



School District of Borough of Morrisville

## **District Level Plan**

07/01/2019 - 06/30/2022

Mr. Jason B. Harris – Superintendent of Schools

# District Profile

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## Demographics

550 W Palmer St  
Morrisville, PA 19067  
(215)736-2681  
Superintendent: Jason Harris  
Director of Special Education: Stephenie Russell

## Planning Process

The School District of Borough of Morrisville Comprehensive Plan was facilitated by Internal Coordinators - Ms. Lynn Palumbo, Elementary Principal and Mr. Sean Haines, Secondary Principal, The District and External Coordinator - Ms. JoAnn Perotti, Director of Strategic Services at the Bucks County Intermediate Unit.

The timeline below was utilized to develop the plan:

September 2017 – Initial Meeting with Superintendent/Leadership Team to detail process.

October 2017 – Overview to the District School Board Members.

October 2017 until February 2018 – Morrisville Administrative Staff collect data, needs assessment as per comprehensive plan and meetings with Internal Coordinators throughout process.

May 17, 2018 – Comprehensive Steering Team Session (Stakeholders).

May 2018 until June 2018 – Action Plans developed by Action Teams.

Summer 2018 – Comprehensive Plan input into PDE Web Tool.

October 18, 2018-November 14, 2018 – Public Review of Draft Comprehensive Plan for 28 days.

November 14, 2018 - Comprehensive Plan Approved by the District Board Members.

November 30, 2018 – Comprehensive Plan submitted electronically to PDE.

## Mission Statement

### **The Mission of the School District of Borough of Morrisville**

The Mission of the School District of Borough of Morrisville is to provide all students with rigorous curriculum and the social skills necessary to become confident, productive, and responsible students in a global society.

## Vision Statement

### **The School District of Borough of Morrisville Vision**

Our Vision for The School District of Borough of Morrisville is expanding horizons and individualizing excellence for each and every student. Our dynamic and caring environment for everyone who works and attends our schools is achieved because our staff, students, parents, community work exceptionally well together and focus upon the same mission.

## Shared Values

### **The School District of Borough of Morrisville Shared Values**

- Lifelong learning is essential for an individual's success in a culturally and technologically changing society.
- High expectations produce optimal results.
- A caring and involved community contributes to the education and development of successful students.

- Students learn at different rates and in different ways.
- Education is the shared responsibility of the student, school, family, and community.
- Everyone benefits when all persons' respect and appreciate diversity in a global society.
- Students deserve a safe, nurturing, engaging learning environment in their community.

## **Educational Community**

Education has always been a priority to the citizens of Morrisville and schools have been a part of Morrisville's landscape for over 242 years.

As early as 1764, a deed was drawn conveying a one half acre lot at the western end of Union Street for the purpose of building a school house. This little one-room, one-story school was Morrisville's first school. It was constructed of local stone and it was possible to crowd 50 students of all ages onto the rough wooden seats.

This was not a public school as we know it today, for only those children whose parents were able to pay for the privilege could attend classes. The first school instructor was hired at a very low salary but was given free lodging in the homes of the students. He took turns and spent several weeks living with each student throughout the school year.

In 1813, a second room was added to the existing school structure. The girls of the village used the new room and the boys used the old. Many years later, this building would be torn down and in 1857 a new elementary school was built on Chambers Street. This was a two-room, brick building. During this time, high school students had to attend Trenton High School to complete their formal education.

In 1892, the school on Chambers Street became Morrisville's first high school. The William E. Case School followed in 1894 and in 1912 a four-room wing was added.

As Morrisville prospered, additional schools were added to replace the smaller outdated school buildings. Between 1924 and 1957, Capitol View, Robert Morris High School, Manor Park and Grandview schools were built to educate the borough's growing number of children. In 1959, the present day Morrisville Intermediate/Senior High School opened. An extensive addition was added in 1975.

Today, the School District of Borough of Morrisville is currently comprised of Morrisville Middle/Senior High School, Morrisville Intermediate School, and Grandview Elementary School. Many recent updates in the areas of communication, curriculum, infrastructure, facilities, and technology have strengthened the School District of Borough of Morrisville's presence within our educational community and continue to provide our students with opportunities to meet the Mission and Vision of the district as confident, productive, and responsible students in a global society.

The School District of Borough of Morrisville is a diverse educational community which values and respects the social, economic, racial, and cultural differences that its children bring to our schools. Morrisville continues to be a community that recognizes the importance of providing an education to all its past, present, and future students.

### Planning Committee

Name	Role
<b>Julianne Cappuccino</b>	Administrator : Professional Education Special Education
<b>James Gober</b>	Administrator : Professional Education
<b>Jason Harris</b>	Administrator : Professional Education Special Education
<b>Wanda Kartal</b>	Board Member : Professional Education
<b>Damon Miller</b>	Board Member : Professional Education Special Education
<b>Sean Haines</b>	Building Principal : Professional Education
<b>Lynn Palumbo</b>	Building Principal : Professional Education Special Education
<b>Melanie Snipes</b>	Business Representative : Professional Education
<b>Kim Souyak</b>	Business Representative : Professional Education
<b>Darletta Berry-Johnson</b>	Community Representative : Professional Education
<b>Michael Coscia</b>	Community Representative : Professional Education
<b>Joe Myat</b>	Ed Specialist - Instructional Technology : Professional Education Special Education
<b>Nicole Culnan</b>	Ed Specialist - School Counselor : Professional

	Education Special Education
<b>Gina Leary</b>	Ed Specialist - School Counselor : Professional Education Special Education
<b>Elizabeth Larcher</b>	Ed Specialist - School Psychologist : Professional Education Special Education
<b>Summer Branche</b>	Elementary School Teacher - Regular Education : Professional Education
<b>Kim Connell</b>	Elementary School Teacher - Regular Education : Special Education
<b>Assunta Deliman</b>	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Debra Phelan</b>	Elementary School Teacher - Regular Education : Professional Education
<b>Meredith Wiley</b>	Elementary School Teacher - Regular Education : Professional Education Special Education
<b>Meg Mason</b>	Elementary School Teacher - Special Education : Professional Education Special Education
<b>Elizabeth Glaum-Lathbury</b>	High School Teacher - Regular Education : Professional Education
<b>Tracy Coley</b>	High School Teacher - Special Education : Professional Education Special Education
<b>Alexis McCullough</b>	Intermediate Unit Staff Member : Professional Education Special Education
<b>JoAnn Perotti</b>	Intermediate Unit Staff Member : Professional Education Special Education
<b>Jessica Reichert</b>	Middle School Teacher - Regular Education : Professional Education Special Education
<b>Kim Worrell</b>	Middle School Teacher - Special Education : Professional Education Special Education
<b>Bonnie Dingle</b>	Parent : Professional Education Special Education
<b>Julie Shemelia</b>	Parent : Professional Education Special Education
<b>Stephenie Russell</b>	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Accomplished	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	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	Accomplished	Developing
Early Childhood Education: Infant-Toddler-Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Developing

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

All areas are accomplished or developing.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Accomplished	Developing

<b>Civics and Government</b>	Accomplished	Developing
<b>PA Core Standards: English Language Arts</b>	Accomplished	Developing
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Accomplished	Developing
<b>PA Core Standards: Mathematics</b>	Accomplished	Developing
<b>Economics</b>	Accomplished	Developing
<b>Environment and Ecology</b>	Accomplished	Developing
<b>Family and Consumer Sciences</b>	Accomplished	Developing
<b>Geography</b>	Accomplished	Developing
<b>Health, Safety and Physical Education</b>	Accomplished	Developing
<b>History</b>	Accomplished	Developing
<b>Science and Technology and Engineering Education</b>	Accomplished	Developing
<b>Alternate Academic Content Standards for Math</b>	Accomplished	Developing
<b>Alternate Academic Content Standards for Reading</b>	Accomplished	Developing
<b>American School Counselor Association for Students</b>	Accomplished	Developing
<b>English Language Proficiency</b>	Accomplished	Developing
<b>Interpersonal Skills</b>	Accomplished	Developing
<b>School Climate</b>	Accomplished	Developing

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

All areas are accomplished or developing.

#### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
<b>Arts and Humanities</b>	Accomplished	Developing
<b>Career Education and Work</b>	Accomplished	Developing
<b>Civics and Government</b>	Accomplished	Developing
<b>PA Core Standards: English Language Arts</b>	Accomplished	Developing
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Accomplished	Developing
<b>PA Core Standards: Mathematics</b>	Accomplished	Developing
<b>Economics</b>	Accomplished	Developing
<b>Environment and Ecology</b>	Accomplished	Developing
<b>Family and Consumer Sciences</b>	Accomplished	Developing
<b>Geography</b>	Accomplished	Developing
<b>Health, Safety and Physical Education</b>	Accomplished	Developing
<b>History</b>	Accomplished	Developing
<b>Science and Technology and Engineering Education</b>	Accomplished	Developing
<b>Alternate Academic Content Standards for Math</b>	Accomplished	Developing
<b>Alternate Academic Content Standards for</b>	Accomplished	Developing



<b>Reading</b>		
<b>American School Counselor Association for Students</b>	Accomplished	Developing
<b>English Language Proficiency</b>	Accomplished	Developing
<b>Interpersonal Skills</b>	Accomplished	Developing
<b>School Climate</b>	Accomplished	Developing
<b>World Language</b>	Accomplished	Developing

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

All areas are accomplished or developing.

### High School Level

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

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

All areas are accomplished or developing.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers**None.***Elementary Education-Intermediate Level***Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers**None.***Middle Level***Checked answers*

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***High School Level***Checked answers*

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.*

Explanation for any standards checked:

The district has begun the process of aligning curriculum maps to PA Core Standards.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

Data charts and analysis are used.

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

All characteristics are accomplished.

#### 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:

Data charts and analysis are used.

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

All characteristics are accomplished.

### **Middle Level**

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

Processes used to ensure Accomplishment:

Data charts and analysis are used.

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

All characteristics are accomplished.

### **High School Level**

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

Processes used to ensure Accomplishment:

Data charts and analysis are used including SLO's.

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

All characteristics are accomplished.

