



Bristol Borough School District

District Level

Comprehensive Plan

July 1, 2020 until June 30, 2023

Dr. Thomas Shaffer, Superintendent

District Profile

Demographics

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

Planning Process

Comprehensive Planning is a continuous process used to ensure that all students are achieving at high levels. All schools can create better environments so that more students are successful. Continuous Comprehensive Planning of all schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in schools that demonstrate continuous growth.

JoAnn Perotti, Director of Strategic Services with the Bucks County Intermediate Unit served as the External Facilitator of this process.

High performing schools with varied demographic conditions have shown they share common characteristics.

These Nine Characteristics are strongly correlated to consistently high performing schools. As school teams go through the process of Comprehensive planning, they will look for the presence of these characteristics. The characteristics are:

1. **Clear and Shared Focus**

Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

2. **High Standards and Expectations**

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. **Effective School Leadership**

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Superintendent's often play this role, but so do teachers and other staff, including

those in the school community. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with local, state and national standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

7. Focused Professional Development

Professional development for all educators is aligned with the school's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community all play a vital role in this effort.

The following key principles form the basis for the Comprehensive Planning Process:

- The Superintendent of the School must be at the helm of this process—without support and leadership of the Superintendent the planning process lacks the leverage that is needed for change to occur in a school environment.
- Key members of a school's staff, and representatives of as many other stakeholder groups as possible, should participate and/or be aware of the planning process. The more of the community that is "in the loop," the better the chances the district will achieve 100% buy-in by the entire community.
- A representative group of stakeholders can do the bulk of the work if results and updates are reported back on a regular basis to the full planning team and other stakeholders; especially as critical decision points are reached.

- Decisions about Comprehensive planning goals and solutions must be based on careful consideration of multiple sources of data and research.
- Comprehensive planning is a journey of continuous planning that demands ongoing monitoring and adjustment of programs and processes at the districts.
- Comprehensive planning in student outcomes is directly related to what happens in the classroom. Teachers must be willing to be reflective about their practice and relentless in attempts to meet the needs of every student.

All Our Children

Beginning in Fall 2018, the Bristol Borough Learning Centers' Academic Oversight Committee (AOC) began looking at ways to prepare Bristol Borough children for the future, and All Our Children was developed as a result to work in partnership with the Bristol Borough Educational Community.

The goal was the integration of the Association for Supervision and Curriculum Development's (ASCD) model of whole-child education for "students" ages early child care through high school. They are family members or neighbors attending Borough private, public, parochial, cyber or home schools or learning centers.

All Our Children emphasizes students being **Challenged, Healthy, Engaged, Safe and Supported** throughout their formative learning years. The vision of All Our Children is the remaking of education that works for all Borough students, while also promoting an education culture that works to attract families and businesses to town.

The AOC now requires educators to implement at least one All Our Children focus area when applying for grant assistance, while the Bristol Borough School District has implemented All Our Children as part of its PA Department of Education-required Comprehensive Plan effective July 1, 2020 – June 30, 2023.

Timeline for Process:

September 2018: Initial meetings with Superintendent and Leadership Team.

October 2018 - April 2019: Needs Assessments (SCOT, Survey, Data Analysis, Past Plan, Analysis, Other.)

October 10, 2018 –First of three Community Conversations introducing the five (5) focus areas of All Our Children: **Challenged, Healthy, Engaged, Safe & Supported**, to 33 community at-large invitees. (Educators, Board members, Business & Community Stakeholders) in partnership with the AOC.

January 9, 2019 – Second of three Community Conversations involving twenty-one (21) education providers to discuss implementing the five focus areas into their operating procedures in partnership with the AOC.

March 28, 2019 -Facilitators trained on the five focus areas (**Challenged, Healthy, Engaged, Safe & Supported**) at Grundy Library.

March/April 2019: Special Education Plan on 28-day display.

April 11, 2019 - Third of three Community Conversations it featured the development of action plans with measurable steps and outcomes developed from previous Community Conversations.

April 2019: Special Education Plan Approved by School Board.

