

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr Albert Funk  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Council Rock High School South  
(As it should appear in the official records)

School Mailing Address 2002 Rock Way  
(If address is P.O. Box, also include street address.)

City Holland State PA Zip Code+4 (9 digits total) 18966-2877

County Bucks County

Telephone (215) 944-1115 Fax (215) 944-1140

Web site/URL https://www.crsd.org/Domain/487 E-mail afunk@crsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Andy Sanko E-mail asanko@crsd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Council Rock School District Tel. (215) 944-1030

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Edward Salamon  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 14 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	222	254	476
10	242	235	477
11	220	262	482
12 or higher	266	253	519
<b>Total Students</b>	950	1004	1954

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 7 % Asian
  - 2 % Black or African American
  - 3 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2020	2009
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Russian, Uzbek, Tajik, Kyrgyz, Ukrainian, Portuguese, Polish, Georgian, Chinese, Spanish, Thai, Hebrew, Turkish, Urdu, French, Malayalam

English Language Learners (ELL) in the school: 2 %  
31 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 270

8. Students receiving special education services with an IEP or 504: 17 %  
330 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                   |  |
|-----------------------------------|--|
| <u>34</u> Autism                  | <u>4</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>2</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>86</u> Other Health Impaired                |
| <u>0</u> Developmental Delay      | <u>187</u> Specific Learning Disability        |
| <u>42</u> Emotional Disturbance   | <u>85</u> Speech or Language Impairment        |
| <u>10</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>49</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	143
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	18

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	94%	95%	93%	95%
High school graduation rate	99%	99%	99%	99%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	481
Enrolled in a 4-year college or university	70%
Enrolled in a community college	20%
Enrolled in career/technical training program	1%
Found employment	5%
Joined the military or other public service	1%
Other	3%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

As a leader in educational excellence, in partnership with the community, Council Rock High School South is committed to students and will empower them with skills and knowledge through comprehensive, innovative, and diverse educational experiences, enabling them to achieve self-fulfillment and to become productive, responsible citizens who contribute to the world community.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://www.crsd.org/cms/lib/PA01000188/Centricity/Domain/87/103%20NonDiscrimination%20in%20School%20and%20Classroom%20Practices\\_ms.pdf](https://www.crsd.org/cms/lib/PA01000188/Centricity/Domain/87/103%20NonDiscrimination%20in%20School%20and%20Classroom%20Practices_ms.pdf)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Located in beautiful, historic Bucks County, approximately 25 miles north of Philadelphia and 15 miles west of Princeton, New Jersey, the Council Rock School District has an approximate population of 70,000. The district, primarily a suburban-residential community, is comprised of 72 square miles, serves the municipalities of Newtown Borough, Newtown Township, Northampton Township, Upper Makefield Township, and Wrightstown Township and has a student population of over 11,000. The communities have a rich history and take pride in the school's tradition of academic, athletic, and cultural achievements.

There are two high schools within the Council Rock School District, each providing a comprehensive education for students in grades 9-12. Council Rock High School South, located in Holland, has a student population of 2,100. The majority of the faculty hold advanced degrees in their fields.

Student involvement is key to the success of Council Rock. Students are actively engaged in student government through class activities and official leadership positions. Approximately seventy percent of the student body participates in a wide array of activities that support the academic program. Sixty-four clubs are offered to our students. Interest dictates the formation of many clubs that include those that are service oriented, honor societies, and those that allow the pursuit of student hobbies.

For the 2019-2020 school year, 88 seniors were members of the National Honor Society. Participation in World Language Honor Societies supports student interest in the global view of cultural experiences. In addition, we support English, Math, Science, Social Studies, Music, and Theatre Honor Societies.

The competitive athletic program encourages physical activity as well as the opportunity to experience leadership roles, cooperation, and team play. For the 2019-2020 school year, over 1,200 student athletes participated in 28 varsity and 16 junior varsity sports. In only fifteen years, South has earned State Championships in Soccer, Track and Field, and Wrestling.

There are over 400 students enrolled in the music program. The Choir, Orchestra, and Marching Band consistently have students recognized at the county, district, regional, and state level. The music groups perform in local and national adjudications. Honors for these students include performances at the White House and with the Philadelphia Orchestra, Delaware Valley Philharmonic, Barrage, Take 5, and The King's Singers. The music programs each offer travel opportunities on a yearly rotation to such destinations as Scotland, Hawaii, Mexico, Italy, England, Ireland, California, France, Monaco, Costa Rica, and Greece.

