environment that enables students to develop a solid understanding of the principal concepts in biology. College Board guidelines are followed in shaping the course.

        All students are required to take the AP Exam at district expense.

Chemistry: (1.5 Credit)   (Pre-requisite: Algebra I)   **#0230**
        The course begins with a brief review of general science principles that apply to chemistry, includes matter of energy concepts, measurement, scientific methods and an overview of the development and purpose of chemistry. The main contents of the course are atomic structure, formula writing, chemical equations, mole concept and mass relations, gas laws, acids, bases and salts, and a survey of organic chemistry. Throughout the course, basic chemical laboratory techniques are explored in each chapter.

Pre-A.P. Chemistry: (1.5 Credit)   #0234
(Pre-requisite: 85% or better in Algebra I and 85% or better in Pre-AP Biology or Biology (preferably in Pre-AP Biology) and teacher recommendation.

Pre-A.P. Chemistry is a course designed to expose college bound students, with an interest in science, to the forms, properties, and interactions of matter. It is taught at a college level, and tends to be very demanding. Additionally, this is a class that will require a significant amount of effort on your behalf. The course goals are to prepare students for the AP Chemistry course. Students will have a lab section to reinforce the concepts in Chemistry. Concepts include but not limited to: matter, atoms, chemical bonds, elements, compounds, mixtures, solutions, chemical reactions, molarities and stoichiometry.

A.P. Chemistry: (1.5 Credit)   #0236
(Pre-requisite: Biology, Pre-AP Chemistry, Algebra II)

A.P. Chemistry is a highly specialized course for qualified students whose future includes university attendance with a possible major in the sciences. A.P. Chemistry is equivalent to a rigorous first year college-level chemistry course and is designed for students with strong mathematics and problem-solving skills along with a genuine love of science and its application. Topics of study include Mater and Measurement, Atoms, Molecules and Ions, Stoichiometry, Thermochemistry, Periodic Properties, Chemical Bonding, Molecular Geometry, Properties of Solutions, Chemical Equilibrium, Acids and Bases, Thermodynamics, Electrochemistry. Many of these units involve a large amount of mathematical calculations and manipulations.

All students are required to take the AP exam at district expense.

Applied Physics: (1.0 Credit)   **currently not offered**   #0242

The main focus of this course is the study of basic physics principles that are observed in everyday life. Through hands-on labs, projects, and problem-solving using basic Algebra, students will study the concepts of measurement, force, motion, energy, electricity, sound and light.

Physics: (1.5 Credit)   **(Pre-requisite: Trigonometry – may be taken concurrently)** #0243

Physics is designed to give students an understanding and appreciation of the physical world around them. Topics covered in the class include motion, force, energy, rotational dynamics, acoustics, optics and electricity. Labs and projects help the students develop skills in problem-solving, data analysis and teamwork. Students should have passed or be currently enrolled in Trigonometry. **This course is a pre-requisite for A.P. Physics.**

A.P. Physics B: (1.5 Credits)   **Weighted: 1.1   Grade 12**   #0245
(Pre-requisite: 85% or better in College Alg/Trig and 85% or better in Physics or in Chemistry and teacher recommendation)

A.P. Physics B is comparable to an introductory college level, algebra-based physics course. The course includes a study of the following areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The goals of this course include an understanding of the key concepts as well as an application of these concepts to problem-solving. Laboratory experiences will be a key component.

All students will be required to take the AP Exam at district expense.

Science Trends: (1.0 Credit)   #0231

Science Trends gives students the opportunity to study current topics in science. A major part of the class includes a study of the environment (ecosystems, biodiversity, pollution, resources, and energy production) and humans' influence on it. The remaining class time is used to explore science topics found in the news, including the Discovery Channel, magazine articles and new program specials.

SOCIAL STUDIES COURSES

World History: **(1.0 Credit)** **Grade 9** **#0319**

       This course emphasizes a chronological study of how cultures developed in different parts of the world. Further, this course follows world history from the prehistoric period through the 21st century. Students will see the birth and development of Western and Eastern civilizations. Reviews world history from the end of the agricultural period, to the Industrial Revolution and then fast forward to today. The course looks at the effects of Nationalism, Imperialism and Democracy on the history of the world. Students will also learn about the ways World War II changed the face of the world. The course ends with an overview of the world today, and looks into the possible events that may happen in the future.