May 1, 2019: Special Education Plan submitted to PDE

May 2019: Action Plan Development.

May 2019: Plans Completed and inputted into PDE Web Tool.

May 16, 2019: Presented to School Board as an informational item.

May/June 2019: Comprehensive Plan on display for 28 days.

June 20, 2019: Comprehensive Plan approved by School Board.

June 2019: Bristol Borough Comprehensive Plan Submitted to PDE.

Mission Statement

The Bristol Borough School District empowers all students to achieve excellence and become leaders in a global society, through an educational system immersed in the fabric of a unique and diverse community.

Vision Statement

We will:

- continue to enhance our academic programs
- continue to work and improve communication within the district
- enhance and broaden community and parental involvement
- proactively address student needs through staff development
- continue to enhance the technology program

Shared Values

1. All students can learn
2. A safe and nurturing environment fosters risk-taking
3. The primary responsibility for learning rests with the individual
4. Excellence in education requires support, sacrifice, and involvement from the entire community
5. Effective communication is the key to success
6. To value diversity strengthens our society
7. Learning occurs everywhere and is a life-long process

Educational Community

The Bristol Borough School District is located in the southeastern part of Bucks County 22 miles north of Philadelphia. It is bordered on the east by the Delaware River and is surrounded on the remaining three sides by the Bristol Township School District. It encompasses 1.7 square miles. It is a suburban community with a population of approximately 9,726 people according to the 2010 census. It serves children living in the Borough of Bristol.

Established in 1681, Bristol Borough is an historic river community that once was the hub of industry in the Northeast at the turn of the century. Bristol has served as the county seat, a trading center, and for years had strong shipbuilding, aircraft, and milling industries. Many large corporations are situated in or around Bristol Borough, such as Dow Chemical, Lenox, and Canal Works. The town also has a vibrant business community. Part of the town has been designated a National Historic Landmark. This area included many historic homes dating to the Civil War when Bristol served as a stop for the Underground Railroad. Bristol Borough is also proud of its Riverside Theatre, one of the country's premier Off-Broadway Theatres. A primary resource in the community is the Grundy Library, which offers numerous homework programs, including STEM Programs. The library and the school work closely with each other.

Bristol Borough has strong ethnic traditions. The borough also has strong, deep-rooted, Italian, Irish, African-American and Puerto Rican communities.

The school district reflects the cultural and ethnic diversity of the community.

Planning Committee

Name	Role
Bobbi Cimochoowski	Administrator : Professional Education
George Gatto	Administrator : Professional Education
Christopher McHugh	Administrator : Professional Education
Kelli Rosado	Administrator : Professional Education Special Education
Dr. Thomas Shaffer	Administrator : Professional Education Special Education
John D'Angelo	Board Member : Professional Education
Mary Jane Paglione	Board Member : Professional Education
Maria Sansom- St. Mark School	Building Principal
Alison Angelaccio	Business Representative : Professional Education
Kate Farmer	Business Representative : Professional Education
Valerie Hamilton	Business Representative : Professional Education
Jeff Manto	Business Representative : Professional Education
Pat Mulhern	Business Representative : Professional Education
Kelly Sell	Business Representative : Professional Education
Craig Whitaker	Business Representative : Professional Education
Gary Alloway	Community Representative : Professional Education
Darletta Berry-Johnson	Community Representative : Professional Education
Andy Bidlingmaier	Community Representative
Brianna Curran	Community Representative : Professional Education
Christina DeLuca	Community Representative : Professional Education
Deb Fine	Community Representative : Professional Education
Jim Fine	Community Representative : Professional Education
Mike Girard	Community Representative : Professional

