

Reynolds SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

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

## Planning Process

The District Level Steering Committee will meet this year to guide the process. A District Wide Technology Committee meets and will write the bridge report for technology. A Special Education Committee will be used to report for the Special Education Bridge Report. The Superintendent will be responsible for the planning process. We will communicate with committees through email. The communication process will be done through the 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. 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, and Title I remedial instruction. Head Start Pre-K Counts, and Family Center Programs Counts are hosted or sponsored by the district. Also, the elementary school benefits from a very active PTO.

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 (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.

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
Paula Bredl	Administrator : Special Education
Amy Leczner	Administrator : Professional Education
Scott Shearer	Administrator : Professional Education
Christopher Osborne	Board Member : Professional Education Special Education
Robert Gentile	Business Representative : Professional Education
Marty Taylor	Business Representative : Professional Education

Brad Miller	Community Representative : Professional Education
Brian Paolucci	Community Representative : Professional Education Schoolwide Plan
Taryn Dobson	Ed Specialist - School Counselor : Professional Education
Belinda Wilson	Ed Specialist - School Counselor : Professional Education
Kyra Matachak	Ed Specialist - School Psychologist : Special Education
Mark Bateman	Elementary School Teacher - Regular Education : Professional Education
Brian Beighley	Elementary School Teacher - Regular Education : Professional Education
Laura Doddo	Elementary School Teacher - Regular Education : Professional Education
Jane Coburn	High School Teacher - Regular Education : Professional Education Special Education
Scott Weaver	High School Teacher - Regular Education : Professional Education
Susan Woge	High School Teacher - Special Education : Special Education
Brian Buchman	Instructional Technology Director/Specialist : Professional Education
Shannon Davis	Middle School Teacher - Regular Education : Professional Education
Lonnie Emerick	Middle School Teacher - Regular Education : Professional Education
Kristen Morris	Parent : Professional Education
Josh Mull	Parent : Professional Education Special Education

# Core Foundations

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## 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
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA 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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
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":

*This narrative is empty.*

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA 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	Developing	Developing
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":

*This narrative is empty.*

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*



*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

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

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. The teachers 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 aligned to the Common Core. Teachers are constantly analyzing curriculum and adding materials and supports to differentiate instruction for students.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

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. The teachers 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 aligned to the Common Core. Teachers are constantly analyzing curriculum and adding materials and supports to differentiate instruction for students.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned	Accomplished

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

Our 7th and 8th grade teachers have aligned their curriculum to make the transition from the PSSA state standards to the Common Core State Standards. We also have 15 contractual hours for professional development including curriculum changes and implementation. In addition to curriculum modifications we have allocated additional instructional time for English Language Arts and Mathematics for all 7th and 8th grade students. Since the 2013-2014 school year all students in grades 7 and 8 were scheduled for 84 minutes of English Language Arts and 84 minutes of Mathematics. Beginning in the 2017-2018 school-year we increased Science instructional time to 84 minutes.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The high school has aligned curriculum to meet the Common Core Standards in English Language Arts, Biology, and Algebra I. Beginning 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 processes.

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*

#### *Checked Answers*

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

#### *Unchecked Answers*

- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Beginning with the 2013-2014 school year all teachers have had 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 occurring 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 CDT (Classroom Diagnostic Assessment) and teachers use the data

from these benchmarks to adjust their curriculum and instruction based on student needs. Teachers will make notations and adjustments to their 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 priority 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**

<b>Instructional Practices</b>	<b>Status</b>
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**

<b>Instructional Practices</b>	<b>Status</b>
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
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***

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.50	6.50	6.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

#### ***Graduation Requirement Specifics***

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been



independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

#### *Unchecked answers*

- Not Applicable. Our LEA does not offer High School courses.

### ***Local Assessments***

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA 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				

### ***Methods and Measures***

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
PSSA	X	X	X	
End of Course Mid Term and Final Exams			X	X
AP Exams				X
Keystone Exams			X	X

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X	X		
Curriculum Based Assessments from Reading and Math Series	X	X		

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Daily in class formative assessments	X	X	X	X

**Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Assessments	X	X	X	X

***Validation of Implemented Assessments***

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.

Students' summative assessment and benchmarking assessment results are accessible to teachers so that they may analyze the data. 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 needs. Data Team Meeting occur throughout the school year to discuss academic needs and concerns.

