



Bristol Borough SD
Special Education Plan Report

07/01/2019 - 06/30/2022

Thomas F. Shaffer, Ed. D., Superintendent
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District Profile

Demographics

1776 Farragut Avenue
 Bristol, PA 19007
 (215)781-1000
 Superintendent: Thomas Shaffer
 Director of Special Education: Thomas Shaffer

Planning Committee

Name	Role
Kelli Rosado	Administrator : Professional Education Special Education
Dr. Thomas Shaffer	Administrator : Professional Education Special Education
Stephanie Haggan	Ed Specialist - School Psychologist : Special Education
Dr. Damon Smith	Ed Specialist - School Psychologist : Professional Education Special Education
Michael Ciotti	Elementary School Teacher - Regular Education : Special Education
Theresa Kramer	Elementary School Teacher - Special Education : Special Education
JoAnn Perotti- External Facilitator/Bucks County Intermediate Unit	Intermediate Unit Staff Member : Professional Education Special Education
Sarah Snyder	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 290

Identification Method

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

Both Snyder-Girotti Elementary School and Bristol Middle/High School will employ the Discrepancy Model in the identification of students with potential learning disabilities. If students have a large enough discrepancy between their predicted level of academic performance, as measured by their cognitive ability, and their observed academic level of ability, a determination for a possible learning disability will be made. Typically, a discrepancy of at least 1 or 2 standard deviations would constitute a significant difference; however, consideration should be given to the psychometric properties (reliability) of the instruments being used and their intended use (validity).

While nationally recognized norm-referenced measures typically are the primary measures used in making this determination, the evaluation team will also take into consideration additional data and information from curriculum-based measures and teacher observations. Other factors, such as medical concerns, intellectual disability, behavioral problems, English as a second language, inadequate instruction, environmental or economic disadvantage, etc. are taken into consideration in an effort to rule them out as significant contributors to the academic deficiency.

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>

Data are not significantly disproportionate.

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?

1. At this time, there are no institutions (including detention homes or drug/alcohol treatment centers) located within the district borders.
2. All students are afforded the same services and safeguards as resident students at no cost to parents or the institution where they reside. Every student is provided with a free appropriate public education (FAPE).
3. No barriers exist which interfere with the district's ability to meet its obligation under Section 1306.

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).

Bristol Borough School District does not have a facility within the district serving incarcerated students. However, when a Bristol Borough student with disabilities is incarcerated in a correctional institution, the district cooperates with the institution to provide the appropriate records to assist with the educational decisions being made through the MDE/IEP team process. All eligible students are provided with a free appropriate public education (FAPE).

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 goal of the Bristol Borough School District is to educate all students, even those with disabilities, in the Least Restrictive Environment. This involves including all learners, to the maximum extent possible, in the general education curriculum, as well as co-curricular and extracurricular activities, with appropriate supplementary aids and services.

Decisions regarding educational placement are made on an individualized basis by the IEP team. The IEP team adheres to the General Principles of the BEC 14.102 (a) (2) (xxiv).

All students attending school within the Bristol Borough Public Schools, K -12, are included for homeroom, lunch, recess and various specials and electives. All students, K-8, are included for all Science/Social Studies instruction. All students are included in other general education classes, with pull-out instruction provided based on the decision of the IEP team. In addition, students enrolled in Bucks County Intermediate Unit classrooms are also included in the classroom, lunch, recess, and other various activities.

The IEP team, including the parents, discusses the four questions in Part VII., Educational Placement, within the IEP, prior to providing the explanations regarding participation with students without disabilities. Discussion revolves around data collected by the team involving the student's past performance in the general education environment, and any necessary supplementary aids and services necessary so that the student is able to make progress in the general education environment. Benefits and/or harmful effects to the student and his peers in both the regular education environment and the special education setting are considered before the IEP team makes any decision regarding educational placement.

The Bristol Borough School District works cooperatively with the Bucks County Intermediate Unit and neighboring school districts to provide a continuum of services for students whose needs vary by type and levels of support. Students who have been identified with a disability and demonstrate a need for specially designed instruction are provided with an Individualized Educational Program (IEP). The IEP teams meet and document that they have considered multiple educational placement options for each student. The district has provided an array of inclusive programming and practices, including (1) consultation services to the regular education teacher(s) by the district psychologist and the IU Program and Training Specialist; (2) individual teaching assistants for all or part of the day for students with special needs for all or part of the day; (3) itinerant services to the classroom by a special education teacher or teaching assistant as "push-in" support; (4) and co-teaching by regular and special education teachers.