### ***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.

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. In addition, for any student who possesses an Individual Education Plan (IEP) there exists Specially Designed Instruction (SDI) which provides accommodations and modifications based on the student's specific learning needs.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Peer evaluation/coaching

#### *Unchecked Answers*

- Annual Instructional evaluations
- Instructional Coaching

#### *Unchecked Answers*

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

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

The School District of Borough of Morrisville uses formal classroom observations based on district-level assessments that ensure standards-aligned instruction and consistency between classrooms; grades; subjects; and/or programs and in accordance with Act 82.

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

The School District of Borough of Morrisville will explore opportunities for the implementation of school-based Instructional Coaching through team leaders, department coordinators and/or the deans of students.

### *Responsiveness to Student Needs*

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

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

If necessary, provide further explanation. (Required explanation if column selected was Practices are implemented in 50% or more of district classrooms.

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
<b>Structured grouping practices are used to meet student needs.</b>	Implemented in 50% or more of district classrooms
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Implemented in 50% or more of district classrooms
<b>Differentiated instruction is used to meet student needs.</b>	Implemented in 50% or more of

	district classrooms
<b>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Practices are implemented in 50% or more of district classrooms.

### Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was Practices are implemented in 50% or more of district classrooms.

### High School Level

<b>Instructional Practices</b>	<b>Status</b>
<b>Structured grouping practices are used to meet student needs.</b>	Implemented in 50% or more of district classrooms
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Implemented in 50% or more of district classrooms
<b>Differentiated instruction is used to meet student needs.</b>	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

Practices are implemented in 50% or more of district classrooms.

## ***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.

The School District of Borough of Morrisville has a process in place 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. All position vacancies are advertised and a thorough multi-tiered hiring process is utilized. This includes a paper-screening and screening interview. Candidates that are chosen must meet the expectations for professional knowledge of best practices and be highly qualified. They must be skilled at differentiation, data-analysis and assessment and are assigned based on the needs of students within the district. Any recommended candidate chosen for a teaching position is submitted to the School Board for approval.

## **Assessments**

### ***Local Graduation Requirements***

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
<b>Total Courses</b>	27.00	27.00	27.00
<b>English</b>	4.00	4.00	4.00
<b>Mathematics</b>	4.00	4.00	4.00
<b>Social Studies</b>	4.00	4.00	4.00
<b>Science</b>	4.00	4.00	4.00
<b>Physical Education</b>	1.00	1.00	1.00
<b>Health</b>	1.00	1.00	1.00
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>	2.50	2.50	2.50
<b>Electives</b>	6.50	6.50	6.50
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	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*

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			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>EEI</b>	<b>ML</b>	<b>HS</b>
<b>PSSA</b>	X	X	X	X
<b>PASA</b>			X	X
<b>Keystone Exams</b>			X	X
<b>Locally designed Final Exams</b>			X	X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Fountas and Pinnell Reading Benchmark</b>	X	X		
<b>Journeys Unit Benchmark Assessments</b>	X	X		
<b>Dynamic Indicators of Basic Early Literacy Skills Baseline and Benchmark Assessments</b>	X			
<b>Study Island Math Baseline and Benchmark Assessments</b>		X	X	X
<b>Study Island Language Arts Baseline and Benchmark Assessments</b>		X	X	X

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Teachers in all content areas design standards-aligned formative assessments as a measure of academic growth</b>	X	X	X	X
<b>READ 180</b>			X	
<b>System 44</b>		X		

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Kaufman Test of Educational Achievement, Second Edition (KTEA-II)</b>	X	X	X	X

## *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>External Review</b>				
<b>Intermediate Unit Review</b>				
<b>LEA Administration Review</b>	X	X	X	X
<b>Building Supervisor Review</b>	X	X		

<b>Department Supervisor Review</b>	X	X	X	X
<b>Professional Learning Community Review</b>				
<b>Instructional Coach Review</b>				
<b>Teacher Peer Review</b>	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Content area assessments are reviewed collaboratively among teachers, team leaders, department coordinators and administration. Integral to this process are data folders, data analysis and grade level meetings where pertinent information is shared in order to ensure multiple and varied standards-aligned assessments of student learning.

### ***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.

Locally administered content area assessments are developed collaboratively among teachers, team leaders, department coordinators and administration. Integral to this process are data folders, data analysis, grade level and department meetings where pertinent information is shared in order to ensure multiple and varied standards-aligned assessments of student learning. These state standards aligned assessments are independently and objectively validated through an all district level review that occurs during curriculum revision cycle.

### ***Collection and Dissemination***

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

All district data is collected and entered into the district's program, Genesis. The use of this program allows for administrators and instructional teams to access student achievement data and for the district to run various reports detailing student needs. This data is then analyzed and used in instructional decisions.

### ***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.

Data collected from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level. Remediation, supplemental instruction and intervention strategies are implemented for any student in need of support.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are utilized to inform instructional practices at all grade levels. Teachers and administrators meet collaboratively to evaluate PSSA, Keystone, Dibels, and Study Island data in order to determine standards-aligned instruction that is differentiated to meet the needs of all students.

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

All strategies were selected.

### *Distribution of Summative Assessment Results*

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings				
Letters to Parents/Guardians		X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X

<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>				
<b>Press Releases</b>				
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>				

Provide brief explanation of the process for incorporating selected strategies.

State assessments are communicated throughout the year through mailings, the district website, meetings, report card conferences and the district's automated communication system. State communications are also mailed to parents and guardians. In addition, local assessments are communicated through classroom teachers.

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

The district will explore the opportunity to develop a district-wide assessment calendar.

## **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 administrative team takes a multi-disciplinary approach to ensure that students are supported, regardless of challenges. Academic needs are met through data driven decisions designed to support students' growth. Key assessment data (standardized tests, local program assessments, benchmarks, diagnostic assessments, and classroom assessments) is collected and analyzed by the deans of each building, teacher leaders, department coordinators and reading specialists before making curriculum and instructional decisions. In addition, the district employs a social worker, two guidance counselors and two part-time school psychologists who serve students' emotional/social needs.

### *Programs, Strategies and Actions*

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

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

All Programs, Strategies and Actions were selected.

### *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.)**

The public is notified of gifted education services through the student handbooks, the district website and through parent/teacher conferences. Both the Elementary/Intermediate and Middle/Senior student handbooks include a Public Awareness notice regarding both special education and gifted services. The district's website also contains information regarding gifted education and instructions on how to refer a student that is suspected of being mentally gifted. Teachers also address gifted education services with parent/guardians during parent/teacher conferences held throughout the year.

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

Students suspected of being mentally gifted may be referred for an initial screening by their parent/guardian, and/or teacher. The initial screening consists of data collected from a variety of sources (e.g. brief standardized achievement tests, curriculum based assessments, anecdotal information, etc.) and includes a brief, standardized assessment of cognitive ability administered by the school counselor or certified school psychologist. If the data collected suggests that a student may be gifted, the student is referred for a Gifted Multidisciplinary Team Evaluation (GMTE).

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

The GMDE is completed by the Gifted Multidisciplinary Team (GMDT) which includes the student's parents/guardians, a certified school psychologist, persons' familiar with the student's educational experience and performance, one or more of the student's teachers, persons trained in the appropriate evaluation techniques, and a person familiar with the student's cultural background, when possible (a single member of the GMDT may meet two or more of the qualifications specified). This GMDE is sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, and educational needs. This comprehensive assessment consists of data drawn from multiple sources and may include, but is not limited to: individually administered, standardized assessments of intellectual functioning and academic achievement, information from parents and classroom teachers, rating scales of behaviors related to giftedness, student progress toward state educational standards, observation of functioning, rates of acquisition and retention of new material/skills, and noteworthy student achievements. Assessment results are interpreted with consideration of the student's English language proficiency, cultural diversity, educational opportunities, prior instructions, medical history, and environmental and socio-economic status. The results of the GMDE are compiled into a Gifted Written Report (GWR) and the results are shared with the student's parents/guardians. The GWR recommends whether a student is gifted and in need of specially designed instruction and includes recommendations for the student's educational program.

**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.**

When a student is determined to be eligible for specially designed gifted instruction, a Gifted Individualized Education Plan (GIEP) will be developed. The GIEP is written by the gifted education teacher and is built around the student's strengths and areas of giftedness. A meeting is held with the student's parents/guardian and will include but is not limited to: the school psychologist, classroom teacher, gifted teacher, etc. The purpose of this meeting will be to review the GMDE along with the GIEP to discuss the specialized instruction the student will receive. The gifted programs in our district are comprised of differentiated instruction in the classroom, instruction in the gifted classroom, along with independent projects that focus on higher level thinking related to the student's area of strength. Each program is individualized to meet the particular student's needs both inside and outside of the classroom.

### *Developmental Services*

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X



<b>Coaching/Mentoring</b>	X	X	X	X
<b>Compliance with Health Requirements –i.e., Immunization</b>	X	X	X	X
<b>Emergency and Disaster Preparedness</b>	X	X	X	X
<b>Guidance Curriculum</b>	X	X	X	X
<b>Health and Wellness Curriculum</b>	X	X	X	X
<b>Health Screenings</b>	X	X	X	X
<b>Individual Student Planning</b>	X	X	X	X
<b>Nutrition</b>	X	X	X	X
<b>Orientation/Transition</b>	X	X	X	X
<b>RTII/MTSS</b>	X	X	X	X
<b>Wellness/Health Appraisal</b>	X	X	X	X

Explanation of developmental services:

Developmental services are offered at every grade level. Through the instructional support process, the elementary/intermediate schools further provide the support necessary for students to succeed academically and socially.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

Diagnostic, intervention and referral services are offered at all levels of the educational programs in the district.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Alternative Education</b>	X	X	X	X
<b>Case and Care Management</b>	X	X	X	X
<b>Community Liaison</b>	X	X	X	X
<b>Community Services Coordination (Internal or External)</b>	X	X	X	X
<b>Coordinate Plans</b>	X	X	X	X
<b>Coordination with Families (Learning or Behavioral)</b>	X	X	X	X
<b>Home/Family Communication</b>	X	X	X	X
<b>Managing Chronic Health Problems</b>	X	X	X	X
<b>Managing IEP and 504 Plans</b>	X	X	X	X
<b>Referral to Community Agencies</b>	X	X	X	X
<b>Staff Development</b>	X	X	X	X
<b>Strengthening Relationships Between School Personnel, Parents and Communities</b>	X	X	X	X
<b>System Support</b>	X	X	X	X
<b>Truancy Coordination</b>	X	X	X	X

Explanation of consultation and coordination services:

The School District of Borough of Morrisville continues to investigate ways to communicate available services and information to students and families within the Morrisville community.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>	X	X	X	X
<b>Directing Public to the PDE &amp; Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X

<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	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>
<b>Individual Meetings</b>	X	X	X	X
<b>Individual Screening Results</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X

### *Frequency of Communication*

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

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

The collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress is through:

- IEP Meetings
- Common Planning

- Emails
- Data Feedback
- Consultation
- Instructional Support Teacher
- Guidance Counselor
- Special Education Case Manager
- 504 Plan Case Manager
- Gifted Support Teacher
- Social Worker
- Nurse

### *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

We accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs through:

1. Child care - Annual articulation meetings regarding transportation
2. After school programs - 21st Century Grants
3. Youth workforce development programs - 21st Century Grants
4. Tutoring - 21st Century Grants

Administrators, Pupil Services staff, Special Education teachers, Guidance Counselors and School Psychologists provide information to students and their families on a variety of intervention programs including tutoring and work/study programs.