	Education
Amy McIlvaine	Community Representative : Professional Education
Mary McIlvaine	Community Representative : Professional Education
Mayor Joe Saxton	Community Representative
Jim Sell	Community Representative : Professional Education
Ron Sherratt	Community Representative : Professional Education
Staci Tantum- 21st Century Grant	Community Representative : Professional Education
Evan Van Scheid- 21st Century	Community Representative : Professional Education
Veronica Walker	Community Representative
Eugene Williams- Director, Grundy Foundation	Community Representative : Professional Education
Annie Wise	Community Representative : Professional Education
Paul Hetherington	Ed Specialist - Instructional Technology : Professional Education
Jim Denny- School Security	Ed Specialist - Other : Professional Education
Joseph Harris- School Resource Officer	Ed Specialist - Other : Professional Education
Carlos Rivera - School Resource Officer	Ed Specialist - Other : Professional Education
Cheryl Rigby	Ed Specialist - School Nurse : Professional 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 : Professional Education Special Education
Dawn DeLuca	Elementary School Teacher - Regular Education : Professional Education
Theresa Kramer	Elementary School Teacher - Special Education : Special Education
Maria Doherty	High School Teacher - Regular Education : Professional Education
Heather Quattrocchi	High School Teacher - Regular Education : Professional Education

Dana Babar- Grundy Library	Instructional Coach/Mentor Librarian : Professional Education
JoAnn Perotti- External Facilitator/Bucks County Intermediate Unit	Intermediate Unit Staff Member : Professional Education Special Education
Doug Braun	Middle School Teacher - Regular Education : Professional Education
Michele Hager	Middle School Teacher - Special Education : Professional Education
Di'aja Boyd	Parent : Professional Education
Dori Morgan	Parent : Professional Education
Angelo O'Brien	Parent : Professional Education
Sarah Snyder	Parent : Special Education
Gretchen Stallone	Parent : Professional Education
Jesse Walker	Parent : Professional Education
Mary Gesualdi	Title I Coordinator : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Middle Level

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

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

A regular method of unit plan and lesson plan review is developed and is followed to assess the quality of teachers' plans through data teams.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

A regular method of unit plan and lesson plan review needs to be developed and followed to assess the quality of teachers' plans.

Middle Level

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

Processes used to ensure Accomplishment:

A regular method of unit plan and lesson plan review is developed and is followed to assess the quality of teachers' plans through data teams.

High School Level

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

Processes used to ensure Accomplishment:

A regular method of unit plan and lesson plan review is developed and is followed to assess the quality of teachers' plans through data teams.

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.

There is a stated expectation in the Bristol Borough School District that formative assessment data is used to differentiate learning for all students in the classroom - this differentiation includes appropriate modification and accommodations intended to help all students meet course standards. Our K-12 focus in special education is on inclusion with appropriate supports. For students with the most intense needs, who receive core instruction in a separate setting, the official modified standards issued by PDE are used in IEP development and daily instruction.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Instructional Coaches

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

Formal classroom observations with annual instructional evaluations and walkthroughs are the primary means of supervision and evaluation. Instructional coaching is used in a less formal manner and within the culture of the learning community in BBSD to involve experienced teachers to assist in the improvement of novice teachers.

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

Administrators and the five instructional coaches in Bristol Borough School District are utilized for instructional modeling and providing feedback to teachers.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

Middle Level

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

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used	Full

to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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.

After analyzing data, a needs assessment is completed that identifies specific needs of individual students. Once the need is identified, Bristol Borough School District assigns qualified instructors and/or specialists to address the individual needs.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	4.00	4.00
Physical Education	0.05	4.00	4.00
Health	0.05	0.05	0.05
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.50	4.50	4.50
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

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.
- 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.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X				X	
Career Education and Work					X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X	X	X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	X			
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Evaluations of Portfolios of Student Work				X
Keystone Exams			X	X
NAEP			X	
AP Exams				X
PASA	X	X	X	X
PSSA		X	X	

Scientific Experiments	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical			X	X
Written Work by Students	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSWeb	X	X	X	X
DIBELS	X	X		
Fountas & Pinnell BAS	X	X		
Study Island	X	X	X	
Textbook Assessment	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Evaluations of Portfolios of Student Work	X	X	X	X
Exit Tickets	X	X	X	X
Progress Monitoring	X	X	X	X
Scientific Experiments	X	X	X	X
Textbook Assessment	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Work by Students	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRAs	X	X	X	
Running Records	X	X		
Textbook Assessments	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	
Department Supervisor Review				

Professional Learning Community Review				
Instructional Coach Review	X	X		
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Assessment data are reviewed through Performance Tracker at the EEP, EEI, ML Levels. Individual teacher-generated and textbook assessment reviews are performed through the formal observation process and in discussions generated by Walkthrough observations.