### *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 CDT 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. Classroom Teachers analyze data to differentiate instruction in their lessons to meet the needs of their students.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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 Curriculum Based assessments for reading 3 times per year, small group instruction is based on those results. The data is

used to differentiate the instruction to those students with difficulties. Some students work on fluency issues where others focus on phonics and/or comprehension issues. At the intermediate level, DIBELS and CDT 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*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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 three full time guidance counselors. We currently have one 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 and a Police Dog. One police officer is stationed at each building and the police dog is stationed with one of the officers. Throughout the day our police officers monitor building access as well as teaching preventative and informational classes for our students.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of	X	X	X	X

Understanding with Local Law Enforcement				
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.*

### ***Screening, Evaluating and Programming for Gifted Students***

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

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).

**Describe your entity’s process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

Reynolds School District (RSD) has a Gifted screening process in place. Part of the process is holding regularly scheduled data team meetings throughout the school year to review multiple sets of data on students to determine student weaknesses and strengths. Part of this process at RSD is utilizing the screening tool, SAGES (Screening Assessment for Gifted Elementary and Middle School Students) for additional data to establish a potential need for evaluating a student for Gifted. Other data is also collected for screening purposes and discussed at data team meetings, this data consists of but not limited to Curriculum Based Assessments (CBA), Report Cards, State Assessments, Dibels scores, extracurricular achievements, Classroom Diagnostic Test scores, rating scales, parent input and teacher input.

**Describe your entity’s procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

After the screening process, students who are thought to be eligible as a Gifted student enter into the evaluation process. RSD sends out the Permission to Evaluate (PTE) to parents/guardians with a parent input form. Prior information from the screening process becomes a part of the formal evaluation. Once the PTE is returned to the school, the formal evaluation begins adhering to timelines. Parents may also request an evaluation through verbal or written consent, which RSD will then send out the PTE and begin the process as usual. RSD employs a full time certified School Psychologist who conducts the Gifted Multidisciplinary Evaluation. The Gifted Multidisciplinary Evaluation consists of nationally normed individualized standardized achievement assessments (RSD utilizes the Woodcock Johnson Achievement Test), ability tests ( RSD administers the Wechsler Intelligence Scale for children Fifth Edition, WISC), and other data, such as Curriculum Based Assessments (CBA), Classroom Diagnostic Tests (CDTs), state assessments, report cards, rating scales, extracurricular achievements, teacher input, and parent input. This data is then compiled into the Gifted Evaluation Report and results shared with parents and the team.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

RSD provides a continuum of services for Gifted students through many different opportunities. Gifted students have the opportunity to enroll in accelerated courses, Advanced Placement courses, independent study, online courses, opportunities for students to work with their peers in a resource room, alternative scheduling (block), and dual enrollment with surrounding colleges (college courses).

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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 usually set-up through the principal or guidance counselors with outside agencies.

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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***

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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 students 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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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
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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

PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA 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&rarr;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**

<b>Standards</b>	<b>Status</b>
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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA 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
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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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA 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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA 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.

### *Early Warning System*

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

*Not answered*

### **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 are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
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 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 2018-2019 school year are based on the need for teachers to continue to work with the Effective Educator Model and PA eligible ELA and Math Common Core. They are also used to analyze the data from benchmark assessment to plan for interventions for.

### *Educator Discipline Act 126, 71*

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
5/1/2018
The LEA plans to conduct the required training on approximately:
5/1/2023

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
10/7/2016 IU4 Provided Live training on Suicide Awareness and Prevention to meet the requirements of Act 71
The LEA plans to conduct the training on approximately:
10/2/2020

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
10/7/2016
The LEA plans to conduct the training on approximately:
10/2/2020

## *Strategies Ensuring Fidelity*

### *Checked answers*

- 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.

### *Unchecked answers*

*None.*

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*

### *Checked answers*

- 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.

*Unchecked answers*

*None.*

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***

*Checked answers*

- 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).

#### *Unchecked answers*

- Review of written reports summarizing instructional activity.

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 a brief explanation for strategies not selected and your plan to address their incorporation.

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

### ***Mentor Characteristics***

#### *Checked answers*

- 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.