Community service is an integral part of student learning. The majority of students participate in a voluntary program that encourages student involvement in activities that benefit the community. L.I.N.C.S. – Learning in Neighborhood Community Service – is a voluntary service program for our students. Students who earn sixty or more community service hours receive special recognition at graduation.

Council Rock High School South is a four-year public school that emphasizes college preparation. The school year consists of four marking periods encompassing six 55-minute daily class periods. All students pursue an appropriate academic program that is augmented by many elective courses in business, fine arts, music, practical arts, and computer technology. Elective programs in all subject areas are designed to meet the diverse needs of the student body.

Advanced subjects are offered in all disciplines as defined below. The first level of study of a world language is offered to our students beginning in Grade 8. Beginning in grade 10, students have the opportunity to attend Middle Bucks Institute of Technology (MBIT). MBIT offers a complete array of career development, technical training, and pre-professional programs. A cooperative work experience program is also available to students.

A program for gifted students is offered through the social studies curriculum. Although courses for gifted students are offered each year, some gifted students elect to exit the program to pursue another Honors or



AP level study. Each of these courses is designated as Honors and designed to provide a challenging experience to gifted-identified students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Council Rock High School South focuses on teaching and learning, which provides our students with a well-rounded and comprehensive education. All curricular areas use state and nationally recognized standards to develop rigorous programs of study for students in ninth through twelfth grades.

Council Rock staff participate in ongoing professional development to refine their instructional practices and knowledge to help all students succeed. From workshops to job-embedded learning, staff increase their understanding of best practices.

At Council Rock, we continue our work to become a Professional Learning Community (PLC). As a PLC, we commit to engaging as collaborative teams focused on answering four critical questions about learning: What is most essential for students to learn? How will we know when they have learned it? How will we respond when they have not learned? How will we respond when they already know it? By encouraging collaboration, we empower our teachers to work as teams to ensure all students reach high levels of learning.

Council Rock High School South is a 1:1 school with a device for every student in ninth through twelfth grades. Students use Chromebooks as one of many instructional tools to support their learning. Staff and students have access to numerous/many digital resources, which support teaching and learning.

Secondary teachers and students utilize Canvas as the Learning Management System (LMS). Secondary students will find all of their courses in Canvas.

Our technology integration specialists continue to support teachers and students at the high school level. Our technology specialists will model, coach, and support teachers and students with the use of technology as a tool to support learning.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The Council Rock standards-based English/Language Arts program is committed to developing the potential of each student in the areas of reading, writing, speaking, listening, and researching. We believe that social, academic, and vocational success is greatly influenced by a student's ability to use these skills competently in all curriculum areas and in the world outside of school. The program is designed to be engaging, interesting, motivating, and process and product oriented, giving students opportunities to experience success.

The high school English/Language Arts curriculum provides a wide variety of courses, incorporating a range of specialized opportunities, to meet the needs, interests, and abilities of all students. The entrance requirements for each course are largely determined by teacher recommendation and the input of the child's counselor, particular assessment where appropriate, and prior school achievement.

Personal and active involvement of the individual student in the learning process is again an important element of effective learning at the high school level. The English/Language Arts program provides students with a broad base of skills, strategies, and abilities to enable them to adapt to and prepare for their role in a changing world. It encourages students to value their abilities to communicate competently, confidently, and effectively. The program empowers students to pursue their interests in lifelong learning.

By the time students graduate from Council Rock High School South they will have demonstrated their ability to meet the Council Rock English/Language Arts Standards regarding what they know, understand,

and are able to do in reading; composing orally and in writing; listening, speaking, viewing; and in researching.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Council Rock School District's Mathematics Program is rooted in the Pennsylvania Academic Standards for Mathematics. Students will study mathematics through complex problem solving in the areas of numbers and operations, algebraic concepts, geometry, and measurement, data, and probability. The learning of these foundational concepts will be through the Standards of Mathematical Practice: by making sense of problems, reasoning and explaining, modeling and using tools, and recognizing and extending patterns with concrete materials and numbers. Through engaging in these practices, students will build confidence in themselves as productive mathematical thinkers.