Collection and Dissemination

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

Instructional coach, Title I specialists, and building supervisor collect and analyze data quarterly. Data are used to determine flexibility, differentiation, and appropriate programming for individual students.

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.

Information is used to provide targeted small group instruction, placement into Title I, regrouping, and selection of course levels.

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.

Individual teachers are directed to utilize data at grade level meetings and department meetings to assess the needs of individual students and to modify and/or adapt instruction.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The district utilizes the public forum of School Board meetings to present information concerning summative assessments.

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.

A comprehensive system of curriculum, instruction and professional development, along with an articulated and coordinated system of special services, continues to be our best means to ensure student progress toward district and state standards.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

School -wide positive behavioral programs are not provided in our high school.

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.)

Teachers recommend students for a pre-screening assessment which may lead to a full gifted evaluation by the school psychologist.

The Bristol Borough School District annually informs the public of gifted education services and programs offered within the district, as well as the referral process. In compliance with Pennsylvania regulations (Chapter 16) regarding notification; posts a notice on the district web-site, FaceBook and Back to School Nights; and provides a brief notice inside the district's calendar.

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

The Bristol Borough School District has a responsibility to identify all students residing within the district who are eligible for gifted support services. The district fulfills this responsibility through a screening and evaluation process that allows every child to be considered for possible participation in the gifted support program:

Screening Measures

- ability screener or abbreviated ability measure(s)
- nationally-normed achievement measure addressing Reading and Math
- checklist data supplied by parent and/or teachers

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

The Bristol Borough School District utilizes multiple criteria to determine student eligibility for gifted support services. Students may be found eligible if they demonstrate very superior cognitive functioning and they demonstrate a need for academic enrichment and/or acceleration beyond what the general education program can provide. Students may also be found eligible if they demonstrate a combination of superior cognitive functioning and exceptional academic achievement, based upon specific district criteria and professional judgment, and they demonstrate a need for enrichment and/or acceleration beyond what the general education program can provide. The following guidelines assist building teams to determine eligibility in accordance with State and district criteria.

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.

Gifted Support Program

Gifted Support programming is determined by the GIEP team. For many students, the general framework of their gifted programming may be similar to other gifted students; however, each student's program is customized by the GIEP team and student to tap into individual student strengths and interests.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	
Bullying Prevention				
Career Awareness				X
Career Development/Planning				X
Coaching/Mentoring				X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				
Nutrition		X	X	X
Orientation/Transition			X	
RTII/MTSS	X	X	X	
Wellness/Health Appraisal				

Diagnostic, Intervention and Referral Services

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

Consultation and Coordination Services

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

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Collaboration takes place at grade level team meetings and during common planning time.

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

1. Child care: Title I coordinator communicates and partners with local pre-school programs.
2. After school programs: Title I coordinator works in conjunction with local programs.
3. Youth workforce development programs: Youth workforce development programs have been developed through 21st Century grant coordination with United Way, and through a partnership with the Bucks County Community College.
4. Tutoring: Tutoring has been developed through 21st Century grant coordination with United Way, through a partnership with Bucks County Community College and the AVIT Program.

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.

Special Education coordinator coordinates with the Bucks County Intermediate Unit to ensure transition from early intervention to school age programming.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Bristol Borough School District continues the alignment of instruction and assessment towards PA Core Standards.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Bristol Borough School District continues the alignment of instruction and assessment towards PA Core Standards.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Bristol Borough School District continues the alignment of instruction and assessment towards PA Core Standards.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Bristol Borough School District continues the alignment of instruction and assessment towards PA Core Standards.

SAS Incorporation

Elementary Education-Primary Level

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

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

Elementary Education-Intermediate Level

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

PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of

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

	50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

High School Level

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

	classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	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
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X

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

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

Professional development opportunities are offered within the district and at external locations (workshops/conferences). Leaders work closely with administrators to coordinate assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students as well as attention given to interventions for gifted students.