Early American History/U.S. History I: **(1.0 Credit)** **Grade 10** **#0329**

       A major focus of this course is to make the student aware of the historical, cultural, political and social events that have directly or indirectly shaped and altered civilizations throughout the course of history. The course will incorporate a broad body of historical knowledge:
- Use of historical evidence to defend and support basic arguments and positions.
- Differentiate between various schools of historical thought and interpretation.
- Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.
- Demonstrate an effective use of analytical skills of evaluation, cause and effect relationships, and compare and contrast.

Modern American History/U.S. History II: **(1.0 Credit)** **Grade 11** **#0330**

       Modern American History is a course that will cover the post Civil War United States to the present day. The course will feature a chronological history of the growth of the United States as a world power. The course units will include: Reconstruction, The Settling of the West, The Age of Big Business, Imperialism, The Great War, The Depression, World War II, The Cold War and The Vietnam War.

Pre-A.P. U.S. History: **(1.0 Credit)** **Grade 10 or 11** **#0341**
(One Section of Modern American History)
(Pre-requisite: 85% or better in 10th grade social studies and recommendation of 10th grade social studies teacher)
       This class is designed for students to take if they plan to take A.P. History as a senior.
       Pre-A.P. U.S. History course is designed for juniors to provide them with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students will learn to assess historical materials; relevance to a given interpretive problem, reliability, and importance; and to weigh the evidence and interpretations presented in historical scholarship. Pre-A.P. History should ultimately develop the skills necessary to arrive at conclusions on the basis of an informed judgment and interpret primary sources including maps, statistical tables, pictorial and graphic evidence of historical events. The course will be required for students who want to take A.P. History in their senior year.

A.P. U.S. History: **(1.0 Credit)** **Weighted: 1.1** **Grade 11 or 12** **#0342**
       (Pre-requisite: 85% or better in Pre-A.P. History and with teacher recommendation)

       Advanced Placement U.S. History is a weighted course with a focus on analytical skills and factual knowledge necessary to formulate an in-depth understanding of U.S. History. Students will learn to assess historical materials; relevance to a given interpretive problem, reliability, and importance: and to weigh the evidence and interpretation presented in historical scholarship. Emphasis will be placed on the ability to develop conclusions on the basis of an informed judgment and the interpretation of primary sources including maps, statistical tables, pictorial and graphic evidence of historical events.

       All students are required to take the AP Exam at district expense.

Government/Economics: (1.0 Credit)   **#0340**

      In the senior year students will study both Economics and Law. Economics in the first half of the year, Law in the second. In Economics we will study supply and demand, the function and value of money, the Federal Reserve and our tax structure. In the Law we will study the foundations of the Law, the Criminal Justice System and Civil procedures. Students will be required to write a term paper, Law Case Study, possibly perform in a mock trial, a speech, or a debate. Throughout the year a heavy emphasis will be placed on current events.

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GATE: (Gifted and Talented Education) (1.0 Credit)   **#0910**

      This program gives academically gifted students an opportunity to explore areas of interest beyond the regular classroom curriculum. Students may be recommended for participation by self, peers, teachers or parents. Pennsylvania State Law requires that a student be evaluated for the program by a multidisciplinary team composed of various educational personnel. The major focus of this course is to provide the student with the study of major issues and significant ideas, the opportunities to develop awareness, understanding, and enjoyment of a wide variety of literature, and projects that are interdisciplinary in nature. The annual goal of the gifted classroom is to improve the students' communication, thinking, and research skills.

Mercer County Career Center: **(3 credits per year)**   **Grades 11 – 12**   **#0900**

        Students attending the Mercer County Career Center (MCCC) take the required academic courses at the high school and then the vocational courses are completed at the MCCC.

        All courses are competency based. Courses can be completed in 2 years with the exception of Cosmetology. Students may attend for only 1 year if they choose.

        Initial contact is made in 8th grade for all students and then again in 9th and 10th grade. Those students with a continued interest, will have the opportunity in 10th grade to visit the MCCC prior to selecting a shop.