Numerical skill and quantitative reasoning remain crucial even as students move forward with Algebra. Algebra, Functions, and Geometry are important not only as mathematical subjects in themselves but also because they are the language of technical subjects and the sciences. In a data-rich world, statistics and probability offer powerful ways of drawing conclusions from data and dealing with uncertainty. The high school standards are organized into six major content areas: Number and Quantity; Algebra; Functions; Modeling; Geometry; and Statistics and Probability. These standards emphasize making connections, representations, and interpretations. Modeling is used to analyze real-world situations and links classroom mathematics and statistics to everyday life, work, and decision-making. Technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data. Upon graduation, students will have developed a depth of understanding and an ability to apply mathematics to novel situations such as quantities and their relationships in physical economic public policy. Social and everyday situations can be modeled using mathematical and statistical methods.

Students must take at least three years of mathematics. We offer electives in Trigonometry, Computer Science, Statistics, and Calculus. Many will have the opportunity to choose from our five AP courses: Calculus AB, Calculus BC, Statistics, Computer Science, and Computer Science Principles.

### **1d. Science curriculum content, instruction, and assessment:**

Council Rock delivers an Inquiry-Based science curriculum. As students advance through grades K-12, they learn the fundamental concepts of the major branches of Science (Biological, Chemical, Physical, and Earth Sciences). Science skills developed include observation, scientific respect for evidence, critical reflection, sensitivity to living things, scientific reasoning, and critical thinking skills. Through scientific inquiry, students will follow the constructive approach to learning which includes Engagement, Exploration, Explanation, Elaboration, and Evaluation.

The high school Science Curriculum consists of a broad selection of courses designed to meet the needs, interests, and abilities of all students. Teacher recommendation and previous achievement in the Science Curriculum guide course selection. Academic rigor is inherent in the high school science curriculum to prepare students for the next level of Science. The intent of the course structures and requirements is to offer a solid foundation in all areas of Science, which are challenging and appropriate, and which will serve all students as they prepare to face their changing world.

Students must complete 3 credits of Science as a graduation requirement. After completion of Biology, all students take a Keystone Biology State Assessment in the spring of that year. AP courses include AP Biology, AP Environmental Science, AP E & M Physics, AP M Physics, and AP Chemistry. Some electives include Honors Anatomy & Physiology, Honors Experimental Research in STEM, Accelerated Behavioral Science, Accelerated Forensics, Accelerated Microbiology, Astronomy/Meteorology, Environmental Science, Plant and Animal Science.

### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Council Rock School District's Social Studies Program is rooted in the Pennsylvania Academic Standards for History, Civics and Government, Economics, and Geography. The school district's comprehensive social studies program provides all students with the tools they need to become independent learners in the 21st Century. Our program promotes critical thinking, enabling students to analyze the change and continuity in the human condition.

Grade 9 examines American history from the Gilded Age to post-World War II.

Grade 10 continues with the emergence of modern America from post-World War II to the present day.

Grade 11 emphasizes global/area studies.

In the required courses, Grade 9 through Grade 11, historic content is the vehicle used for integrating various social studies disciplines. Skills of the courses focus on historical comprehension and chronological development with an emphasis on the writing and reading. Further, the curriculum lends itself at all grades and levels to refining research skills.

Council Rock offers a variety of elective courses that associate with the categories of history: government, diplomacy, economics, art/music/literature, social sciences, and technology. Included in the elective course offerings are Introduction to Economics, Honors Economic Theory, Current Issues, Gender Studies, Introduction to Psychology, Accelerated Psychology, Introduction to Sociology, and Honors U.S. Government And Politics. Advanced Placement (AP) course offerings consist of AP European History, AP United States History, AP World History, and AP Psychology.

#### **1f. For secondary schools:**

The curriculum and program offerings at Council Rock High School South support college and career readiness in a multitude of ways. Curricular standards are closely aligned to college preparedness as evidenced by over 92% of seniors entering a 4-year or 2-year post-high school program of study.

Middle Bucks Institute of Technology, or CTE, offers students over 21 unique state approved career programs in 5 broad pathways.

The most popular programs include: Computerized Art & Advertising Design, Dental Occupations, Plumbing & Heating Technology, and Sports Therapy & Exercise Management.

MBIT also facilitates advanced credit opportunities for our students through Bucks County Community College, Delaware Valley University, Gwynedd Mercy University, Johnson & Wales University, and Pennsylvania College of Technology, a Penn State affiliate.