*Unchecked answers*

*None.*

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***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
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	X		X		
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X		X	X		
Data informed decision making		X	X	X	X	
Materials and Resources for Instruction	X	X			X	

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the 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)*Checked answers*

- 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 Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

## **Special Education**

### *Special Education Students*

Total students identified: **143**

### *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. To support behavior data collection, RSD is planning to purchase the SWIS System at the Elementary, K-6, grade levels for the 2018-2019 school

year. RSD Elementary has implemented the Administrative Discipline Referral form to consistently collect data that will be added to the SWIS system for data decision making. 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 Teacher input forms 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 (Easy CBM, DIBELS, teacher classroom based assessments, Study Island)

Diagnostic Assessments: RSD utilizes the Curriculum Diagnostic Tool, CDTs

Summative Assessments: PSSA, Keystones, PASA

Systematic observation of behavior: Formal and Informal Observations

Transition Inventories (when applicable)

Student interview with interest inventory

*Pre-referral Intervention(s) may include:*

Elementary Student Assistance Program and Jr./Sr. High School Student Assistance Program: Identifies students who are at risk for social/emotional behavioral health concerns as well as academic concerns. There is agency involvement to assist staff with initiating the process of getting mental health supports in place for families and students. Team consultation, grade level data team meetings with teacher(s) and consultation with 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:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

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 (28.8%) is far higher than the State percentage (14.7%). To address this disproportionality, the Special Education Department at RSD will continue to review identification procedures. The RSD will also communicate with neighboring districts to determine if the over-identification is due to local/regional philosophies and/or socio economic impact to Speech/Language Services provided to RSD. RSD has recently implemented a Speech and Language Multi Tiered Systems of Support, MTSS, for grades Kindergarten through Second grade with plans to expand these supports to the other grade levels. During MTSS for Speech and Language, RSD therapists push into the regular education classroom to support all students in the area of speech and language. RSD therapists provide universal level supports in coordination and cooperation with the regular education teacher.

Reynolds School District is aware of being higher than the state average for the disability categories including Other Health Impairment, OHI, and Intellectual Disability, ID. For the category of OHI, RSD will be implementing the regular education initiative of School Wide Positive Behavior Support to positively impact those students with the diagnosis of ADHD. RSD is aware the ID population is slightly above the state average and the district will be taking measures to address student needs through a multi-tiered systems approach.

### *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.

RSD has an implemented process for non-resident students. The same day of a student's enrollment at RSD a request for records is faxed to the school district, institution/facility. After communicating with the district/facility/institution, a 4605 is sent to the district of residence and an IEP meeting is established to ensure student supports are in place for

student success. If a surrogate parent is needed, RSD contacts Midwestern Intermediate Unit IV, MIU IV, to obtain names of surrogate parents.

### *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 policies/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 outlined 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 and if necessary 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 as 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 such as, the co-teaching model and differentiated instruction (DI), encourage and provide the opportunity for IEP Teams at RSD to better meet student's needs in the Least Restrictive Environment (LRE). The Intermediate Unit continues to provide training and support at RSD through consultation, presentations at the district and also RSD staff member participation at hosted Intermediate Unit trainings. Recently, RSD has begun implementing School Wide Positive Behavior Support with training and consultation provided by the Intermediate Unit. The Intermediate Unit has also trained RSD staff on de-escalation techniques. RSD is also implementing MTSS and utilizing grade level data team meetings to review student data. This provides the opportunity for data to drive instruction and move students within the tiers. By implementing a tiered systems approach including SWPBS and MTSS, special education students benefit directly because of the level of support provided at each tier.

<b>Supplementary Aids and Services</b>	<i>Examples</i>
<b>Collaborative</b>	<i>Adults working to support students</i>
Scheduled time for co-planning and team meetings	Teachers have shared planning time and grade level data 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	