The district also provides a continuum of support and supplementary aids and services for exceptional students through an array of special education programs. Teachers work collaboratively with regular education teachers at all levels to develop curricular accommodations and modifications for individual students. Instructional assistants are sometimes assigned to specific students in order to facilitate their continued inclusion in regular education programs. Also, the services of the occupational, physical and speech and language therapist are provided to students with disabilities in regular classes when appropriate. Assistive technology is provided to aid students in communication, instruction, and participation. The IEP teams rely upon the guidance counselors, behavior plans, restorative practices, and conflict resolution within the regular class setting to assist students with emotional and/or behavior needs.

High school level students often choose to participate in the programs at the Bucks County Technical High School. A learning support teacher and/or individual instructional assistants typically support students requiring accommodations and modifications in these general education programs. Every effort is made to allow for the participation of children with disabilities with non-disabled peers throughout the school day (art, music, lunch/recess, assemblies). Copies of a student's IEP Goals and Specially Designed Instruction are distributed to all regular education teachers at the beginning of each semester, or when a new IEP is written or a revision is made. This ensures that students receive appropriate accommodations and modifications in their regular education courses.

Programs for students with low incidence disabilities of a moderate to severe nature (i.e. intellectual disability, autism, severe emotional disturbance, multiple disabilities, etc.) may be provided with services through the Intermediate Unit in a program located within the Bristol Borough School District, a neighboring school district, or at the local Vocational-Technical School. A few students receive their education in more restrictive settings such as an Approved Private School, alternative schools, or an out-of-state placement (none at this time).

Professional development and supports are available through the district, IU consultants, and PATTAN staff to address the issue of access to the general curriculum and topics such as co-teaching, differentiated instruction, behavior support plans, and progress monitoring.

The Bristol Borough School District staff attend professional development offerings through the local Intermediate Unit and PATTAN, as well as working with the IU Program and Training Specialist, or TAC. These opportunities expand the supports/services which allow for students to increase access to the general education curriculum in the least restrictive environment. Small group training sessions, individual training and mentoring is provided for topics such as transition services, progress monitoring, assistive technology, behavior management, and others as the need is identified.

According to the 2016-17 SPP Targets in the Indicator 5 section, the Bristol Borough School District obtained the following results:

- No, the district (33.1%) did not meet the SPP/APD Target for SE Inside Regular Class 80% or More
- No, the district (16.9%) did not meet the SPP/APD Target for SE Inside the Regular Class Less Than 40%
- No, the district (6.8%) did not meet the SPP/APD Target for SE in Other Settings.

Currently, the administration is reviewing the delivery of services and determining if there are more opportunities for students to be in class with their regular education peers. In addition, the administrative team will review how teachers are calculating time in the regular education class and the level of service (Full-time, Supplemental, and Itinerant).

Regarding students placed out of the district, the Bristol Borough School District is looking to expand its continuum of services in conjunction with the needs of the students. If the district can meet the students' needs, supports are put in place to ensure the student is provided with an appropriate level of accommodations/adaptions in the least restrictive environment. For those students whose needs cannot be met within the district and are placed outside of the LEA, the IEP team will meet in order to ensure adequate programming and opportunities for instruction with non-disabled peers.

The district continues to track all students enrolled in placements outside of the district in order to ensure educational benefit. IEP teams are reconvened as needed in order to provide appropriate supports based upon progress monitoring data.

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.

The School-Wide Positive Behavioral Interventions and Supports (SWPBIS) continues to influence both the culture and climate of our school in a very positive way. It unifies teachers and students with a common goal of building a positive school-wide community. Each school year starts with a SWPBIS assembly to review and reteach our school-wide expectations and our reinforcement system. Our school excels at reinforcing positive behaviors and offering a range of incentives to motivate all students. This year we will have our school-wide quarterly incentives which recognize students who have earned Tomahawk tickets in the quarter. Students who exhibit positive behaviors are celebrated at school-wide assemblies and during morning announcements. Our SWPBIS expectations are taught, reviewed, and posted within the school. Staff members are recognized for teaching expected behaviors and rewarding students. This year we have added a "Staff Member of the Month" parking spot in the front of the school to celebrate staff members who exemplify our PBIS culture.

The SWPBIS core team includes a diverse group of teachers and administrators. Our administrative staff plays an integral role in facilitating the SWPBIS team meetings, ensuring the implementation and consistency of the program. We have a diverse group of team members and each team member is delegated a role and responsibility. We review school-wide and student data to problem solve and plan interventions at our monthly meetings. Our SWPBIS program is explained at back to school nights and at Parent-Teacher meetings. We encourage family involvement by inviting parents to attend monthly awards assemblies.

The district continues to receive new training and support from the IU. Training consists of CPI training as well as a Specialist who assists staff in strategies and interventions when working with difficult students. The Behavioral Specialist assists staff in developing Functional Behavior Assessments as well as writing appropriate Behavior Support Plans. Additionally, the district provides a social worker and behavioral health agency to assist students/parents in the school setting or community. The School-Based Behavioral Health Services are provided at the elementary and the secondary level. Students are referred by staff to the agency who then reaches out to the parent/guardian if necessary to begin counseling support for the individual(s) in need.