South also has a long established relationship with our local community college, Bucks County Community College. South students who gain admission to college at the end of their junior year can receive their diploma with their original class by substituting appropriate college credits for remaining graduation credits. Articulation between Council Rock graduation requirements and college courses has been essential.

The Cooperative Work Experience Program is a unique learning opportunity that extends classroom learning into business, industry, and the community. The opportunity to experience the workplace helps students explore career options and gather the information they need to make informed decisions about post-secondary goals.

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

## **2. Other Curriculum Areas:**

Council Rock School District's Visual Arts Program is rooted in the National Core Art Standards and the Pennsylvania Visual Art Standards. The school district's comprehensive Visual Art program provides all students with the tools and strategies they need to become thoughtful and independent learners in the 21st Century. Creativity, decision-making, risk-taking, and analytical and critical thinking skills play a vital role in preparing our students for their futures. The art curriculum is arranged in four main components: Art production, Art history, Art Criticism and Aesthetics.

All of the Visual Arts courses for student's in grades 9-12 satisfy the Arts and Humanities or Free Elective requirements to graduate. The Visual Arts curriculum is designed to provide students with opportunities to interact with a variety of techniques, mediums, and concepts. Each of these electives is designed with a focus on the National Core Arts standards. While broad in concept, the standards are focused on the processes of creating, producing, responding, and connecting. The broad nature of the standards allows teachers to deliver lessons with a rich variety of content.

Whether students are interested in a general exploration of the arts or a more concentrated study required for college acceptance and a career in the arts, the courses are designed with a level of rigor to meet each student's needs.

The courses that are a part of our high school curriculum include Essentials of Art, Drawing and Painting, Ceramics, Design, Sculpture, Metals, AP Studio, and AP Art History. Advanced level courses are offered within each of these courses. Through Advanced level courses, instruction is tailored to assist students with portfolio preparation necessary for college admissions in fine arts, architecture, fashion design, and media design.

The mission of the Council Rock Health and Physical Education department is to empower students to make healthy decisions leading to a lifetime of physical, mental, and social success. The curricula is built from the national standards for both Health and Physical Education, with the content coming from the Pennsylvania standards.

High school students in grades nine, eleven, and twelve are required to take Physical Education on alternate days for the full year. The Physical Education classes are self-selected each marking period to encourage lifelong activity. A variety of electives are offered each marking period within the areas of team sports, lifetime activities, fitness activities, and dance. Tenth-grade students are required to take Health Education on alternate days for the full year. This course covers all aspects of health including physical health and nutrition, mental health, and social health in relationships, in addition to substance abuse, reproductive system anatomy, and sexual decision making. Students can elect to take additional courses in the Health and Physical Education curriculum on alternate days for the full year; these courses include Accelerated Physical Education Team Games and Sports, Accelerated Physical Education Individual Activities, Accelerated Emergency Management and Driver's Education Theory, and Accelerated Senior Seminar Life 101 (seniors only).

There is a growing awareness in our global environment of the advantages of being able to function proficiently in a world language. The rate at which second-language proficiency is being viewed as a social and occupational survival skill is increasing rapidly: it is already valued highly by those addressing our nation's political, economic, and social agendas.

The study of modern and classical world languages is oriented to helping students use language for meaningful purposes to function effectively in both oral and written forms, while maintaining a degree of accuracy necessary for clear communication of ideas. Although the goals of the program include attaining a measurable degree of competency in the four language skills of listening, speaking, reading and writing, the first priority is communication of ideas.

The natural articulation in the Honors series is Level One, Honors Level Two, Honors Level Three, Honors Level Four, AP French, German or Spanish. The non-Honors series for the same languages continues from Level One, Level Two, Level Three, and concludes with Level IV. The articulation of our Latin program is Level One, Level Two Honors, Level Three Honors and concludes with Level 4 Honors. Most students

have the option to begin to study German, Spanish and French in 8th grade and Latin in 9th grade. It is possible that a student might move from the Honors series to the non-Honors series, or vice versa, depending on specific criteria defined by the World Language department.

The recommendation that a student pursue the study of one language through four years is strongly supported by the World Language staff. Admissions boards of most colleges and universities support an ongoing sequence of language study. It is important to note that each of the four languages offered in the Council Rock schools is equally challenging, academically.