CBVT staff	Collaborate with agencies and community resources and establish community partnerships
Early Intervention (EI)	Transition meetings
OVR/MHMR	Transition meetings with outside agencies for secondary students. Provide presentations to parents and students.
Progress monitoring and grading systems	CSIU, IEPWriter, Study Island, CDT, WRAT, DIBELS, Easy CBM,
<b>Instructional</b>	<i>Development and delivery of instruction that addresses diverse learning needs</i>
Providing modified curricular goals	In IEPs and provided by staff
Providing alternate ways for students to demonstrate learning	Use of Universal Design principles, modifying products, modifying response methods
Providing test modification	In IEPs and provided by staff
Providing alternate materials and/or AT	Audio books, text to speech readers, communication devices
Providing instruction on functional skills in the context of the typical routines in the regular education classroom	self monitoring techniques, self advocacy strategies, coping strategies
Changing method of presentation	PROMETHEAN boards, other technology and different modes of instruction
Using reader services	audio books/promethean board
Using interpreters	as needed on an individual basis
Providing research-based supplementary materials	Flex groupings via skills groups, Study Island, Read Naturally, Waterford, PA Core aligned curriculum with supplemental materials, Reflex Math, Edmark, Sondag
Providing instructional adaptations	<p>Shorten/simplify language used with student.  Repeat instructions after brief pause.  Have student repeat instructions in own words.  Supplement oral instructions with:</p> <ul style="list-style-type: none"> <li>• Written instructions</li> <li>• Worked example, illustration, or demonstration</li> </ul> <p>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</p>

	response. Provide student with response options. Extend testing time with allowable and scheduled breaks as well as allow alternative testing environments.
CBVT	Community job training/partnerships with community businesses
<b>Physical</b>	<i>Adaptations and modifications to the physical environment</i>
Furniture arrangements	T-stools, seating disc
Specific seating arrangements	Yoga balls, yoga ball chairs,
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
<b>Social/Behavioral</b>	<i>Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior</i>
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	working in pairs and small groups
Mental Health providers in school	BHRS, Family-based teams, school based counselors
Student Assistance Program (SAP)	Training for staff and support for students
MTSS	Pre-referral interventions, screenings, Tier 1, Tier 2 strategies
Drug and Alcohol	Guidance class and Red Ribbon Week. Jr./Sr. High School presentations by Resource Officer and Resource Officer also visits 7,8, and 10 grade health class. Also, RSD has a full time canine unit (Thunder).
School-based resource officer	Elementary and High School
Anti-bullying programs	Bully-free zone, addressed through Guidance class and SWPBS
Classroom behavioral system	Responsive Classroom/School Wide Positive

	Behavior Support
Assistance with extra-curricular activities	Plays, musical, band, chorus, concerts, sports
Intervention team meeting	Data analysis, grade level data teams
Social Stories	Utilized and created by staff with whole group, small group and individual
Peer tutoring	Peer buddies
Cooperative Learning	small groups, think-pair-share, round robin
Antecedent Exercise	Sensory Room, movement breaks

*RSD has met two out of the three 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	77.3%	10.9%	Small group size, not displayed
State	62.4%	9.0%	4.9%
SPP Targets	63.1% (RSD met target)	8.5%	4.6% (small group size)

RSD convenes IEP Team meetings to discuss current data (ie: ER/RR/Progress Monitoring/Annula Goals/Behavior Data) related to student need and level of support required for a student to be successful. RSD will continue to convene IEP Teams and for those students at a higher level of support the team will continue to determine if a higher level of support continues to be needed for student success.

RSD has few students enrolled in programs out of the district. For these instances, IEP team meetings are held and all data is considered to ensure students' needs are being met. There have been instances, where students are court placed in outside programs.

### ***Behavior Support Services***

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. 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, The Intermediate Unit provided training on de-escalation techniques. Recently, RSD has begun the process of implementing School Wide Positive Behavior Support, SWPBS. A core SWPBS team has been created at the Elementary building with roll out to the Elementary building staff during the 2018/2019 school year. The implementation will take place over a three year time period.

Restraints can be used; however, only after less restrictive measures and de-escalation techniques 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. Team agreed upon restraints are listed in a student's IEP. 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

ADR completed to document restraint and reporting to the RISC system

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

RSD partners with an outside agency to provide school based behavioral health services.

Student Assistance Programs are established and meet regularly at both the Elementary and Jr./Sr. High School.

### ***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 the Student Assistance Program at both the Elementary and Jr./Sr High School buildings.

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, 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; OT, PT, Auditory Processing Evaluators, HI, VI, O&M, Assistive Technology, Audiological and Dysphagia. RSD conducted a Transfer of Entity with both Speech/Language Therapists/classrooms for the starting of the 2016-2017 school year, so RSD now provides it's own speech/language services. At the beginning of the same school year, 2016/2017, RSD also did a Transfer of Entity with the Secondary Life Skills classroom. This classroom is now operated by RSD. Beginning the 2018/2019 school year, RSD will also be utilizing an RSD speech therapist to be the Dysphagia consultant for the district.