Professional Development

Bristol Borough SD Professional Development

Title:	AVID (Advancement Via Individual Determination)
Description	<p>AVID—Advancement Via Individual Determination—fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms. Student success is guided AVID's mission. All the funding, requirements, new technology, educator trainings, and curriculum are meaningless unless students can achieve their college and career goals. Passionate teachers with genuinely high expectations are creating lifelong connections and positively impacting the trajectory of their students' lives every day because of the AVID Effect.</p> <p>AVID professional learning transforms conceptual understandings into usable strategies that are intentional, purposeful, repeatable, and lead to student success. AVID brings educators together to learn how to implement engaging activities in their classrooms, raise their level of commitment to student success and, thus, produce a learning environment where all students are equipped to tackle complex issues,</p>

	<p>problems, and information.</p> <p>AVID professional learning is targeted and specific to what educators do every day. Teachers learn how to use the strategies they experience and practice during trainings to engage their students in daily instruction. They are able to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.</p>
Person Responsible	Superintendent, AVID Coordinator
Start Date:	9/5/2017
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	8.0
# of Sessions:	3
# of Participants Per Session:	35
Provider:	AVID
Provider Type:	Non-profit Organization
PDE Approved:	Yes
Knowledge Gain:	AVID professional learning transforms conceptual understandings into usable strategies that are intentional, purposeful, repeatable, and lead to student success. AVID brings educators together to learn how to implement engaging activities in their classrooms, raise their level of commitment to student success and, thus, produce a learning environment where all students are equipped to tackle complex issues, problems, and information.
Research & Best Practices Base:	AVID professional learning is targeted and specific to what educators do every day. Teachers learn how to use the strategies they experience and practice during trainings to engage their students in daily instruction. They are able to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for

	<p>struggling students.</p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • New Staff • Other educational specialists

Grade Levels:	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Educator Discipline Act 126, 71

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

Questions
The LEA plans to conduct the required training on approximately:
10/1/2015 Training mandated reporter training, totaling 1 hour as outlined in Act 126.
11/3/2015 Training mandated reporter training, totaling 1 hour as outlined in Act 126.
12/1/2015 Training mandated reporter training, totaling 1 hour as outlined in Act 126.

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
The LEA plans to conduct the training on approximately:
10/1/2015 Provide educators with 1 hour of professional development in youth suicide awareness and prevention for professional educators in grades six through twelve as outlined in Act 71.
11/3/2015 Provide educators with 2 hours of professional development in youth suicide awareness and prevention for professional educators in grades six through twelve as outlined in Act 71.
12/1/2015 Provide educators with 1 hour of professional development in youth suicide awareness and prevention for professional educators in grades six through twelve as outlined in Act 71.

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
The LEA plans to conduct the training on approximately:
11/4/2015 Provides educators with four (4) hours of professional development for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Strategies Ensuring Fidelity

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

- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Through staff meetings, informal meetings, and formal observation meetings, administration plans, supports, and participates in the professional learning opportunities.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

The building principal, or assistant principal, will ensure each inductee will be a part of the inservice training to ensure the goals, objectives, and competencies are met. Inductees will also be assigned a mentor. At the elementary and middle school levels the mentor will be the Grade Level Chair. At the high school level the mentor will be the Department Chair. They will also work with the inductee to ensure the above goals, objectives and competencies are met.

Needs of Inductees

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- 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).

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

The building principal or assistant principal will be responsible observations and data collection. They will also ensure the mentors are meeting with the teachers.

Mentor Characteristics

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

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

Mentors at the elementary and middle school levels are the Grade Level Chairperson. At these levels the teachers plan and prepare as part of a team. The high school level mentors are the Department Chairs. All levels are provided with a common planning period.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers are observed at least once during the first semester and at least once during the second semester. There are also frequent walk-throughs by the administrators. The new teachers are also continually involved in meetings with the Chairs.

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.

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 attends 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

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.