Courses offered at the Mercer County Career Center

Auto Body

The automotive industry has a rich heritage and exciting future. That future is reflected in Auto Body Technology, one of the fastest growing and most innovative fields in the industry. You use cutting edge technology based on Automotive Service Excellence (ASE) Standards as you estimate damage, replace parts and refinish/detail as you prepare a vehicle for customer delivery. Learning welding, plastic repair, refinishing/painting creates career opportunities in manufacturing, fabrication as well as auto body technology. Instruction takes place in a safe, clean, well-equipped shop.

Auto Mechanics

Ninety percent of your training is hands-on! You practice your skills while working on trainers, customer cars, and your own car. Training is based on Automotive Service Excellence (ASE) Standards and includes: Brakes, Electrical Systems, Engine Performance, Suspension and Steering. Students can expand their studies into small engine repair, high performance engine work and earn their state inspection and emission certifications.

Building Trades Maintenance

The one course "cluster". Students learn basic skills in Electricity, Masonry, Plumbing, Carpentry, and HVAC/R (Heating, Ventilating, Air Conditioning, and Refrigeration). Many students develop advanced skills in one or more of these technical areas. Students will learn to safely operate a wide variety of hand tools and power machinery. During the first year students study and develop skills in all of the program areas. In the second year students are encouraged to specialize in one of the program areas.

Carpentry

Carpenters literally build the future by constructing and remodeling houses, apartments, and commercial buildings. Join the Carpentry Team and learn to build like a pro! Use computers and architectural design software to draw floor plans and renderings. Construct a house using the latest tools. Visit area work sites, meet professional builders, and visit the Carpenters Union to learn how to earn your journeyman's card. Visit colleges and learn about advanced degrees in Management and Engineering. Learn how experienced Carpenters advance into supervisory positions or own their own business. Plan your career in an industry that offers high wages, excellent job opportunities, and employs over 8.3 million people!

Computer and Office Technology

Computer and Office Technology prepares students for an interesting and challenging career using computers or working in a business setting, in the field of graphic design or web design using the latest equipment and software. Use your creative talents to edit photos, design and maintain web pages, use the internet effectively, and prepare business documents. If you "make things happen", like variety, are organized, and creative, a career using computerized office technology is for you.

Cosmetology

Experience the world of beauty and fashion through the Cosmetology program. Use cutting edge techniques to deliver precision haircuts, perms, chemical relaxing, braiding, manicures, facials and hair color treatments. Two days a week you will master your skills on customers in our student operated salon. Students successfully completing 1250 hours of instruction are eligible for licensure from the Pennsylvania State Board of Cosmetology.

Culinary Arts

The course is designed to give students the basic skills needed to start a career in the restaurant and hospitality industry. You will create foods, from appetizers to desserts, in our professionally equipped kitchen and bakery. The curriculum and professional equipment is designed to develop skills in all facets of the food service industry and equip students for immediate employment or post high school training.

Diesel Mechanics

Designed to help students develop "hands-on" skills and knowledge needed to enter the rewarding field of the diesel repair industry. Learn the skills needed to pursue careers in a multitude of areas, including but not limited to: welding, hydraulics, pneumatics, electronics, as well as "bumper to bumper" diesel repair. In addition to classroom instruction, students diagnose, service, and repair all aspects of diesel related equipment. This is accomplished using modern "high-tech" scan tools and personal computer interfaces. Diesel engines have become more fuel efficient, lighter, quieter, and environmentally friendly. These factors have created an increased demand for talented and skilled technicians. This program has a long proud history of student success and service to the community.

Early Childhood Education

Learn the skills needed to work with young children, through working in a fully functional preschool. Obtain infant and child CPR and First Aid Certification. Earn experience hours toward a Child Development Associate (CDA) Ready Certification. Prepare for postsecondary schooling in the education field or prepare to enter the workforce in a child care center or as a family child care provider.

Electronics Technology

Unravel the mysteries and excitement of the world of electronics using exciting, fun, hands-on projects. Have you ever wondered how your cellular phone works? What's inside your television? You will understand all as you Build-N-Learn exciting projects that open doors to many career and post-secondary training opportunities. Using the latest technology you build telephones, security alarm systems and rockets. This exciting project-based learning system enables you to progress at your own pace to unlock your future, preparing you for the workplace or post-secondary education.