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, Multi-Tiered System of Supports (MTSS), 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.

RSD has started conducting grade level data team meetings to determine student progress and the need for additional interventions and strategies. RSD began implementing School Wide Positive Behavior Support during the 2017/2018 school year with establishment of a core team.

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 and a full time canine unit. RSD is member of the Greenville Ministerium Crisis Response Team. This team aids in the event of a traumatic situation or crisis to support students, faculty and other staff members.

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.

In the area of Transition, RSD provides Community Based Vocational Training, CBVT, to our students ranging in ages 14 to 21. RSD provides students and families the opportunity to meet with outside agencies such as, OVR, Mercer County Behavioral Health, and the Disability Options Network. OVR has conducted meetings and presentations at RSD for both students and parents. Parents had the opportunity to meet at various scheduled times with agency representatives from OVR (at RSD) in order to open cases with outside agencies before students graduate from high school. Students are provided the opportunity to participate in college visits, attend the Transition Conference and the Career Fair. Community Partnerships have been established with businesses where RSD students participate in the CBVT experience.

# Assurances

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## 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 (in compliance with [24 PS § 15-1547](#))
- 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	14
Keystone Adolescent Center	Incarcerated	Reynolds School District	0

## 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	1
St Stephen's North	Special Education Centers	Emotional Support	2
Perseus House Residential Treatment Facility	Other	Emotional Support/Court Placed	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	4	1
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	2	1
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	2	0.9
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.1
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	7	0.7
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.3
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	10 to 12	5	0.85
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.15
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	1
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7

*Operator:* School District

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	6	0.75
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.25
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	11	1
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 28, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	10	0.9
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	1	0.1
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	1
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 13	2	0.18
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.				
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 13	2	0.18
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.				
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 19	3	0.27
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.				
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 19	4	0.37
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.				
Locations:				
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* July 1, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	5	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.				
Locations:				
Reynolds Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #14 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	24	1
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.				
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	23	0.86
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.				
Locations:				
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	4	0.14
Justification: The students with 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. Student's needs are met based on IEP goals and LRE.				
Locations:				

Reynolds Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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**Program Position #17 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	5	0.83
Locations:				
Reynolds Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	1	0.17
Locations:				
Reynolds Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 13	2	0.4
Justification: Justification: The students in the Multiple Category class at the Reynolds Elementary School are always in small groups or as individuals for instruction. They are not 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.				
Locations:				
Reynolds Elementary school	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 13	3	0.6
Justification: Justification: The students in the Multiple Category class at the Reynolds Elementary School are always in small groups or as individuals for instruction. They are not 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.				
Locations:				
Reynolds Elementary School	An Elementary School Building	A building in which General Education programs are		

		operated		
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### Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District	1
Director of Special Education	District	1
Special Education Paraprofessional	Reynolds Elementary	5
Special Education Paraprofessional	Reynolds Junior Senior High School	2
Special Education Secretary	District	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	3.72 Hours
Physical Therapy	Intermediate Unit	0.37 Hours



# Needs Assessment

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## 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 ELA and Science at both the elementary and junior / senior high school.

We are concerned about the historically underperforming subgroups in all areas: reading, math, science, and writing.

We are concerned about math for at both the elementary and junior/senior high school

## District Accomplishments

### Accomplishment #1:

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Our district has made AYP/SPP for the last four years.

### Accomplishment #2:

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We have a high graduation rate every year. For the past three years, we had a greater than 94% graduation rate.

### Accomplishment #3:

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Reynolds Elementary accomplished academic growth in the area of ELA for the 2016-2017 and 2017-2018 school years. It also had academic growth in Science for 2017-2018 school year.

### Accomplishment #4:

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Reynolds Elementary scored higher than the state average in English Language Arts and Math for the 2016-2017 and 2017-2018 school years.

### Accomplishment #5:

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Reynolds Elementary has achieved a 94% or higher score in attendance and promotion requirements on the school performance profile.

### Accomplishment #6:

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Reynolds JSHS School Performance Profile has improved in each of the last three years.