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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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		
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Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

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

Elementary School	School Building	Education programs are operated		
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Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 6, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 4, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 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:				

Snyder-Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #24 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 4, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	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 Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***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 Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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		
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Program Position #31 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 #34 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 6, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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	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 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***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	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 / SPED	Pupil Services Office - Snyder-Girotti Elementary]School	1
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

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Needs Assessment

District Accomplishments

Accomplishment #1:

The Bristol Borough School District is the recipient of a significant 21st Century Grant. This grant provides after school programs and tutoring for students in grades four through 12.

Accomplishment #2:

Bristol High School, in conjunction with 21st Century, received a grant during to provide summer school academic programs for students who failed to maintain a passing grade. The program was free to all students who needed the credits. This is the first time Bristol High School offered such a program. Prior to this program, students had to pay to attend summer school in other districts.

Accomplishment #3:

Bristol Middle School received a grant for a summer program to address the needs of those students who were not passing reading or math.

Accomplishment #4:

The AVID Program prepares students through rigorous coursework for college and career awareness and readiness.

Accomplishment #5:

The Bristol Borough High School, working in conjunction with the Bucks County Community College, offers IT Microsoft Certifications. When completed, students are identified as Microsoft experts. The AOC helps defer the cost of this program.

Accomplishment #6:

The Bristol Borough School District in conjunction with the Bristol Borough Learning Centers' Academic Oversight Committee (AOC) provides opportunities for academic support and enrichment, in addition to enhancing the arts and athletic programs for our students. .

Accomplishment #7:

The Warren-Snyder Elementary School has been recognized by PDE as a model PBIS School.

Accomplishment #8:

Bristol High School offers multiple college courses through dual-enrollment programs at the Bucks County Community College.

Accomplishment #9:

Bristol High School students receive college credits for chemistry and American History AP courses through the Bucks County Community College.

District Concerns

Concern #1:

There is a need to continue to improve the Academic Achievement of each child in the Bristol Borough School District.

Concern #2:

There is a need to continue improve the "Community Connections" in the Bristol Borough School District.

Concern #3:

There is a need to continue improve the Student Services in the Bristol Borough School District.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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 improve the Academic Achievement of each child in the Bristol Borough School District.

There is a need to improve the Student Services in the Bristol Borough School District.

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

Aligned Concerns:

There is a need to improve the Academic Achievement of each child in the Bristol Borough School District.

There is a need to improve the Student Services in the Bristol Borough School District.

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

Aligned Concerns:

There is a need to improve the Academic Achievement of each child in the Bristol Borough School District.

There is a need to improve the Student Services in the Bristol Borough School District.

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

Aligned Concerns:

There is a need to improve the Academic Achievement of each child in the Bristol Borough School District.

There is a need to improve the Student Services in the Bristol Borough School District.

Systemic Challenge #5 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

There is a need to improve the Academic Achievement of each child in the Bristol Borough School District.

There is a need to improve the Student Services in the Bristol Borough School District.

Systemic Challenge #6 (*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 improve the Academic Achievement of each child in the Bristol Borough School District.

There is a need to improve the "Community Connections" in the Bristol Borough School District.

There is a need to improve the Student Services in the Bristol Borough School District.

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District Level Plan

Action Plans

Goal #1: Academic Achievement-(Challenged)

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 standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- 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: Our data source will be DRA's, PSSA's, CDT's and Keystones.

Specific Targets: All schools including the district will make AYP.

Strategies:

Provide after school and summer school support and enrichment programs to improve academic achievement

Description:

Provide support for enrichment based after school programs in literacy, the arts, STEM, career exploration and job preparedness. Provide Academic Enrichment, social skills development and recreation. Provide Credit Recovery, support the Bristol High School Summer Garden and Green Technology Program.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Addressing the needs of at-risk students by implementing a multi-tier system of support

Description:

Identify at-risk students by analyzing academic and attendance data quarterly. Develop a Truancy Elimination Plan for students who are chronically truant. Develop an intervention plan to meet the social needs of all students. Provide an opportunity for at-risk high school students to complete high school graduation requirements through Edgenuity and Bridges.