Technology Education is the means by which we teach students the Technology and Engineering components of Science, Technology, Engineering, and Mathematics (STEM) education which is found in the Pennsylvania Academic Standards for Science and Technology. Understanding technology and its usefulness is essential for success in our rapidly changing world. Teamwork and problem solving are stressed as students pursue meaningful, real-world tasks that build a strong foundation for the practical application of technology. Technology Education includes the study and use of computer technology, tools, machines, and materials, as well as the application of mathematical and scientific principles.

Council Rock High School's Technology Education Department offers a wide array of STEM-related elective options at all grade levels. These allow students to balance and enhance their academic schedules, solve real-world problems, pursue creative projects, and address needs and interests for general education, career enlightenment, and college preparation.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Students who are performing below grade level have their deficiencies met through differentiated instruction and/or individualized instruction. One of the core tenets of Professional Learning Communities is the question "What do we do when students do not learn?" South's like subject-area teachers convene as a PLC team often to answer this critical question. The answer often lies in one of the following: reteaching; after school CLINIC (one on one teacher/student time); peer tutoring through our National Honor Society; and/or tutoring during evening library hours.

Teachers track student performance through a mix of formative and summative assessments. District produced quarterlies, mid-terms, and final examinations are all aligned to each course's "essential learning targets." Target performance is reviewed often to determine instructional priorities, with emphasis placed on the reteaching of below-basic areas.

Student performance is also monitored through weekly Athletic and Co-curricular eligibility.

Finally, we understand that academic performance is often directly connected to a student's social/emotional well-being. As such, we have a number of support personnel including guidance counselor, student assistance program coordination, school psychologist, and school social worker who focus on issues which may present as "obstacles to student learning." Examples of such support include student groups facilitated by trained staff in areas such as bereavement; substance/addiction issues; families in transition (divorce); and mental health.

#### **3b. Students performing above grade level:**

The fourth critical question in the Professional Learning Community framework is What do we do if students have already learned the material? Put another way, the question can be refined to "How do we accommodate the learning needs of students performing above grade level?"

Right from the start, we address this issue through the program planning process. Students are offered highly stratified programming to meet the needs of all learners. Accelerated and Honors track courses push preparation and academic rigor beyond the college level. 23 Advanced Placement courses also challenge

students to engage in university level curriculum. In recent years, we have seen our participation rate in AP assessments jump from 649 to 917 tests administered. We have enjoyed this considerable increase in participation without suffering in performance. Our percentage of students who score 3 or above on AP tests consistently range from the high 80's to the low 90's.

The Council Rock High School South gifted program enhances the educational experience for gifted students by focusing on the individual strengths of each student as a learner. At the high school, the focus of thematic, inter-disciplinary instruction continues through the social studies class comprised of students identified as mentally gifted:

- GRADE 9: HONORS AMERICAN STUDIES 1
- GRADE 10: HONORS AMERICAN STUDIES 2
- GRADE 11: HONORS MODERN WORLD HISTORY
- GRADE 12: HONORS PHILOSOPHY

### **3c. Special education:**

Council Rock High School South maintains the use of a discrepancy model for identification of students with specific learning disabilities. The systemic utilization of student data guides directed intervention to struggling students.

CR South ensures that students with disabilities are educated to the maximum extent possible with non-disabled peers through compliance with the evaluation, identification, and IEP development process. In most cases, South goes beyond the legal requirements to involve parents in the process to ensure that all modifications and adaptations have been exhausted prior to moving to a more restrictive setting. Building-level and district-level administrators review the IEPs and ERs to make sure students are receiving services in the Least Restrictive Environment.

CR South's Special Education department also initiates and partners with local organizations to ensure that our special needs students are afforded full participation in a wide array of clubs and activities.

These include:

- Athletes Helping Athletes - an honorary captain program as well as other sports activities and clinics.
- Autism Cares Foundation - various social and educational activities for students with autism. The annual highlight is a specialized PROM.
- Miracle League - sports program held at a local park with exceptional fields constructed specifically to meet the needs of challenged baseball/softball players.
- Hopes and Dreams Foundation - a theatre group in a nearby municipality.
- Special Olympics of Bucks County - a wide variety of competitive sports opportunities in the Fall, Winter, and Spring.
- Camp PALS - overnight camp for individuals with Downs Syndrome.
- Cafe Down South - provided through our multi-disabilities program, a full-service coffee and baked goods "store" for students and faculty.