Health Care Careers

The Health Care Career Program is designed to allow students the ability to gain a preparatory understanding of the health care environment. Through career exploration, students are able to make an informed career decision prior to postsecondary education. The course focuses on anatomy, physiology, and medical terminology. Certifications include American Heart Health Care Provider (CPR/AED, American Heart First Aide, and American Heart Pediatric First Aide, and PA Nurse Aide Registration). Clinical experience will be conducted at Avalon Springs Nursing Center.

Precision Production Metals

This course is designed for students to gain knowledge and skills with an emphasis in machining, welding, sheet metal fabrication, hydraulics and pneumatics. Areas are taught through a competency-based delivery system using hands-on assignments to develop technical skills. Through a variety of projects, students will be able to plan, setup, operate machines, as well as to manufacture and assemble metals.

Protective Services

Open the doors to many career and post-secondary training opportunities related to planning, managing, and providing public safety and homeland security. Certification opportunities include: Emergency Medical Technician, Jail Officer, 911 Dispatcher and Basic Life Support for Healthcare Provider. Enroll for two or three years and earn all certifications or just one year for a specific certification. You will investigate crime scenes, practice emergency medical procedures and participate in training like Stat Medevac Landing Zone and Terrorism Awareness. Here are just some of the career opportunities you create: Police Officer, Emergency Medical Technician, Paramedic, Fish and Game Officer, and Probation Officer.

<u>Welding</u>

The welding program focuses on the instruction of many industry-specific types of welding, brazing, and soldering techniques. Students will learn Arc, Mig, Tig, Flux core, and Oxy-fuel Welding. Also students will receive instruction in Plasma and Oxy-Fuel cutting of metals. Blue-print reading will be taught so students can learn to produce real-world products and parts. American Welding Society standards are integrated into this welding curriculum.

For further information on Mercer County Career Center programs and services, please visit our web-site <u>www.mccc.tec.pa.us</u>

PLAN AHEAD SHEET

Use the chart below to help you look over your entire four years in high school. Consider the required credits for graduation and then decide which courses you will choose and when you will take them. Write in your course titles in the spaces on the chart. Check the number of credits you have earned and plan to earn. Will you have the 24 credits required for graduation? Your counselor will gladly assist you in planning ahead for courses and careers. Your parents or guardians should also be well aware of your thoughts and interests as you go through this planning process. Make sure you involve them early rather than late.

Note: All courses are open to male and female students who meet the pre-requisites of grade and course requirement.

SUBJECT FIELD	9TH	10TH	11TH	12TH	REQUIRED CREDITS
English					4.0
Beginning with the Class of 2018					5.0
Social Studies					4.0
Mathematics					4.0
Beginning with the Class of 2018					5.0
Science					3.0
Elective (Required Min.)					6.0
Elective (Add'l.)					
Family & Consumer Sci.					0.5
Computer Studies					0.5
Phys. Ed.					1.5
Health					0.5
Total					24
Beginning with the Class of 2018					26

NCAA INITIAL ELIGIBILITY AND CLEARINGHOUSE ISSUES

Division I – 16 Core Courses

If you plan to enter college, you will need to present 16 core courses in the following breakdown:

16 Core Courses
4 years of English (Academic)
3 years of mathematics - Algebra I or higher
2 years of natural/physical science (one must be a lab science)
1 year of additional English, math or science (Academic)
2 years of social studies
4 years of additional core courses (from any area listed above or foreign language, but not doctrinal religion or philosophy)

Division II – 14 Core Courses

If you plan to enter a Division II college you must have 14 core courses to be eligible to practice, play and receive financial aid.

14 Core Courses
4 years of English (Academic)
2 years of mathematics -Algebra I or higher
                            Algebra IA and IB are considered only 1 year/credit
2 years of natural/physical science
1 year of lab if offered by high school
1 year of additional English, mathematics or natural/physical science (Academic)
2 years of social science
3 years of additional courses (from any area above or foreign language, but not doctrinal religion/philosophy or computer science)

More information on the NCAA Clearinghouse and student-athlete eligibility can be found online at https://www.ncaaclearinghouse.net/ncaa/NCAA/student/index student.html.