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

Implementation Steps:

After School Program

Description:

Provide support for enrichment based after school programs in literacy, the arts, STEM, career exploration and job preparedness.

Start Date: 9/1/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide after school and summer school support and enrichment programs to improve academic achievement

Identification of Students

Description:

Identify at-risk students by analyzing academic and attendance data monthly.

Start Date: 9/4/2017 **End Date:** 6/30/2023

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

Supported Strategies:

- Addressing the needs of at-risk students by implementing a multi-tier system of support

Summer Camp – Grades K through 6

Description:

Provide Academic Enrichment, social skills development and recreation.

Start Date: 9/10/2018 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide after school and summer school support and enrichment programs to improve academic achievement

Truancy Elimination Plan

Description:

Continue to develop a Truancy Elimination Plan for students who are chronically truant

Start Date: 9/17/2016 **End Date:** 6/30/2023

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

Supported Strategies:

- Addressing the needs of at-risk students by implementing a multi-tier system of support

Summer Camp – Grades 7 through 12

Description:

Provide Credit Recovery, support the Bristol High School Summer Garden and Green Technology Program.

Start Date: 9/4/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide after school and summer school support and enrichment programs to improve academic achievement

Student Assistance Program (SAP)

Description:

Continue the develop an intervention plan to meet the social needs of the high school students

Start Date: 9/4/2017 **End Date:** 6/30/2023

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

Supported Strategies:

- Addressing the needs of at-risk students by implementing a multi-tier system of support

Teaching Diverse Learners including Multitier System of Support

Description:

Continue the development and implement a schedule to provide small group instruction for students who are at-risk

Start Date: 9/3/2018 **End Date:** 6/30/2023

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

Supported Strategies:

- Addressing the needs of at-risk students by implementing a multi-tier system of support

Support At-risk Students through Alternative Programs

Description:

Provide an opportunity for at-risk high school students to complete high school graduation requirements through Edgenuity and Bridges.

Start Date: 9/3/2018 **End Date:** 6/30/2023

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

Supported Strategies:

- Addressing the needs of at-risk students by implementing a multi-tier system of support

Language and Literacy Acquisition including Gifted Professional Development

Description:

Provide Language and Literacy Acquisition and Gifted Professional Development as available.

Start Date: 9/3/2018 **End Date:** 6/30/2023

Program Area(s): Professional Education, Gifted Education

Supported Strategies:

- Provide after school and summer school support and enrichment programs to improve academic achievement
- Addressing the needs of at-risk students by implementing a multi-tier system of support

Bristol Borough "All Our Children" - Challenged

Description:

Continue to work and expand community outreach through the AOC. Utilize the action plan development already established through the 2018-2019 Community Conversation meetings.

Start Date: 9/3/2018 **End Date:** 6/30/2023

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

Supported Strategies:

- Provide after school and summer school support and enrichment programs to improve academic achievement
- Addressing the needs of at-risk students by implementing a multi-tier system of support

AVID (Advancement Via Individual Determination)

Description:

AVID—Advancement Via Individual Determination—fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms. Student success is guided AVID's mission. All the funding, requirements, new technology, educator trainings, and curriculum are meaningless unless students can achieve their college and career goals. Passionate teachers with genuinely high expectations are creating lifelong connections and positively impacting the trajectory of their students' lives every day because of the AVID Effect.

AVID professional learning transforms conceptual understandings into usable strategies that are intentional, purposeful, repeatable, and lead to student success. AVID brings educators together to learn how to implement engaging activities in their classrooms, raise their level of commitment to student success and, thus, produce a learning environment where all students are equipped to tackle complex issues, problems, and information.

AVID professional learning is targeted and specific to what educators do every day. Teachers learn how to use the strategies they experience and practice during trainings to engage their students in daily instruction. They are able to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.

Start Date: 9/4/2017 **End Date:** 6/30/2023

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

Supported Strategies:

- Provide after school and summer school support and enrichment programs to improve academic achievement
- Addressing the needs of at-risk students by implementing a multi-tier system of support

Goal #2: Community Connections- (Engaged)

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: Provide Service Learning Opportunities that develop 21st Century College and Career Skills and that benefit community organizations and businesses.