### *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.

The School District of Borough of Morrisville coordinates with agencies that serve preschool age children with disabilities through coordination with the Pupil Services Office, meeting regularly with Pre-K Counts Coordinator and Pre- K Transition.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop the policy for selecting materials and supplies in order to support differentiation of students. The selection of materials is reviewed by leadership within each grade level/department before being submitted to administration for approval.

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

All characteristics are developing.

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
<b>Aligned and supportive of academic standards, progresses level to</b>	Developing

<b>level and demonstrates relationships among fundamental concepts and skills</b>	
<b>A robust supply of high quality aligned instructional materials and resources available</b>	Developing
<b>Accessibility for students and teachers is effective and efficient</b>	Developing
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Developing

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop the policy for selecting materials and supplies in order to support differentiation of students. The selection of materials is reviewed by leadership within each grade level/department before being submitted to administration for approval.

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

All characteristics are developing.

#### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop the policy for selecting materials and supplies in order to support differentiation of students. The selection of materials is reviewed by leadership within each grade level/department before being submitted to administration for approval.

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

All characteristics are developing.

**High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

The district continues to develop the policy for selecting materials and supplies in order to support differentiation of students. The selection of materials is reviewed by leadership within each grade level/department before being submitted to administration for approval.

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

All characteristics are developing.

***SAS Incorporation*****Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in

	50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Not Applicable
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>Early Childhood Education: Infant-Toddler&amp;rarr;Second Grade</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district



	classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

The SAS Materials and Resources section on the Department of Education's site is implemented in 50% or more of classrooms with the exception of Family and Consumer Sciences as these courses are not taught within the district.

#### **Elementary Education-Intermediate Level**

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

	classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Not Applicable
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

The SAS Materials and Resources section on the Department of Education's site is implemented in 50% or more of classrooms with the exception of Family and Consumer Sciences as these courses are not taught within the district.

**Middle Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Not Applicable
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms

	classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

The SAS Materials and Resources section on the Department of Education's site is implemented in 50% or more of classrooms with the exception of Family and Consumer Sciences as these courses are not taught within the district.

#### **High School Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms

<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Not Applicable
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of

	district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

The SAS Materials and Resources section on the Department of Education's site is implemented in 50% or more of classrooms with the exception of Family and Consumer Sciences as these courses are not taught within the district.

### *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.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

## **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.	X	X	X	X
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

<b>Empowers educators to work effectively with parents and community partners.</b>	X	X	X	X
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<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>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.</b>	X	X	X	X
<b>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.</b>	X	X	X	X
<b>Provides leaders with the ability to access and use appropriate data to inform decision making.</b>	X	X	X	X
<b>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</b>	X	X	X	X
<b>Instructs the leader in managing resources for effective results.</b>	X	X	X	X

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

The School District of Borough of Morrisville Act 48 Committee reviews the professional development program annually.

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

All strategies were selected.

### ***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>
<b>The LEA has conducted the required training on:</b>
<b>1/3/2017 Initial Training announcement</b>
<b>3/16/2018 Follow-up Training held</b>
<b>6/9/2018 Training completion deadline</b>

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.

Questions
<b>The LEA has conducted the training on:</b>
<b>1/3/2017 Initial Training announcement</b>
<b>3/16/2018 Follow up training held</b>
<b>6/9/2018 Training completion deadline</b>

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.

Questions
<b>The LEA has conducted the training on:</b>
<b>1/3/2017 Initial Training announcement</b>
<b>3/16/2018 Follow up training held</b>
<b>6/9/2018 Training completion deadline</b>

### *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. Building level administrators conduct data chats to identify students at risk and to plan interventions for those students. The Act 48 Committee identifies professional development needs. Members of the administrative cabinet identify and plan for building and district professional development dates throughout the academic year.

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

All strategies were selected.

### *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.

The School District of Borough of Morrisville administrative team reviews the induction program annually.

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

All strategies were selected.

### *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.
- 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.
- Review of written reports summarizing instructional activity.
- 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*

- Student PSSA data.

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

The School District of Borough of Morrisville's administrative team reviews the induction program annually.

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

All strategies were selected.

## 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 School District of Borough of Morrisville's administrative team reviews the mentor program annually, making revisions as necessary.

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

All strategies were selected.

## Induction Program Timeline

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

If necessary, provide further explanation.

Not Applicable.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Multiple classroom observations and feedback provide data which the administrative team analyzes in order to successfully monitor and evaluate the Induction program.

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

*None.*

## **Special Education**

### *Special Education Students*

Total students identified: **193**

### *Identification Method*

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

Certified School Psychologists in the District serve a diversified role and function. In addition to the traditional role of conducting standardized assessments to identify students with disabilities, school psychologists also provide consultation and support to the general and special education teachers. This is accomplished through the provision of direction consultation as well as through the creation and implementation of trainings designed to

support staff with the inclusion of students with disabilities within the general education setting.

School psychologists support the mental health of the student body by delivering direct counseling services, completing risk assessments for students in crisis, and supporting students and families through the transition from inpatient psychiatric care back to the school setting. In addition, the school psychologists serve on multiple school-based teams including: the Student Assistance Program (SAP) teams at the elementary and secondary levels, the Instructional Support Team (IST), and the School-Wide Positive Behavior Support (SWPBS) Team. The school psychologists provide student services with a team-based approach and actively collaborate with related service providers including the school counselors, school social worker, speech and language pathologist, occupational therapist, and physical therapist.

The District maintains a thorough and comprehensive process for identifying, screening, and evaluating students who are suspected of having a disability, as defined by the Individuals with Disabilities Education Act (IDEA). This process includes the utilization of the Instructional Support Team (IST). The IST gather data, make referrals for screenings by related service providers (e.g., behavior analyst, occupational therapist, physical therapist), implement evidence-based interventions, and monitor progress at the classroom level. An evidence-based intervention designed to address an identified skill deficit is implemented with fidelity for a six-week period and progress-monitoring data is collected. If the student does not make adequate progress, a second evidence-based intervention is designed, implemented with fidelity, and monitored for another six-week period. If the student continues to demonstrate minimal progress following the implementation of two evidence-based interventions, the student is referred for a comprehensive, multidisciplinary psycho-educational evaluation. This evaluation includes, but is not limited to, a review of records, classroom observation(s), input from parents and teachers, and cognitive, academic achievement, and social-emotional-behavioral assessments (e.g., rating scales, Functional Behavior Assessment). When a referral is received, the school psychologists' utilize their expertise in multiple assessment tools and batteries to thoughtfully select assessments for an individual student with regard to not only the referral question, but also to the cultural and linguistic demands of the subtests. Evaluation results are interpreted with consideration of the student's English language proficiency, cultural diversity, educational opportunities, prior instruction, medical history, and environmental and socioeconomic status.

Students who are found to have a significant and rare discrepancy between their cognitive ability and academic achievement, which is not the result of the factors described above or is not better explained by another disability (e.g. intellectual disability, emotional disturbance, autism spectrum disorder, etc.), are eligible for special education services under the specific learning disability category and are in need of supplemental aids and services to make progress in the curriculum. A significant and rare discrepancy indicates that achievement is not at a level commensurate with intellectual ability and that some problem may exist. The statistical significance and base rate of the discrepancies are considered, as well as a multitude of other previously listed data sources within a

comprehensive framework. The supplemental aids and services provided are determined by need and are created on an individual basis. A district-created worksheet, designed to consider the hierarchy of supplemental aids and services, is utilized to ensure that students with specific learning disabilities are educated in the least restrictive environment.

## *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>

### Enrollment Differences

Areas of Disproportionality > than 10% are SE inside General Education Class < 40% and; SE in other settings. Factors that impact this Least Restrictive Environment (LRE) status include but not exclusive to:

- Limited population of total students, slightly, over 1000 in the Morrisville Borough School District. This includes students in District and those outside the District in Alternative Programs, Charter School, Technical School, Approved Private and Home School students.
- 1-2 students in a disability category or needing a specific Support Program significantly impacts our percentages.
- Limited numbers restrict our ability to serve low incident populations in our home school.
- Population of students requiring Multiple Disabilities and Autistic Support are so small and disseminated in a wide range of age groupings prohibits the District from starting "home school" classes. Tangentially, when that is possible, these low numbers limit continuity of programming.
- Transient populations require the District to make some placements due to pendency in programs that may not be in the least restrictive environment. Once we have the student for a period of time we can reevaluate and may be able to adjust the levels of inclusion into General Education in the student's home school.

In a four-year study, the data revealed that: 51% of students migrated in/out of the District; 38% of those students relocated out of the District again within the same four-year period. The resultant is we are receiving students with depressed academic levels, lower educational retention, and poor nutrition.

All of the aforementioned factors have impacted our disproportionality in SE inside General

Education less than 40% and greater number of students in outside settings. It is critical to know that with programs within the District, we operate "inclusionary classes" therefore the disproportionality occur primarily with those students educated outside of our District in other settings.