### **3d. English Language Learners, if a special program or intervention is offered:**

The following languages are currently represented in Council Rock South's ELD population: Russian, Uzbek, Tajik, Kyrgyz, Ukrainian, Portuguese, Polish, Georgian, Chinese, Spanish, Thai, Hebrew, Turkish, Urdu, French, and Malayalam. Among students who have recently exited the program, we have Urdu, French, and Malayalam represented as well. Students' language development skills are categorized as either: entering, emerging, developing, or expanding.

Online tools provide effective scaffolds to support English Learners. Research shows that student learning is enhanced by interactive visual aids and access to lessons they can follow at their own pace. South's ELD department has created an extensive Google Drive that provides resources to all faculty and staff. The Drive includes ways to modify instruction; ELD "DO's and DONT's"; scaffolds and supports; and alternative responses and assessments.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Council Rock High School South engages the whole student academically, socially, emotionally, and athletically. Academically, we foster an environment where scholastic risk and rigor are the norm. Students participate in STEM classes and electives which relate directly to their passion and post secondary desires. They participate in college-level curriculum and earn numerous credits at the university level. Each year, our seniors earn millions of dollars in academic-based merit scholarships. Academic Honor Societies celebrate student success in a number of disciplines (Math, English, Social Studies, Science, Music, Art) all while completing required community-service hours. Students are celebrated by departmental "Student of the Month" contests and a yearly Student Achievement Breakfast. Students are held up and applauded not just for their academic performance, but for their citizenship and volunteering. Most of the student population completes at least 40 L.I.N.C.S. hours (Learning In Neighborhood Community Service).

Our students are also heavily invested and engaged co-curricularly and extracurricularly. We have over 22 varsity sports, a Golden Wings Theatre Company which rivals off-Broadway organizations, and three performance musical ensembles who regularly win county, state, and national recognition. South's Orchestra and Choir have held numerous performances at the White House and Kimmel Center. Our Marching Band has performed in Scotland, Hawaii, Mexico, Italy, England, Ireland, California, France, Monaco, Costa Rica, and Greece. CR South also offers over 64 clubs and activities ranging from the Chess Club to the Animal Rescue Club. The HUNCH Club (High School Students United with NASA to Create Hardware) is a student organization that has partnered with NASA to develop prototypes such as a Supply Pod Mover and a Lunar Dust Blower and Waffle Baffle.

CR South also engages incoming 9th grade students through an extensive Peer Mentoring program. We offer two summer orientation dates where students tour the facility and learn about our course of study. At periodic times during the academic year, trained peer mentors attend Freshmen homeroom to either do culture building activities or explain upcoming high school events.

Finally, we engage students socially and emotionally. Our CARES (Children At Risk in the Educational System) program offers a soft-landing spot for students who are experiencing obstacles to their learning. These obstacles may manifest as substance abuse or mental health issues. We partner with the Bucks County Department of Alcohol and Drug Dependence as well as Lenape Valley Behavioral Health to address a multitude of issues. South also offers several in-house counseling groups including Families in transition; Bereavement; Eating disorders; Mental Health aftercare; and Anger Management.

### **2. Engaging Families and Community:**

At Council Rock High School South we recognize that a quality education is a partnership between the school and a child's "first teachers," the parents/guardians. As such, communication and collaboration are a key focus at the high school. We have a number of communication tools and means to effectively convey to families and the community at-large the many happenings on campus.

For expedient, urgent messaging, we utilize Blackboard and CANVAS notifications. This allows us to reach parents' cell and home numbers instantly. This level of communication was critical for notifying "close contacts" during the COVID-19 pandemic. We also utilize BLACKBOARD for more "routine" weekly updates.

Additionally, we publish a monthly newsletter which highlights major events and programs. Special attention is given to each administrative office, the Health Suite, the Library Media Center, Guidance Office, Security, and Facilities.

Daily announcements which publicize things such as club meeting dates and scores from contests are aired on a TV production show on our cable access channel. The announcements are then posted on our website

and "scrolled" on an electronic banner (as well as TV throughout the school) in the cafeteria.

CR South's Parent Forum also meets periodically throughout the academic year. By far, the most popular meeting is a "Meet the Principals" in September. Each grade-level office reviews its duties and responsibilities. We also discuss communication protocols and advice for effectively communicating with teachers, counselors, administrators, and nurses. The most well attended parent evening of the year is "Back to School Night." Thousands of parents review their child's schedule and place a "face to a name" with classroom teachers.