2014-2015 69.2

2015-2016 75.6

2016-2017 82.5

#### **Accomplishment #7:**

In 2016-2017 Reynolds JSHS recorded the 4th highest School Performance Profile score amongst Mercer County Schools.

#### **Accomplishment #8:**

Reynolds JSHS is recognized in the 2018 National Rankings and is ranked #116 in Pennsylvania High Schools by US News and World Report. Schools are ranked based on their performance on state-required tests and how well they prepare students for college.

## **District Concerns**

#### **Concern #1:**

Meeting / Exceeding the the expectations of the Historically Underperforming subgroup in all disciplines as the they pertain to the future reading index.

#### **Concern #2:**

Meeting / Exceeding the the expectations of all students in all disciplines of the keystone exams as the they pertain to the future reading index. Transitioning to the Keystone Exams in Algebra, Literature, and Biology as a determination of AYP.

#### **Concern #3:**

Decreasing the achievement gap with all students in the areas of ELA, Math, and Science

#### **Concern #4:**

Increasing Academic Growth of all students in the areas of ELA, Math, and Science

#### **Concern #5:**

Increasing Academic Achievement with all students in the areas of ELA, Math, and Science.

#### **Concern #6:**

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

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #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:

Meeting / Acceding the the expectations of the Historically Underperforming subgroup in all decsiplines as the they pertain to the future reading index.

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Meeting / Acceding the the expectations of all students in all disciplines of the keystone exams as the they pertain to the future reading index. Transitioning to the Keystone Exams in Algebra, Literature, and Biology as a determination of AYP.

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Decreasing the achievement gap with all students in the areas of ELA, Math, and Science

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Increasing Academic Growth of all students in the areas of ELA, Math, and Science

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Increasing Academic Achievment with all students in the areas of ELA, Math, and Science.

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

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

### Aligned Concerns:

Meeting / Acceding the the expectations of the Historically Underperforming subgroup in all decsiplines as the they pertain to the future reading index.

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Meeting / Acceding the the expectations of all students in all disciplines of the keystone exams as the they pertain to the future reading index. Transitioning to the Keystone Exams in Algebra, Literature, and Biology as a determination of AYP.

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Decreasing the achievement gap with all students in the areas of ELA, Math, and Science

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Increasing Academic Growth of all students in the areas of ELA, Math, and Science

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Increasing Academic Achievement with all students in the areas of ELA, Math, and Science.

# District Level Plan

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## 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?](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](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.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**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:** 7/1/2018

**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.

### **Related Challenges:**

- 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.
- 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 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/dddmg\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_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](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.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**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:** 7/1/2018

**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:** 7/1/2018

**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](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:** 7/1/2018

**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

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<b>LEA Goals Addressed:</b>	<b>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.</b>	<b>Strategy #1: Common Assessment within Grade/Subject</b>
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Start	End	Title			Description	Type	App.
8/18/2014	7/1/2018	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.	School Entity	No
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		
	School Administration	1.0	15	92	Reynolds School District		

## 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.

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.

School Whole Group Presentation

**Training Format**

**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:** 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.**

<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>			
8/18/2014	7/1/2018	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.			
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>	
	Administration	1.0	15	92	Reynolds School District	School Entity	No	

<b>Knowledge</b>	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.
<b>Supportive Research</b>	Data Driven Instruction
<b>Designed to Accomplish</b>	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 classroom teachers, school counselors and education specialists:	
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.
<b>Training Format</b>	School Whole Group Presentation

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

<b>LEA Goals Addressed:</b>	<b>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.</b>	<b>Strategy #1: Common Assessment within Grade/Subject</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/18/2014	7/1/2018	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	1.0	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**

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
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	Principals / Asst. Principals School counselors	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>  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:** 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	Person Responsible	SH	S	EP	Provider	Type	App.
8/18/2014	7/1/2018	Professional Data Analysis	Teachers will utilize Professional Contractual Hours to Analyze Data to create Data-Informed Instructional plans.	Administration	5.0	3	92	Reynolds School District	School Entity	No

**Knowledge** Teachers will analyze beginning of the year data. The results of the analysis 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

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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 of 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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

**Affirmed by Chris Osborne on 4/30/2018**

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*Board President*

**Affirmed by John Sibeto on 5/1/2018**

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*Superintendent/Chief Executive Officer*