### *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?

#### Non Resident Students Oversight

1. The District currently is not the host District for students from other schools. Within our geographic boundaries there are no APS, Alternative Settings, Residential Treatment Facilities or Juvenile Detention Facilities.
2. Because we are not a host district, oversight of FAPE is not necessary at this time.
3. Similarly, since there are no existing facilities, there are no barriers or problems associated with same.

### *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).

The School District of Morrisville Borough cooperates fully with correctional facilities in addition to collaborating with the Bucks County Intermediate Unit who operates the educational programs within facilities located within the county. The Office of Pupil Personnel Services and School Counselors share information upon request and act as consultants when needed. Child Find responsibilities are followed. Requests for evaluations are referred to the Bucks County Intermediate Unit psychologist working in the facilities. All due process guidelines are followed as if the child was attending a public school within the state.

Upon a student's return from a correctional facility to the public school setting, a re-entry meeting is held with the parent, student, school administrators, school counselor, special education teacher, and parole officer (if applicable) prior to the student's return to the district. Educational placements in and outside of the district are discussed, a credit evaluation is completed, the IEP is revised, a reevaluation is conducted by the team if warranted, and a behavioral contract is signed. In many cases, as part of the student's transition from the correctional facility to the public school setting, the student is required to attend and complete a successful semester at an Alternative School setting that provides counseling services prior to returning to all general education classes. We found that this increased student success rates when transitioning to his home school.

### *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.

The School District of Morrisville Borough provides a cadre of Supplemental Aids and Services, differentiated instruction and utilizes a co-teaching model to ensure the students with disabilities within the district are educated to the maximum extent possible with non-disabled peers in the general education setting. A portion of each of our Learning Support Teachers' schedules are designed for co-teaching, especially in those classes where students with IEP's are included in General Education. Paraprofessionals provide support in classes when special education teachers are not available. All students are included in building level activities and specials (Art, Music, PE, Computer, etc.) and Electives. The majority of students are included in the general education classroom for core academic subjects at the middle senior high school level. Elementary students are provided with a variety of small group supports both in and outside of the classroom setting. All IEPs are reviewed at the meeting by the Director of Special Education/Pupil Services and/or another administrator to ensure that participation in the general education classroom was discussed and outlined for each student. In addition to reviewing the extent of the student's involvement in the



general education setting during subsequent school years. Students who cannot be served within their home school are provided with programs that are located in a neighboring public school setting as much as possible unless a child's needs exceed what is available in the public school setting. A small percentage of students are served through approved private schools or alternative schools.

The District works collaboratively with the Bucks County Intermediate Unit #22, PaTTAN, and PDE to provide instruction and training. The District utilizes the Program and Training Specialist, provided through the IDEA funding, to constantly examine research based instruction and intervention training that could assist our staff in providing excellence in education while providing opportunities for all students to be educated in the Least Restrictive Environment.

Instruction and training has occurred most recently in such areas as supporting students on the Autistic Spectrum in general education, utilizing data to drive instruction, Positive Behavior Support techniques, writing Standard Based and Common Core aligned goals and how to maximize the use of Paraprofessionals to assist students in inclusionary classrooms, literacy and improving Reading Achievement and Behavior Management.

Staff training occurs during In-Service Days, After School Workshops, Summer Training Days, Faculty meetings, etc. Information and resources are shared in hard copies and electronically through-out the school year to keep all staff informed of new researched based techniques, interventions and best practices. The District also maintains a portion of the Website dedicated to topics in Special Education, Bulletin Boards, a Resource Library and a publication entitled "Special Connections", all designed to constantly be updating staff and parents of information and training opportunities.

In regards to Indicator 5, The District is not only compliant with Federal and State statutes but dedicated to the tenet that all students should be educated in the Least Restrictive Environment. This is the driving force that guides each of our processes from referral to evaluation, to eligibility, to programing and placement. The District's presumption is that all students should be educated in their neighborhood school in General Education classrooms. Further, it is only when, as a last resort, that a placement in General Education with the use of Supplemental Aids and Services cannot be achieved satisfactorily, do we even consider a special class or alternative placement.

When examining the Special Education Data Report for School Year 2014-2015 we can draw these conclusions. In the category of "SE Inside Regular Class 80% or more" Morrisville at 59.6% was slightly below State and SPP targets; however, in School Year 2015-16 we improved and are better than State and SPP targets at 64.9% in this category. This fluctuation is contributable to numerous factors such as being a District with a significantly low population which allows only 1-2 students to substantially change the percentage; a District with a high level of transient students; having a larger number of move-ins and the requirement to initially accept the "pendent" IEP (the District cannot alter the LRE status. In the category of "Regular Class less than 40%" and "SE in other Settings" are more substantially higher than the State Average or the SPP target. The most impacting factor here is that due to the District size we are prohibited in providing a continuum of services to students with moderate to severe disabilities especially in Support Programs that provide

Multiple Disabilities, Autism and Elementary Life Skills Support. The resultant is that we must solicit our neighboring Districts, IU's and APS' to provide the necessary Support Services. When these counterparts provide the provision of education, in most cases it's within more restrictive environments with more limited inclusion.

\*Morrisville Borough School District has a very transient population. In a four-year study (2006-2010), it was found that 51% of our students had migrated in and out of the District. Tangentially, 38% of the 51% transient population relocated out of the District then within the District within a same four-year period. This factor makes the population of students with disabilities even more labile. Often these new students articulating into our District have current IEP's requiring placement in more restrictive settings. Therefore, "pendency" often dictates placements that are often not consistent with the District's approach to include as many students and as much as possible in General Education programs.

### Supports and Services

Adaptations to the physical environment	Specific seating arrangements, individualized desk and/or chair, adaptive equipment, adjustments to sensory input (e.g. light, sound), environmental aids (i.e. classroom acoustics, sound-field amplification system, heating, ventilation), structural aids (e.g. wheelchair accessibility, trays, grab bars, emergency exit plans).
Adaptive Physical Education	Provided by district staff to individual or small groups of students on an as needed basis. Collaboration between teachers and related service personnel occurs when required.
Assessment Modifications	The district may provide alternate ways for students to demonstrate learning, test modification, and assessment in alternative small group settings to address specific student needs.
Assistive Technology	The District participates fully in the Assistive Technology SETT Framework with support from the Bucks County Intermediate Unit #22. Student need is based upon results of a comprehensive evaluation and IEP team recommendation. Equipment is purchased following data collection and trials with multiple instruments. Sound field systems have been installed in all classrooms to meet the needs of students who require such accommodations.
Audiological/ Hearing Support	The District contracts with the Bucks County Intermediate Unit #22 for hearing support services. Student need is based upon results of a comprehensive evaluation and IEP team recommendations.
Behavior Analyst/ Consultant	The Behavior Analysis works directly with students and teachers to provide strategies to maintain positive

	<p>behaviors; consults with IST, MDT and IEP Team members; conducts Functional Behavior Assessments (FBA); assist teachers in developing PBSP (Positive Behavior Support Plans), and facilitates anger management and social skills training groups.</p> <p>When required, the District contracts with the Bucks County Intermediate Unit #22 for captionist services. Student need is based upon results of a comprehensive evaluation and IEP team recommendations.</p>
C-Print Captioning Services	
Co-teaching	<p>The district has embraced a coteaching model, pairing special education teachers and general education teachers to deliver core instructional content to students in the general education setting.</p>
Curricular and Instructional Adaptions and Modifications	<p>Provided for students in the general education classroom setting to address specified learning needs. Students' needs are based upon results of a comprehensive evaluation, student performance, data collection and IEP team recommendations.</p>
Instructional development and delivery of instruction that addresses diverse learning needs	<p>Differentiated Instruction, provide accommodations to allow students to participate in general education curriculum; provide modified curriculum goals (only when necessary); provide test modifications; provide alternate materials and/or assistive technology (i.e. materials on tape, transcribe text into Braille, large print, alternate computer access); providing instruction on functional skills in the context of the typical routines in general education; changing method of presentation; providing research-based supplemental materials; providing instructional adaptations (i.e. pre-teaching, repeating directions, extra examples, chunking).</p>
Integration of technology into instruction	<p>Technology to assist in presentation of material includes Smart Boards, lap-top computers, iPads, computerized research based reading and math intervention programs, and computerized scanning and reading literacy software designed on the principles of Universal Learning Design and READ 180 Instruction.</p>
Interpreter Services	<p>District staff, community members, computer translation software, and the Language Line (contracted through the Bucks County IU) are used when necessary to ensure appropriate communication between the school and English Language Learners and their parents/guardians (when needed).</p> <p>The District contracts with the Bucks County Intermediate</p>

Occupational Therapy	Unit #22 for occupational therapy services. Students' needs are based upon results of a comprehensive evaluation and IEP team recommendation. Students can receive these services through IDEA or Section 504. Provided for identified students in the general classroom setting to ensure access to and participation in the educational program. Students' needs are based upon results of a comprehensive evaluation and IEP team recommendations.
Paraprofessional Support	The District contracts with the Bucks County Intermediate Unit #22 for physical therapy services. Students' needs are based upon results of a comprehensive evaluation. A doctor's prescription is required for services to begin.
Physical Therapy	Services are based upon individual student need and IEP team recommendations. Psychological Services are provided by district staff or outside agencies when appropriate.
Psychological Services	Counseling groups and/or individual sessions are offered based on individual need. Provided by district staff or outside agencies when appropriate.
School Counselors	Services are provided on a daily basis as per state mandates. The District contracts with the Bucks County Intermediate Unit #22 for individual nursing needs that are beyond the scope of a building/ district level nurse.
School Health/ Nursing Services	Sensory strategies and aids are available to assist student in self-regulation. Adjustments may be made to address light, sound, tactile input, etc. Student need is based upon results of a comprehensive evaluation, student performance, and IEP team recommendation.
Sensory aids	The District contracts with the Bucks County Intermediate Unit for Social Worker Services.
Social Work Services	Social Skills Group, Counseling Supports, Individualized Positive Behavior Support Plans, Modification of rules and expectations, Cooperative Learning Groups, Behavior Analyst Consultation
Social-Behavioral Support and Services to increase appropriate behavior and reduce disruption and interfering behavior	The District contracts with the Bucks County Intermediate Unit #22 for speech/language therapy services. Student need is based upon results of a comprehensive evaluation and the recommendations of the IEP team.
Speech and Language Therapy	Supplemental materials and manipulatives are provided to enhance student learning in core academic classes.
Supplemental materials and manipulatives	The district partners with the BCIU #22 and other agencies like OVR to provide job coaching, job training, job placement,
Transition services	

	and Interest/Vocational Assessments for children with special needs. Transitional Support Services becomes a driving force in the IEP Process for students 14 yrs. of age and older. All ninth grade students are required to complete a career course. School counselors provide career planning services for all students.
Transportation Services- curb to curb	The District contracts with the Bucks County Intermediate Unit #22 and private contractors for transportation needs. Though Morrisville is a non-busing District, students who are placed outside of the district due to educational programming needs are offered curb to curb transportation services to and from the placement at district expense. The District purchased three (3) vans to transport students to programs, Community Based Instruction and Work Experiences.
Vision Support	The District contracts with the Bucks County Intermediate Unit #22 for vision support services. Student need is based upon results of a comprehensive evaluation and IEP team recommendations.