Finally, the CR South Student Advisory Board is a group of students composed of representatives from each grade-level and our vocational school who "report out" at meetings of the School Board of Directors. This provides a great opportunity to keep the Board and community informed of wonderful student accomplishments and important upcoming events.

### **3. Creating Professional Culture:**

Professional Development empowers Council Rock South staff with the knowledge and skills to prepare the children of today to become contributing members of the world community tomorrow. Through a technologically integrated program, Council Rock leads teachers in the implementation of best practices and the use of technology to support instruction and to promote student achievement.

South is a community of learners, with a strong partnership among administrators, teachers, support staff, students, and parents. The district is led by an administration and school board who provide release time and guest teacher coverage to enable staff to participate in district-sponsored workshops, as well as outside conferences sponsored by professional organizations. Workshops are also available to staff after the school day. With this supportive structure in place, teachers can continue to grow as lifelong learners. Teachers are also encouraged to collaborate as a means of enhancing content knowledge and professional development. This ongoing learning and collaboration serve as a model for our students, who see that all members of the Council Rock community continue to learn and to share individual areas of expertise with one another.

The professional development program is designed to develop an understanding of what teachers in South need to know, understand, and be able to do in order to impact student achievement. Programming is based on the work of Charlotte Danielson's Framework for Teaching and focuses on the following key concepts: Essential Elements of Instruction; Differentiated Instruction; Using Formative Assessment; Alignment of Curriculum, Instruction, and Assessment; Literacy Strategies Across the Curriculum; and Technology Integration.

Council Rock staff has the opportunity to continue to develop as lifelong learners by attending one or more of the following staff development options: a teacher induction program, a district professional development program, a curriculum focused program, a technology program, and/or out of school conferences.

Participation in the district's professional development program fosters continuous improvement and establishes a vehicle for ongoing collegial dialogue. Each program is research-based, has clearly defined goals and objectives, and is designed to increase student achievement. The school and summer programs are coordinated by the district staff development department and the district curriculum coordinators. These individuals coordinate planning, development, implementation, and evaluation of workshops and programs that provide opportunities for professional staff to master new skills.

Peer coaching, collegial coaching, and instructional supervision are provided to support the participants in the achievement of these competencies. Multiple assessment approaches are used to determine the degree to which these competencies are achieved. These assessment approaches include portfolios, videotaped lessons, formal and informal observations, product development, and oral and written feedback.

Council Rock South has been engaged in Professional Learning Communities for the last five years. We view it as so critical to teacher development that we devote eight late arrival days in the academic calendar to its pursuit. We also spend time within our PLC's in every in-service meeting and most faculty meetings.

PLC's offer like subject area teachers the opportunity to collaborate in meaningful ways to positively impact the trajectory of student learning.

#### **4. School Leadership:**

The school leadership team consists of four grade-level principals and an overall building principal. Combined, these individuals possess over 125 years experience in education. Their longevity, specifically at CR South, has allowed for the creation of long-term relationships with faculty, students, central administrators, school board, and the community. The administrative team is asked to be instructional leaders, advanced problem-solvers, mediators, cheerleaders, and mentors. The team functions as a whole, but divides various large responsibilities and roles. For example, each administrative office assumes a major school function: athletics and activities; special services and assessments; attendance and scheduling; and budgeting. Of course, there are a multitude of "smaller" jobs (i.e. lockers, parking, support staff, substitutes, etc.) that also are governed by administrative offices.

The mantra of the leadership team is, "We judge our success, by student success." We thrive when students thrive. By following a cohort model where each grade-level principal takes a group of students (usually roughly 500) from 9th through 12th grade, relationships are formed and strengthened over time. It is an unbelievably gratifying experience to take an assembly of bright-eyed 14 year-olds and watch them mature into 18 year-old adults. The culminating events of Senior Year include a class trip to Florida, a Car Parade, the Prom, and Commencement.

South's building principal also engages the student body in a number of intriguing ways. Firstly, he begins each day with the Pledge of Allegiance, a moment of silence, and "Words of Wisdom." These are daily vignettes of inspirational quotes meant to encourage the day's work. His daily "tag line" is, "Make it a great day... or not... the choice is yours!" Also, the principal meets with each student on their 18th birthday to present a card and well-wishes. This year, the principal assumed responsibility for 9th grade discipline and attendance so that he could better connect with "both ends of the student body."