Specific Targets: Promote ways for organizations to think strategically in planning events/programs with the Bristol Borough School District

Strategies:

Provide Service Learning Opportunities that develop 21st Century College and Career Skills and that benefit community organizations and businesses.

Description:

Establish a Service Learning requirement for all high school students. Establish service learning projects based upon themes including the arts, culture, history, STEM, social services, entrepreneurial skills and career development. Establish a committee to manage Service Learning Program. High School faculty will reach out to the community to establish connections for service learning. This will include meeting with students.

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

Promote ways for organizations to think strategically in planning events/programs with the Bristol Borough School District

Description:

Establish a Bristol Borough School District “Advisory Council” comprised of PTA/parents, civic organizations, Advisory Oversight Committee, Rotary and other community partners. Establish goals, meeting dates and communication and media plans. Develop a process for sharing information. Establish a school-based Community Center.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Service Learning Requirement

Description:

Continue with the development of a Service Learning requirement for all high school students.

Start Date: 9/4/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide Service Learning Opportunities that develop 21st Century College and Career Skills and that benefit community organizations and businesses.

Establishment of Service Learning Projects

Description:

Continue to expand the service learning projects based upon themes including the arts, culture, history, STEM, social services, entrepreneurial skills and career development.

Start Date: 9/4/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide Service Learning Opportunities that develop 21st Century College and Career Skills and that benefit community organizations and businesses.

Outreach and collaboration with community organizations/businesses.

Description:

Continue to reach out to the community to establish connections for service learning. This will include meeting with students.

Start Date: 9/4/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Provide Service Learning Opportunities that develop 21st Century College and Career Skills and that benefit community organizations and businesses.

Bristol Borough "All Our Children" Community Engagement

Description:

Continue to work and expand community outreach through the AOC. Utilize the action plan development already established through the 2018-2019 Community Conversation meetings.

Start Date: 9/3/2018 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Promote ways for organizations to think strategically in planning events/programs with the Bristol Borough School District

Goal #3: Student Services (Healthy, Safe & Supported)

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 standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

- 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: College and Career Pathways Support and Implement School-wide Positive Behavior Interventions and Support

Specific Targets: Establish a core team at the elementary/middle school levels – provide training and develop program, Implement SWPBIS at Snyder-Girotti Elementary/Middle School, Change focus of graduation project from academic to college and career emphasis

Strategies:

College and Career Pathways Support

Description:

Continue to develop and implement the Pathway Programs for College and Career Awareness in conjunction with the required PDE K-12 Counseling Plan. Research pathway programs in other districts and explore business/community connections. Continue to provide Naviance Program training to all necessary staff.

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

Continue with School-wide Positive Behavior Interventions and Support

Description:

Continue with School-wide Positive Behavior Interventions and Support in K-6 grades.

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

Implementation Steps:

Research Pathway Programs

Description:

Research pathway programs in other districts and explore business/community connections

Start Date: 9/4/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- College and Career Pathways Support

Naviance Training

Description:

Continue to provide Naviance Program training to all necessary staff.

Start Date: 9/4/2017 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- College and Career Pathways Support

Bristol Borough "All Our Children" - Healthy, Safe & Supported

Description:

Continue to work and expand community outreach through the AOC. Utilize the action plan development already established through the 2018-2019 Community Conversation meetings.

Start Date: 9/3/2018 **End Date:** 6/30/2023

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

Supported Strategies:

- College and Career Pathways Support
- Continue with School-wide Positive Behavior Interventions and Support

Continue with the implementation of PBIS

Description:

Continue with the implementation of PBIS through the K-6 levels.

Start Date: 9/3/2018 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Continue with School-wide Positive Behavior Interventions and Support

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

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).

Affirmed by Nunzio De Marchis on 4/29/2019

Board President

Affirmed by Thomas Shaffer on 4/29/2019

Superintendent/Chief Executive Officer

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