### *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.

### **Behavior Support Services**

Across all disability categories, but especially with those students requiring autistic and emotional support, we have had to implement numerous strategies and programs to assist students to regulate their behavior.

Therefore, the District has extended their Behavior Support services. The District utilizes a deliberate and consultative model utilizing all the resources and staff at its disposal. This district has assembled a team including but not exclusive to School Psychologist, Behavior Analyst, Social Worker, Counselors, IST (Instructional Support Staff), and SAP (Student Assistance Program) to work collaboratively to provide extensive Behavior Support Services.

The School Psychologist, School Social Worker, Behavior Analyst, and Counseling staff provide individual counseling as well as group counseling and social skills training for students. As part of these counseling services, students are taught to use coping strategies

to better manage their own behaviors. Consultation services involve consultation with staff, including teachers and paraprofessionals, parents, and students.

The School Psychologist, Behavior Analyst, and Social Worker observe students in the classroom setting and school environment and consult with teachers and assistants before making recommendations to address behavioral and academic needs. The School Psychologist, Behavior Analyst, and Social Worker then follow up with staff to see if the recommendations have been effective in addressing the needs of the student. If the recommendations are not effective, the team meets to discuss further steps including whether or not an FBA is necessary. The parents are involved in this decision making process. If it is decided that an FBA is warranted, the District proceeds to have parent sign a PTE (Permission to evaluate). The Behavior Analyst meets with the teacher to determine what the problematic behaviors are and to define the behaviors in measurable terms. Data sheets are created (frequency, duration, ABC format, occurrence sheets, etc.) and teachers and support staff are trained on how to accurately collect student data. Teachers complete questionnaires, direct observations occur, and data is analyzed. The function of behaviors is determined from this information and then an individual positive behavior support plan is created. The Behavior Analyst then meets with the teacher to assist in writing complimentary behavioral goals in the IEP and also SDIs that will assist the student in making progress towards meeting the established behavioral goals. Data sheets are created to monitor progress towards achieving the goals and the Behavior Analyst and Teacher meet periodically to discuss the data.

Staff members are trained on a variety of behavioral techniques, including identifying and responding to behavioral triggers (ignoring low level behaviors, presenting forced choices, using proximity control), creation of positive behavior support plans (PBSP) and de-escalation plans for students, helping staff identify his/her role within the PBSP, remaining calm during crisis situations, ensuring the safety of all students, and using Crisis Prevention and Intervention (CPI) techniques as a last resort. Individual Crisis Plans are created for students outlining step-by-step techniques when needed. Teachers and support staff are taught to use calm voices and a non-threatening stance during crisis situations.

Due to the individual needs of each student, teachers and instructional staff are taught to know what de-escalation techniques are effective for each student. The School Psychologist, Behavior Analyst and Social Worker make teachers aware of potential triggers for each student. Teachers are then able to modify environments and lessons in an effort to avoid those triggers. Teachers are also taught the signs each student displays when he/she is beginning to escalate so teachers can try to catch the student and calm him/her before the student fully escalates. Signs that students may exhibit include: clenched fists, talking faster/louder, not talking at all, breathing faster/slower, pacing, arguing, reddening of the skin, etc. Teachers are taught many different de-escalation strategies to use when a student is showing signs of escalating. Teachers are taught to always show empathy at these times, be nonjudgmental, and provide undivided attention and to use a calm voice with neutral tone. Some students respond to silence, while others like to talk. De-escalation strategies include but are not limited to: calming breathing strategies (blow out the candles), humor, massage, putty, Model Magic, Play-doh, stress balls, motor breaks, break cards, Red Light-

Green Light, and writing in a journal. The Social Worker also uses curriculums such as Second Step to discuss strategies with students in a group setting. Coping strategies, dealing with strong emotions, and understanding others perspective are examples of topics discussed at these times. The School Psychologist, Behavior Analyst and Social Worker also meet with students to teach talk aloud problem solving skills and positive self- talk.

Opportunities for role- play are created so students have the opportunity to practice these techniques with the goal of those skills then generalizing to everyday situations.

All attempts are made to prevent students from fully escalating; however, sometimes despite all efforts made by the support staff the behavior of students still escalate. When this occurs, staff implement the de-escalation plan created for the student. Staff are taught to remain calm and use a Supportive stance while interacting with students at all times. Support staff ensure the safety of all students by removing the other students from the area where the acting out student is located. Packets of educational material are prepared ahead of time to take with the students who are removed to another area. Support staff that are CPI trained remain with the acting out student. One staff member assumes the role of observing and documenting the beginning and end time of each restraint. If a physical intervention technique is necessary, staff are trained to use the Children's Control Technique. The restraint is terminated as soon as the student begins to calm down. Support staff then allow the student to calm down before talking to them about what happened. At this time, staff stress better choices the student can make in the future. After the event, the teacher notifies the parent and team of the incident and an IEP meeting is scheduled to re-evaluate the plan in place for that student.

Additional support for teachers includes developing class wide motivators for Emotional Support, Learning Support, and general education classes (School Store, Reward Day Friday, computer time, use of individual iPads), assisting with development of token economies within the classroom, helping teachers to physically set-up classrooms with take time areas and quiet work areas, helping teachers to create visual schedules, visual reminders, break cards, helping teachers to identify what materials are needed for student success (timers, room dividers), conducting classroom observations to collect behavioral data, meeting with students to determine appropriate reinforcement (completing reinforcer surveys), and setting up individual schedules of reinforcement for students.

Time is also spent meeting with staff, outside agencies and families to collaborate concerning services for students and how to best meet students' needs. As a school district, we often help families pursue the assistance from community agencies including Child Welfare, Mental Health and Office of Developmental Disabilities. If a student needs assistance in school, the Social Worker, School Psychologist, Behavior Analyst and Guidance Counselor come together – contributing our specific areas of expertise to the situation in a comprehensive and collaborative team approach. Many times, however, the student needs also coexist in the home, therefore requiring support there as well. When this is the case, the Social Worker assumes the role of connecting the family with resources outside of school to assist the student. This assistance often includes help with insurance issues, locating agencies with the appropriate services to meet their needs and (once those services are secured) serving as a liaison between the home, school and agency to ensure the

services provided are child-centered, collaborative and consistent. In an effort to ensure this, the team from outside agencies are invited to the school for an interagency meeting to ensure that we are on the “same page” with our treatment plans and recommendations.

### **School Wide Positive Behavior Support Program:**

In the District, a School Wide Positive Behavior Support program (SWPBS) is implemented at the elementary level in grades K-5 and at the middle school level in grades 6-8. This program promotes positive behavioral expectations in all areas of the school. Our elementary program has three rules that students must follow in order to be in accordance with the SWPBIS code of conduct. We call these “The 3 Be’s”: Be Safe, Be Respectful, and Be Responsible. Students are rewarded for displaying these behaviors through earning bulldog bucks and incentives to support the program. The elementary SWPBIS team participated in an initial three days of professional development prior to implementation and maintain monthly meetings throughout the school year. The program was awarded statewide recognition for Tier 1 implementation in the 2013-2014 school year.

Our Middle School program has adopted “PACK” (Persevere, Accept Responsibility, Cooperate, be Kind) as its core rules for behavior. Students are rewarded with PACK Dollars for demonstrating these behaviors in all areas of the school. PACK Dollars can be spent at the end of the week in the school store or be saved for participation in school-wide events. The middle school SWPBIS team also participated in three days of professional development prior to implementation and maintain monthly meetings to analyze student data and problem solve.

We are very lucky to have a wonderful School-Based Behavioral Health support in our school through the Family Service Association (FSA). Family Services provides our school with a licensed social worker to conduct therapy sessions in school with students and their families in need. In order to be eligible for this service, students must have Medical Assistance as their health insurance. To support this, we also have staff members, including our district social worker, who will help families with the application process for Medical Assistance. This program is extremely helpful to families as it occurs in school, avoiding any transportation obstacles, and there is no cost. Many families in our district have taken advantage of this service and have had both positive experiences and outcomes.

### ***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.

The School District of Borough of Morrisville is not currently experiencing any difficulties insuring FAPE for a particular disability category or a specific student. The District has always, when necessary, exhausted all resources to insure a free, appropriate, public education for all students.

While the District might experience difficulties in providing a continuum of program it seems to be a direct descendent of being such a small populated District. The District located in the Borough of Morrisville is less than 2 square miles in Southeastern PA bordering Trenton, NJ. The current total population of students is 1025. In the 3 schools (Elementary, Intermediate and High School) we have 890, and 135 students in other outside programs (Technical, Charter and Alternative Schools).

The disability categories of Autism and Multiple Disabilities seem to have the higher incidence of requiring a program outside the school district. We currently have a total of 32 students meeting the eligibility criteria of Autism with 12 students in In-District Programs and 20 in Out of District Programs.