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 Bristol Borough School District is dedicated to always providing a Free and Appropriate Public Education (FAPE) for all disability categories. When it is determined that FAPE can no longer be provided in an existing educational placement, steps are made to ensure that FAPE continues to be provided in the Least Restrictive Environment (LRE). In some cases, we have employed several supplemental supports and personal aides in order to maintain the student in the LRE (ex: 1-to-1 aide, Personal Care Assistant, Behavior Therapist, Interpreter, Mobile Therapist, and TSS). At the same time, we have solicited help from the BCIU or other agencies that could provide support for our students.

In addition to utilizing supplemental supports and aides to provide FAPE, the BBSD is always willing to use other agencies and services (ex: BCIU, MH/MR, Children and Youth Services, Latino Alliance, Office of Juvenile Probation, 21st Century, etc...). If supports are in place and a plan is implemented, but the student continues to repeatedly exhibit the behaviors of concern to a degree that is disruptive to the student's own learning or the learning of others, alternative placements are investigated and matched to the student's needs.

Alternative placements have included BCIU classrooms within our building, BCIU classrooms outside of our facilities, placement in neighboring school districts (ex: Bristol Township School District, Pennsbury School District), placement in approved private schools (ex: The Valley Day School, Fairwold Academy, Pathway School), placement in AEDY programs (ex: Ombudsman), placement in private schools (ex: Holy Family School), and placement in the Bucks County Technical School. Because BBSD is a relatively small school district, we are always looking to expand services in order to accommodate the needs of our student population. Additional classes (ex: Emotional Support, Autistic Support, and Multiple Disabilities Support) have been developed in order to accommodate the increasing needs of our students in these areas. As an example of the expanding continuum of services, the BBSD is considering providing Emotional Support in the Middle School because of the expanding/increasing need of our student population.

Assurances

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bucks County Technical High School	Neighboring School Districts	Learning Support	12
Fairwold Academy	Approved Private Schools	Emotional Support	2
Valley Day School	Approved Private Schools	Emotional Support	6
Bristol Township School District	Neighboring School Districts	Life Skills Support	5
Pennsbury School District	Neighboring School Districts	Emotional Support	1
Ombudsman	Other	Alternative Education	4
Holy Family Regional School	Other	Multiple Disabilities	1
Bucks County Intermediate Unit	Other	Emotional Support (ES), Intellectual Disabilities (ID), Other Health Impairment (OHI), Autistic Support (AS), Multiple Disabilities (MDS)	6
Lifeworks Alternative School	Other	Emotional Support	1
Milestone Academy	Other	Learning Support	1
New Hope Academy	Other	Emotional Support	1
Community Service Foundation - Buxmont Academy	Other	Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

Reason for the proposed change: Program profile update.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 6, 2017**Reason for the proposed change: Program Profile update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1
Locations:				
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 6, 2017**Reason for the proposed change: Program Profile update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	20	1
Locations:				
Bristol High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 6, 2017**Reason for the proposed change: Program Profile update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	20	1
Locations:				
Bristol High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 6, 2017*

Reason for the proposed change: Program Profile update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

Reason for the proposed change: Program Profile update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: September 6, 2017

Reason for the proposed change: Program Profile update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	62	1
Justification: Students are all in Regular Education Classes				
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

Reason for the proposed change: Program Profile update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1
Locations:				

Bristol High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017*Reason for the proposed change:* Program Profile update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	6	0.75
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 17	8	1
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2014*Reason for the proposed change:* Location is now at the High School, not the Elementary School.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	1
Locations:				
Bristol High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* Intermediate Unit**PROGRAM DETAILS**

Type: Class
Implementation Date: September 3, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	12	1
Locations:				
Snyder-Girotti Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class
Implementation Date: September 3, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Snyder-Girotti Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class
Implementation Date: September 3, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	13	1
Locations:				
Snyder-Girotti Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class
Implementation Date: September 3, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Snyder-Girotti	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	65	1
Justification: Students are all Speech Language Support Students who are served individually or in a group not exceeding the mandated three year age span.				
Locations:				
Synder-Girotti Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	10	0.2
Justification: Students are Speech Language Support students who are served individually or in a small group not exceeding the four year age span.				
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 21	1	0.03
Justification: Students are serviced individually or in a group, not exceeding the mandated three year age span.				
Locations:				
Bristol Borough High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 21	1	0.03
Justification: Students are serviced individually or in a group, not exceeding the mandated three year age span.				
Locations:				
Bristol Borough High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**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:				
Warren Snyder-John Gorotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	20	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 12	8	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	10	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	20	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	20	1
Locations:				
Snyder-Girotti Elementary	An Elementary	A building in which General		