Finally, the building has its own leadership team (BLT) patterned after the district leadership team (DLT). The BLT is composed of the administrative team, department chair people, assistant department chair people, and representatives from the support staff. The BLT acts as a bridge for community district-level information to the building.

#### **5. Culturally Responsive Teaching and Learning:**

The foundation of Council Rock High School South's ability to support students of all needs and backgrounds is our attention to each student as an individual. In accordance with our motto - "Success for every student, every day" - we make it an embedded practice to consider where our students are coming from and how their own families and communities factor in. This philosophy manifests itself in our classroom practices, student support system, and even extracurricular offerings.

Within our classroom, our teachers utilize skills they have learned through extensive professional development focused on diversity, equity, and inclusion. In the past few years, our teachers have engaged in large-group programming as well as smaller discussion groups during in-service time, all focused on how we might better serve students in underrepresented segments of our population. This training may be evident in impromptu conversations with small groups of students about non-majority holidays, for example, or in larger, whole-class discussions in the wake of national events or tragedies like school shootings. Many of our humanities teachers have also been updating our curriculums, year by year, adding texts and activities to reflect the diverse voices of the world our students are entering. Other teachers speak to the needs and sensitivities of students by offering choice in learning, from essay assignments with multiple prompt options to group projects with a variety of end-product forms.

Outside of the classroom, we have a strong framework of supports for students including our CARES referral program, run by an in-house coordinator, and our counseling team. These staff people regularly assist students with difficulties of or relating to their places in various social and cultural communities and

groups. This assistance might take place in a one-on-one session or within an established support group.

Finally, students have extracurricular opportunities to help us advance our own equity and cultural awareness within our school community. The We Are One Club meets every other week to discuss any issue connected to our students' ability to feel safe, valued, and heard at school. The group manages a bulletin board, on which they might post information related to mental health or the various cultures represented at our school. The We Are One Club is also small project-oriented, still attending to the needs of underrepresented groups.

In addition to the We Are One Club, Council Rock South is also home to the following clubs: Asian Heritage Club; Buddy Club/Athletes Helping Athletes; Christian Fellowship Club; Eastern European Heritage Club; Gender Sexuality Alliance; Girl Up Club; Jewish Heritage Club; Muslim Student Association; and Thrive Club.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Council Rock South appreciates the wide diversity that exists among its learners. In particular, South strives to provide learning equity for those individuals who may need additional learning, emotional, or physical assistance. The result is an inclusive environment where differences are celebrated and obstacles overcome. Council Rock South distinguishes itself through the depth and breadth of its special education programming.

Classroom instruction focused on individual learning is our cornerstone. Innovating curricula such as Study Skills, Social Skillstreaming, Skills for Success, the Wilson Reading Programming, and Community-Based Instruction allow South students to reach their goals and objectives. Special education staff move beyond the traditional role of classroom instructor to serve varied roles as mentor, case worker, probation officer, counselor, and quasi-parent.

South's special education program ranges from cursory assistance for interim learning support to major accommodations for multi-disabled adolescents. A multitude of staff provides an array of services. Learning support teachers, emotional support teachers, Intensive Learning support teacher, Multi-disabled support teacher, Speech and Language specialist, Occupational therapist, Physical therapist and over 25 teacher assistants support the success journey for 330 identified students. Each special educator serves as a case manager for 15-20 students. As such, they are responsible for virtually every aspect of the student's education from the writing of IEP's and evaluations; scheduling; communication with guardians; progress monitoring; program revisions; and the ultimate assurance that the student meets graduation requirements.

Every effort is made to encourage special education students to participate as close to "regular" programming as possible. An atmosphere of inclusion is fostered and promoted. At South, we offer over 50 co-taught or inclusion class sections. Last year, 100% of special education students participated in at least one mainstream class. Approximately 70% of students are completely included in regular programming, and use special education on an as needed basis for matters such as test preparation or test taking. Two courses which students have consistently praised in the program are Study Skills and Social Skills Streaming. More than three-quarters of the learning support population participate in Study Skills. The curriculum emphasizes modes of learning; note taking; time management; organization; memorization techniques; analytical reasoning; test preparation; test taking; and essay writing. Nearly all emotional support students participate in a social skills program designed to build self-esteem; reduce anxieties; and promote positive social interactions.

South is proud of the accomplishments of all of its students, from all-state athletes to National Merit Scholars. South is especially proud of the students who wake up daily to meet the challenges, struggles, and adversity of a "typical" high school day.