It has nothing to do specifically with the Disability category as it has to do with (1) having such few students in a particular age and grade grouping that doesn't allow this District to provide program and if so, at a cost that would significantly affect the education of other students; (2) Those students needs are, as recommended by the IEP Team, better met in specialized settings. The students in these categories have specific needs that even when supplemental aids and services are utilized, cannot gain meaningful educational benefit. Often these students require 1-2 or less teacher-student ratio, the integrated supports of related services (OT, PT, Speech, etc.) within the classroom; highly supervised academic and non-academic activities, modified scope and sequence of the general education curriculum/or a modified curriculum, teachers and paraprofessionals that are certified and highly qualified and have additional training in teaching social, coping and de-escalation skills.

Over the last successive 5 years the District has expanded their support programs adding four different age and grade level Emotional Support Programs and one High School Life Skills Program. During the past two years, the District has attempted to initiate an Autistic Support Program but have been unable to garner parent support. In fact, the District even utilized the State Mediation Process with no success. Even though disappointed, that we were not able to start an Autistic Support Program, our spirit and desire to have all students educated in their "home school" is not diminished! The prospect of creating additional Support Programs and hence expand our continuum of services has not been abandoned, and remains a priority in educating **all** students in the **Least Restrictive Environment**.

## *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.

### Current Program Strengths and Highlights

- Improved Reading and Language Arts Program - Over the past 8 years, the Morrisville Borough School District has made significant strides toward improving its literacy program across the grades. After an informal investigation of the district's current literacy resources and practices, a Summary of Findings was presented to district administration. This informal investigation revealed several relationships between student performance and the district's current core curriculum, intervention protocols, and methods of assessment. As a result, an action plan was developed, which included a professional development plan and the inception of a literacy committee to research and select new curricula, interventions, and assessment protocols. Presently, this team has been successful in executing a comprehensive LETRS (Language Essentials for Teachers of Reading and Spelling) training series, implementing DIBELS as a universal screener, adopting Journey's as the elementary core literacy curriculum, utilizing the Journey's intervention resources in its Learning Support programs, upgrading Read 180 the Universal version and System 44 to the Next Generation version, interventions, bringing on Language Live for secondary students with significant literacy deficits, and acquiring the Unique Learning System program for our students in our Life Skills Program.

This combination of Programs and Specialized strategies have significantly strengthened and solidified the K through 8th grade Reading and Language Arts Program. However, we also recognized that there were some of our High School students, with reading disabilities, that resulted in them being 2 or more grade levels behind. These students still required specialized reading instruction in foundational reading skills that were age and interest appropriate. The Language Live Program, due to the content being provided to students in an age appropriate manner, was selected for a newly created course entitled College Reading Readiness.

The Language Live Program is a blend of online learning and teacher-led instruction. There are three assessments given at the beginning of the year to guide placement in the program. These assessments are based on reading comprehension to provide a Lexile score, reading fluency and spelling. Each student is placed in the appropriate level based on these assessments. The fluency and spelling assessments are re-evaluated mid-year and all three assessments are given again at the end of the year.

In the online portions of this program, students work at their own pace on Word Training Lessons and Unit Goals. The students watch video tutorials, have a check for understanding, and participate in engaging, interactive and cumulative reading activities. The text-training

portion of this program is teacher-led instruction in the areas of reading, vocabulary, grammar and writing. Each unit has 10 lessons, a writing activity and on-line practice activities. At the end of each unit, there is a content mastery quiz and a power pass quiz to check for understanding of the unit topic.

One of the other very positive additions to our Life Skills Support curriculum is Unique Learning System. This system is a standards-based curriculum designed for students with disabilities. This curriculum provides lessons on skills that students will need for adult life after High School. Each month a different topic is discussed and a monthly plan is provided. All reading materials are based on the topic of the month and have three differentiated levels. There are four core components to the Transition grade band. These core components are: Life Long Learning, Personal Life, Daily Living, and Employability. These core components cover reading fluency, social skills, money management, time, a weekly recipe and job awareness, these skills are reviewed multiple times per week to reinforce each skill. The math components covered in the High School grade band are: Numbers and Computation, Statistics, Time, Money, Geometry and Basic Algebra. Each of these math lessons have three differentiated levels. Science and Social Studies lessons are provided as well. Each lesson has differentiated comprehension questions and has a project that accompanies each lesson.

- A greater emphasis on working with individual students, IEP Teams, families and agencies to develop processes, programs and opportunities leading to successful school and post school experiences.
- Collaborative utilization of the Multidisciplinary Team including but not exclusive to School Psychologist, Behavior Analyst, Program and Training Specialist, Social Worker, Counselor, Reading Specialist and Instructional Support Teacher, etc. to provide training and consultations to teachers to implement research based interventions for those students that may be academically or behaviorally at risk.
- Every effort is made to maintain all students with disabilities in general education, no matter how severe the disability, through the use of Supplemental Aids and Services.
- Inclusion opportunities are available for all students in academic, non-academic and extracurricular activities.
- The District maintains a continuum of services, across grade levels and academic disciplines.
- Use of Instructional Support Teams (K-5) and Educational Support Teams (6-12) in the pre-referral process
- Small group and in class support grades K-3.
- Co-teaching grades 4-5 at the Intermediate level, utilizing professional and paraprofessional staff.

- Co-teaching in core academic classes at the Intermediate and High School level (grades 6-12).
- Academic Support/ Resource classes utilized, at the high school level, for those students still needing instruction and reinforcement in core academic courses.
- Study-Organizational Skills Course to assist students with executive skills and reinforce instruction.
- Majority of special education students are educated within their home school.
- Paraprofessionals provide one to one support for children with identified special needs allowing the option for students to participate fully in the general education classroom with supplemental aids and services.
- Comprehensive related services are provided by contracting for services through the Bucks County Intermediate Unit #22.
- K-12 Learning Support Program operated by the District.
- K-12 Emotional Support Program operated by the District.
- 9-12 Life Skills Support operated by the District.
- K-12 Student Assistance Program.
- K-5 Instructional Support Team Services, operated by the District.
- The District offers a full range of Psychological Services through a full-time School Psychologist and Part-time Behavior Analyst, Social Worker and Guidance Counselors.
- Counseling and mentoring services provided by School Counselors and School Psychologist in all grade levels with supplemental services provided through PennDel Mental Health at the Intermediate/High School level.
- Family Services provides counseling services to Morrisville students "on campus." This avoids the parent from seeking, maintaining and transporting their child to private outside counseling services. The only requirement is that the student must be eligible for Medical Assistance (There is no cost to parent associated with this service).
- The District's Special Education Division has continued to emphasize and prioritize transition. It is critical that we prepare our students with disabilities for life after high school. In addition to using the Planning for Future Checklist, doing interest/aptitude assessment, interviewing both student and parent, aligning goals, and activities to future path, we have increased involvement with outside agencies and explored employment experiences while the student remains in school. Some of the several new initiatives for which we have participated are: 1) An In-School Youth Workforce Program where we have involved 6 students in 2014-15; 8 students in 2015-16; 13 students in 2016-17, and 14 students in 2017-18 School years. This program is a Bucks County Community College

Program funded by the Bucks County Workforce Development Board/Bucks County Career Link. The purpose of this program is to help bridge the gap for Lower Bucks County students that need extra assistance in setting their education, career and life path in a direction for success. By providing an innovative combination of skills training, industry exposure and counseling. This program helps prepare our youth in employability skills for success in the workplace. Our students have had the opportunity to participate in paid work experiences, internships to learn new skills, and have received exposure to career possibilities. The current program runs two days per week (one day at Morrisville High School and one day at the Lower Bucks Campus of the BCCC). Topics include, but are not exclusive to, Financial Literacy, Resume Writing, Job Applications, Networking, Customer Service Skills, Entrepreneurship, Manufacturing Skills, etc. 2) Pre-Employment Transition Services (PETS) The Bucks County Intermediate Unit (IU 22) in collaboration with the PA Office of Vocational Rehabilitation (OVR) have offered the Morrisville Borough School District and students with disabilities from ages 14-21 new transition programs. These service programs are designed to give students the knowledge and skills they need to participate in and manage the aspects of their lives related to achieving higher levels of independence. The District's students have become the benefactors of such services as: Independent Living Skills - Instruction continued to be presented on subjects like household budgeting, financial management, utilizing public transportation, and navigating the social services system. Self-Advocacy Training - Our students are learning about their disabilities, but more importantly how to advocate for themselves. They also are getting a better understanding of the way they learn best and the types of modifications they have to make to best complete a task. Workplace Readiness Training - Our students learn how best to dress, speak and act for job interviews, and once employed how to use these practices to maintain employment. This program also provides many individual services such as assessment, counselling, job shadowing and work based learning experiences. Job Shadowing - Our students have the opportunity to experience a job and workplace by accompanying an actual employee through their workday. Shadowing experiences may be one to five days, for up to 25 total hours. Work Based Learning Experiences - This "hands-on" opportunity gives our students the ability to actually work in local companies. Supervision through the use of a job coach allows the students to learn and understand the actual task and provide and build employability skills.

- Small student-teacher ratio and flexible nature of delivery of services.
- Program and Training Specialist available to assist with staff development and consultation on complex cases.
- Focused staff development related to staff and district needs: research based interventions, co-teaching, differentiated instruction, progress monitoring, behavior management technology, social skills, understanding specific disabilities, i.e., Autism Spectrum Disorder, Multiple Disabled, etc., and interventions that will allow students to benefit from inclusion in general education and team building.

- Integration of technology into instruction: Smart Boards, lap-top computers, iPads, Read 180 Program, computerized research based reading and math intervention programs, and Cyber classes.
- The District has implemented the use of Study Island, a program specifically designed to help students master the Common Core Standards and improve PSSA performance in Math and Reading. The program is currently being utilized in the District's Study and Organizational skills classes, specifically for students with IEPs.
- School-Wide Positive Behavior Support Program for Grades K-8.
- All elementary and secondary special education staff members trained in CPI (Non-Violent Crisis Intervention).
- After school tutoring, clubs, activities, and summer camp experiences through the 21st Century Learning Communities Grant
- All special education teachers are certified and meet all requirements as "highly qualified". The majority of special education teachers grades 6-12 are certified to teacher at least one other major content area and have dual certification.
- The District employs a collaborative approach to overcoming possible barriers to inclusion.
- The District is dedicated to raising the level of expectations for **all** students.
- The District's IST (Instructional Support Team) and IEP Teams will always consider a full range of supplemental aids and services in the general education classrooms prior to ever contemplating placement in a more restrictive setting. The District has even developed a LRE Checklist to assist in determining access and participation in the general education curriculum.
- The Pupil Services Department publishes a quarterly newsletter entitled Special Connections that is distributed to all parents of students with special needs.
- The District regularly surveys parents to ascertain what parent training may be needed or desired.
- The District always encourages parent participation and in-put into the referral, evaluation, identification, programming and placement processes.
- The District maintains a Parent Resource Center that is easily accessible to all members of the community. The District's website, under Pupil Services/Special Education is continually updating information and adding links.
- The District is always prepared to provide accommodations to support parent participation, including but not exclusive to, before and after school meetings, provide

transportation (when necessary) translator, phone conferences, child care for larger group trainings/Meetings, etc.