School	School Building	Education programs are operated		
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Program Position #34*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	20	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	20	1
Locations:				
Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	20	1
Locations:				
Bristol High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Multiple Disabilities Support	13 to 14	8	1
Locations:				
Bristol High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1
Locations:				
Bristol High School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Bristol HS	0.2
School Psychologist	Snyder-Girotti K-8	0.8
Paraprofessional	Bristol Middle/High School	1
Paraprofessional	Bristol Middle/High School	1
Paraprofessional	Bristol Middle/High School	1
Paraprofessional	Snyder-Girotti Elementary School	1
Paraprofessional	Snyder-Girotti Elementary School	1
Paraprofessional	Snyder-Girotti Elementary School	1
Personal Care Assistant	Snyder-Girotti Elementary School	1
Personal Care Assistant	Snyder-Girotti Elementary School	1
Personal Care Assistant	Snyder-Girotti Elementary School	1
Personal Care Assistant	Snyder-Girotti Elementary School	1
Personal Care Assistant	Snyder-Girotti Elementary School	1
Personal Care Assistant	Snyder-Girotti Elementary School	1
Personal Care Assistant	Bristol High School	1
Personal Care Assistant	Bristol High School	1
Personal Care Assistant	Bristol High School	1
Personal Care Assistant	Bristol High School	1
Personal Care Assistant	Bristol High School	1
Personal Care Assistant	Bristol High School	1
Coordinator of Pupil Services /	Pupil Services Office - Snyder-Girotti	1

SPED	Elementary]School	
Paraprofessional	Snyder-Girotti Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	1 Days
Social Worker	Intermediate Unit	2 Days
TaC Consultant	Intermediate Unit	2 Days
Speech Therapist	Intermediate Unit	8 Days
Vision Impaired Support	Intermediate Unit	3 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. Teacher pre and post surveys demonstrating evidence of increased knowledge and awareness regarding autism. A needs assessment will also be utilized to address areas of concern or to identify potential points of improvement.
Person Responsible	Principal/Administrative Team
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	2
# of Participants Per Session	15
Provider	Bristol Borough School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> •Understanding of disability
Research & Best Practices Base	<ul style="list-style-type: none"> •Effective strategies for behavior, communication, social skills, academics
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Live Webinar</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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Behavior Support

Description	Staff observations, decrease in discipline referrals, creation of behavior intervention plans, and data collection sheets.
Person Responsible	Special Education Director and Administration
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	30
# of Participants Per Session	20
Provider	BCIU, Bristol Borough
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>There are many students presenting with a host of behavioral challenges, this program will focus on helping educators to understand how behavior manifests in the classroom. Strategies to promote student engagement and positive interactions will be provided to assist educators in supporting students with behavioral challenges.</p> <p>Staff will be exposed to several user friendly methods to collect information regarding student progress and behavior. In addition, staff will be shown how to use this data to assist in student's education programs</p>
Research & Best Practices Base	Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate

	<p>instructional support and resources are provided to implement approaches and techniques learned through professional development.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>Series of Workshops</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p>
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Paraprofessional

Description	Staff observations and feedback forms
Person Responsible	Special Education Director
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per Session	20
Provider	BCIU, Bristol Borough
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Overview of various topics including positioning and mobility devices, communication strategies, reading, behavior support and de-escalation, sign language, modifying general education curriculum, and Autism will be provided on an ongoing basis to promote positive student interactions across all school settings.
Research & Best Practices Base	Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting Classroom observations and team meetings
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Reading

Description	Staff observations, data collection, MTSS/ RTII grouping data, progress monitoring and feedback forms
Person Responsible	Special Education/Principal
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	9
# of Participants Per Session	50
Provider	BCIU, Bristol Borough
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	The participants will gain the knowledge necessary to understand how students learn to read. The content contained within this series is based on the science of reading. The workshop will cover every facet of the five big ideas in reading: phonemic awareness, phonics, fluency, vocabulary, comprehension. Participants will learn how to make informed decisions that will increase the effectiveness reading instruction, remediation, assessment and progress monitoring.
Research & Best Practices Base	Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Student PSSA data Classroom student assessment data

Transition

Description	Indicator 13 compliant IEPs along with coordinated transition activities documented in IEPs.
Person Responsible	Special Education Director
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	9
# of Participants Per Session	15
Provider	BCIU, Bristol Borough
Provider Type	IU

PDE Approved	Yes
Knowledge Gain	Participants will develop strategies for collecting and using data to improve secondary, transition, and postsecondary outcomes for youth with disabilities. Ongoing technical assistance to improve systems for post-school outcome data collection and used in IEPs will be included in the training.
Research & Best Practices Base	Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting Guided practice with IEP development
Evaluation Methods	Classroom student assessment data Participant survey

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

DRAFT