- District encourages parents to be involved all committees and in-service training on such topics as modified curriculum, differentiated instruction, positive behavior support, assistive technology, related services, ESY, Research Based Intervention, Literacy, Executive Skills, understanding of various disability categories, etc.
- Occupational Therapy Strategies to Promote Self-Regulation: Integrating Movement Throughout the School Day - WHY "HEAVY WORK/PROPRIOCEPTION? When children move and play, their muscles stretch and contract. Proprioception refers to the way joints and muscles send messages to the brain to help coordinate movement. Proprioceptive input tends to have a calming and organizing effect on the body. When children participate in these types of activities, and in the specific amount of time and intensity their body needs, we may see them become more calm, organized in their behavior, and able to follow through with daily activities (getting dressed, participating in meal time, and following directions). For this reason, occupational therapists often recommend heavy work activities as part of a student's self-regulation plan, in order to help prepare their bodies to be able to more fully participate in the things they want and need to be able to do on a daily basis (their "occupations"). Heavy work activities include whole body actions involving pushing, pulling, lifting, playing, and moving; These activities should be built proactively into the school day (daily) and only completed with adult supervision. They should become part of the regular everyday routine. Participation in these activities is used to improve a student's availability for learning, so it is not something they should lose access to for bad behavior, or something that is skipped because of good behavior. Structuring the Movement Group -
  - a) Active involvement from educational staff throughout duration of group (standing/participating with students in all settings/locations);
  - b) Educational staff should provide close supervision and active involvement during movement group to ensure student safety with equipment;
  - c) Modeling, encouragement and praise for good behaviors observed;
  - d) Group lasts 30 minutes.Future Ideas for Promoting Student Self-Regulation
  1. YOGA/MOVEMENT - Cosmic Yoga: yoga, mindfulness and relaxation designed especially for kids aged 3+, used in schools and homes all over the world. Go Noodle: turns movement into a game and makes it easy to be active, the kid way—silly, energetic, playful, and fun.
  2. Alternate working positions in classroom (standing, lay on tummy while reading/doing a puzzle, etc.)
  3. Pair motor activity with academic tasks: Once exercise becomes a preferred activity, then academic tasks providing opportunities for exercise may require less prompting for engagement. EXAMPLE: student practices spelling words while standing on a balance board or while tossing a ball back and forth. Adult using hand pump for student to catch words on table as they are identified.
  4. Multi-sensory approach to instruction: use of various materials and sensory mediums may help to foster interest and sustain attention. EXAMPLES: writing sight words in shaving cream/craft sand, using magnet letters to make words, plastic screen under paper to provide more feedback when tracing/writing words, using Bendaroos or Wikki stix to spell out words.
  5. Use of gum to provide input during a

structured seated activity that requires sustained attention and focus (student throws gum out when activity is completed)

- Prevention of Discrimination/Harassment on the Basis of Disability and Sex - During the 2015-16 and continuing annually through 2020, the District planned and implemented an intensive training program for students (K-12), parents, teachers, support and administrative staff. Some activities included but were not exclusive to Bullying & Harassment Prevention; How to recognize, process, investigate and resolve complaints of discrimination/harassment on the basis of disability and/or sex; Conflict Resolution; Healthy Relationships; Mindfulness; Internet Safety; Sexting, etc. The sessions were provided by BCIU #22; Firm of Sweet, Stevens, Katz and Williams; NOVA; Walnut Street Theater Productions; Olveus. There is a minimum of 3 sessions yearly, with a maximum of 6 sessions yearly. Each session is approximately 6 hours in length. Administrative and Support Staff (Counselors, Safety Officer, Nurses, etc.) will be continually trained on how to recognize, process, investigate and resolve complaints of discrimination on the basis of disability and/or sex. Teachers, Paraprofessionals/Personal Care Assistants and other Support Staff will receive sensitivity training on how to prevent or report discrimination/harassment on the basis of disability and/or sex. Each of the presentations were researched based. They provide a foundation and basis to develop policies and procedures that can easily be assessed and used by students, staff, parents, and support staff. It also provides best practices in having information on the District's website, student/teacher handbooks, and in publication distributed by the Superintendent and Principals. It is our responsibility to create a climate where students always feel safe and comfortable; an environment conducive for learning. In addition to being obligated to victims, schools must address hostile educational environments created by sex discrimination and discrimination on the basis of disability, we must remedy any current situation, addressing its effects and preventing its recurrence in the future. Schools will only meet this obligation through continuing to provide these trainings and awareness programs. Some of the training formats used are power points, videos of actual situations, discussion groups, and theatre groups performing plays. Evaluation methods used would be to continue to do climate checks/assessment; collect data on the number of reported incidents of discrimination; refine policies and procedures so that all members of the Educational Community have access and use the procedures to prevent process, and then, if necessary, to report incidents of harassment on the basis of sex and discrimination.



# 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
There are no facilities used.	Nonresident	There are no facilities used.	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bristol Township School District	Neighboring School Districts	Supplemental Life Skills Support	2
Bucks County Intermediate Unit #22	Neighboring School Districts	Itinerant Autistic Support	2
Bucks County Intermediate Unit #22	Neighboring School Districts	Supplemental Specialized Learning Support	10
Bucks County Intermediate Unit #22	Neighboring School Districts	Supplemental Autistic Support	11
Bucks County Technical High School	Neighboring School Districts	Itinerant Learning Support	6
Lifeworks Alternative School	Other	Supplemental Emotional Support	5
Pennwood Middle School	Neighboring School Districts	Supplemental Life Skills Support	1
Valley Day School	Approved Private Schools	Full Time Emotional Support	5
Bucks County Intermediate Unit #22	Neighboring School Districts	Full Time Multiple Disabilities Support	2
Edgewood Elementary	Neighboring School Districts	Supplemental Autistic Support	1
CSF	Other	Itinerant Emotional Support	2
New Hope Academy	Other	Itinerant Emotional Support	3

## Special Education Program Profile

### Program Position #1

Operator: School District

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	20	1
Locations:				

<b>Grandview Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #2***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	8 to 12	20	1
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	13 to 15	20	1
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High 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
<b>Itinerant</b>	Learning Support	10 to 12	50	1
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 7	50	1
<b>Locations:</b>				
<b>Grandview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 14	50	1

<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle 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
<b>Itinerant</b>	Learning Support	14 to 16	25	0.5
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 17	50	1
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	18 to 20	50	1
<b>Locations:</b>				
<b>Morrisville High School</b>	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
<b>Itinerant</b>	Learning Support	18 to 21	25	0.5
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 13	10	0.2
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle 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
<b>Itinerant</b>	Learning Support	11 to 13	10	1
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 8	26	0.4
<b>Locations:</b>				
<b>Grandview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	12 to 15	13	0.2
<b>Justification: Students are seen individually by the Speech and Language Pathologist</b>				
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	8 to 11	26	0.4
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 9	25	0.5
<b>Locations:</b>				
<b>Grandview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	16 to 20	20	1
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Deaf and Hearing Impaired Support	11 to 13	3	0.06
<b>Locations:</b>				
<b>Morrisville Intermediate School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	6 to 8	10	0.2
<b>Locations:</b>				
<b>Grandview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	17 to 20	25	0.5
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #21***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 7	10	0.2
<b>Locations:</b>				
<b>Grandview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 11	50	1
<b>Locations:</b>				
<b>Morrisville Intermediate</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	16 to 20	20	1
<b>Locations:</b>				
<b>Morrisville High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
<b>School Psychologist</b>	All Buildings	1
<b>School Counselor</b>	Morrisville Intermediate School	0.5
<b>School Counselor</b>	Morrisville High School	1
<b>School Counselor</b>	Grandview Elementary	0.5
<b>Paraeducator/Instructional Assistant</b>	Morrisville Intermediate School	6
<b>Paraeducator/Instructional Assistant</b>	Grandview Elementary	4
<b>Paraeducator/Instructional Assistant</b>	Morrisville High School	7
<b>Personal Care Assistant</b>	Elementary and Intermediate Schools	6
<b>School Counselor</b>	Middle School	1

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
<b>Speech and Language Therapist</b>	Intermediate Unit	5 Days
<b>Occupational Therapist</b>	Intermediate Unit	2 Days
<b>Physical Therapist</b>	Intermediate Unit	2 Hours
<b>Behavior Analyst</b>	Intermediate Unit	3 Days
<b>Behavior Analyst/Consultant</b>	Outside Contractor	1 Hours



<b>Social Worker</b>	Intermediate Unit	5 Days
<b>School Psychologist</b>	Intermediate Unit	4 Days

# 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:

System wide professional development on Visual Technology, Social Emotional Learning and Curriculum Development needs to be implemented.

## District Accomplishments

### Accomplishment #1:

The School District of Borough of Morrisville reinstated full day Kindergarten during the 2017-2018 school year.

### Accomplishment #2:

During the summer of the 2018-2019 School Year, the District purchased and installed Smartboards in every classroom, K-12. This enhanced digital visual technology not only brings internet based curricular content to the entire classroom, but it also supports Special Education students who have need of enhanced visual learning support.

### Accomplishment #3:

In the 2018-2019 school year the District hired an Assistant Principal for additional administrator support at the K-5 Level.

### Accomplishment #4:

Summer 2018: The District installed secured entry vestibules at each building location. This enhances the overall security of the school buildings, and controls inflow and egress of itinerant staff during the day.

### Accomplishment #5:

During the 2018-2019 school year, the District enhanced its delivery of Music and Arts programming by reinstituting the Marching Band, as well as offering String Orchestra at the elementary level.

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**Accomplishment #6:**

The District added to its available technology resources 10 laptop carts at the Intermediate, Middle and High School. These computers are available for student use throughout the day.

**Accomplishment #7:**

The District has implemented a new educational design in which high school students will participate in a blended learning model which integrates cyber and traditional classroom learning.

**Accomplishment #8:**

The District received a rating of "Exceeds Measures" for the Career Readiness Standards and High School Graduation Cohort.

**Accomplishment #9:**

The District added a Guidance Counselor at the Middle School level during the 2017-2018 School Year.

**Accomplishment #10:**

The District added instructional staff at the High School level, for the express purpose of offering additional English and Social Studies electives at the High School.

**Accomplishment #11:**

The District implemented the ALICE Crisis Training Curriculum for school safety drills and security awareness.

**Accomplishment #12:**

There is a need to create a more positive climate and culture through a safe school environment and also by increasing communication and engagement through technology capabilities.

**District Concerns****Concern #1:**

There is a need to implement additional training and support for school staff in the areas of: Social Emotional Learning, Visual Technology, and Student engagement/rigor.

**Concern #2:**

There is a need to build and reinforce the financial resilience of the district through exploring alternative sources of funding and grants.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

There is a need to build and reinforce the financial resilience of the district through exploring alternative sources of funding and grants.

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

There is a need to implement additional training and support for school staff in the areas of: Social Emotional Learning, Visual Technology, and Student engagement/rigor.

**Systemic Challenge #3** (*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:**

There is a need to implement additional training and support for school staff in the areas of: Social Emotional Learning, Visual Technology, and Student engagement/rigor.

**Systemic Challenge #4** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standard aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

There is a need to implement additional training and support for school staff in the areas of: Social Emotional Learning, Visual Technology, and Student engagement/rigor.

# District Level Plan

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## Action Plans

### Goal #1: Improved Climate and Culture

#### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standard aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

#### Indicators of Effectiveness:

Type: Annual

Data Source: Increased attendance at school community events

Increased attendance at district events

Decrease in phone calls from parents seeking information

Specific Targets: Increased attendance at school community events

Increased attendance at district-wide events

Decrease in phone calls from parents seeking information

Increase in daily student attendance

Decrease in student referrals

Type: Interim

Data Source: implement responsive classroom strategies

Implement School Wide Positive Behavior Interventions and Supports

Specific Targets: reduce discipline referrals

Improved student attendance

Reduction in tardiness

## ***Strategies:***

### ***Promote Positive Community and Culture***

#### **Description:**

Increased attendance at curriculum nights.

**SAS Alignment:** Safe and Supportive Schools, Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Increase Communication and Engagement through Technology Capabilities***

#### **Description:**

Increased attendance at district events.

Decrease in phone calls from parents seeking information.

Anecdotal evidence from community members.

Phone blasts are being delivered through text messages.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

### ***Cultivate a Safe School Environment***

#### **Description:**

Increase in daily student attendance.

Decrease in student referrals.

Review of Discipline Referral Forms.

SAS Alignment: Safe and Supportive Schools, Materials & Resources

## ***Implementation Steps:***

### ***Expand community awareness of education***

#### **Description:**

The district will host curriculum nights in order to welcome parents and to provide them with an opportunity to meet the teachers and to better understand and support their child's academic experience throughout the year.

Two curriculum nights held annually.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Promote Positive Community and Culture

### *Partner with PTO to expand parental involvement*

**Description:**

The district will work with PTO leadership to expand opportunities for parents to become involved in various activities throughout the year. This includes exploring increased usage of the PTO page found on the district website as a means to inform parents of upcoming events.

Increase in parental involvement for PTO sponsored activities, number of views (hits) on PTO webpage

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Promote Positive Community and Culture

### *Update the district website*

**Description:**

The district will insure that information posted to the website is current, accurate and informative in order to provide for better communication between parents, community members and district employees.

Updated information posted to the website, increased numbers of views of the website

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Increase Communication and Engagement through Technology Capabilities

*Provide phone blasts through text messages and email*

**Description:**

The district will explore opportunities to send informational phone blasts through text messages and emails in order to increase communication among all stakeholders.

Phone blasts are available through text messaging

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Increase Communication and Engagement through Technology Capabilities

*Designate a School Resource Officer*

**Description:**

The district will designate a School Resource Officer in order to promote a positive relationship between students and law enforcement. Administration will also partner with the SRO to decrease truancy and enforce school regulations.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Cultivate a Safe School Environment



### *Expand the School Wide Positive Behavior Support plan*

#### **Description:**

The district will explore opportunities to expand the SWPBS program to the middle school students. This proactive approach to behavior will reinforce important social skills and help staff and students' problem-solve behavioral concerns. The use of a common, universal language will increase the likelihood that students will know, understand and follow school rules.

Expansion of program to the middle school

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Cultivate a Safe School Environment

### **Goal #2: Enhance Student Achievement**

#### **Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standard aligned assessments to monitor student achievement and adjust instructional practices.

#### **Indicators of Effectiveness:**

Type: Annual

Data Source: Dibels scores

Classroom assessments

Specific Targets: Dibels scores

Classroom assessments

Participation in AP exams

Increase in students applying to and being accepted at colleges/universities

### ***Strategies:***

#### ***Curriculum and Instruction/Charlotte Danielson's Framework***

##### **Description:**

Administration, Guidance Counselors, Staff Members, SWPBS Team Members, BCIU Program and Training Specialist.

Dibels scores.

Classroom assessments

SAS Alignment: Standards, Assessment, Instruction

#### ***Augment Access to Educational Technology as it Relates to Student Achievement***

##### **Description:**

PSSA scores.

Dibels scores.

Classroom assessments.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

#### ***Enhance High School Course Offerings Through Various Means***

##### **Description:**

DIBELS and PSSA scores.

Classroom assessments.

Participation in AP exams.

Increase in students applying to and being accepted at colleges/universities

SAS Alignment: Curriculum Framework, Materials & Resources, Standards, Assessment, Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

### *Align K-12 curriculum to PA Core Standards*

**Description:**

The district will work to increase achievement and graduation rates for all students by providing a rigorous education through curriculum that is aligned with the PA Core Standards. There will be a review of K-12 curriculum maps in order to identify areas to be updated.

Review of all curriculum maps

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Curriculum and Instruction/Charlotte Danielson's Framework

### *Offer enrichment program at the elementary level*

**Description:**

The district will expand upon its ability to offer an enrichment program at the elementary level. This will provide academically talented students the opportunity to be more thoroughly challenged, to broaden their learning experiences and to gain confidence in their abilities.

The creation of an enrichment program at the elementary level

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Curriculum and Instruction/Charlotte Danielson's Framework

### *Supply additional laptops and laptop carts*

**Description:**

The district will explore provision of additional laptops and laptop carts in order to allow for students to have access to technology that will support their academics.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Augment Access to Educational Technology as it Relates to Student Achievement

*Explore opportunities to expand course offerings through Cyber School*

**Description:**

The district will review current Courses of Study and determine additional offerings that would be of interest to the students. Following the review, we will investigate expanding standards-based course offerings through online learning programs in order to meet individual student needs.

Review current Courses of Study.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Enhance High School Course Offerings Through Various Means

*Explore possibility of offering AP courses to high school students through online learning*

**Description:**

The district will investigate the option of offering AP courses through a virtual learning environment that will insure that students are well prepared to succeed on AP exams.

Review of course offerings through the Apex Learning program

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Enhance High School Course Offerings Through Various Means

*Expand on Career and College readiness support to high school students*

**Description:**

The district will seek to increase the support offered to high school students through events, such as Financial Aid Night, PSAT and ASVAB testing, Career Day and presentations by colleges/universities.

A minimum of 6 events annually.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Enhance High School Course Offerings Through Various Means

*Offer dual-enrollment classes to high school students*

**Description:**

The district will investigate partnering with the Bucks County Community College in order to offer dual-enrollment classes to be taught in the Morrisville district by community college staff. This will allow students to maximize their learning opportunities and advance their college readiness while still students at Morrisville.

A study of the feasibility and costs associated with partnering with BCCC

**Start Date:** 7/1/2019      **End Date:** 6/29/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Enhance High School Course Offerings Through Various Means

### Goal #3: Financial Resilience

#### Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

#### Indicators of Effectiveness:

Type: Annual

Data Source: Funding provided through successful partnerships with local businesses.

Specific Targets: Successful fundraisers impacting school improvement

Funding acquired through grants

Acquire a grant writer

#### ***Strategies:***

##### *Explore Alternative Funding Sources*

#### **Description:**

Funding provided through successful partnerships with local businesses.

Successful fundraisers impacting school improvement

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

##### *Acquire Grants*

#### **Description:**

Acquire a grant writer.

Funding acquired through grants.

**SAS Alignment:** Materials & Resources

### *Charter School Alternative*

**Description:**

The District will implement the Bridges Program, in conjunction with the BCIU, as an alternative to Cyber Charter School.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

#### *Cultivate Local Business Partnerships*

**Description:**

The district will explore options to partner with local businesses that may be willing to support or sponsor various needs within the district. These partnerships may offer valuable resources to work towards school improvement.

Research and summary of local businesses willing to partner with MSD

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Explore Alternative Funding Sources

#### *Create a Fundraising Committee*

**Description:**

The district will survey community members, staff and students for interest in serving on a district fundraising committee. Once formed, the committee will explore various fundraising opportunities and make recommendations as to those that are most likely to be successful.

Creation and distribution of survey

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Explore Alternative Funding Sources

*Research opportunities to acquire a grant writer***Description:**

The district will explore opportunities to partner or share grant writer costs with neighboring school districts and/or the Bucks County Intermediate Unit as a means to fund various projects related to enhancing student achievement.

Collect data from local school districts on whether or not they employ a grant writer and if so, the grants they have received

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Acquire Grants

*District review of grants***Description:**

The district will review and summarize successful grants written for the District over the past three years to determine the amount awarded to the district and the actual expenditures.

Data collected on successful prior grants written for the district.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Acquire Grants
-