

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 293
School District Total Student Enrollment 1228
Percent of Students Receiving Special Education 23.9

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Steering Committee

Name	Position/Role	Building	Email
Dr. Damon Smith	Other	Bristol Borough SD	dsmith@bbsd.org
Dr. Tom Shaffer	Superintendent	Bristol Borough SD	tshaffer@bbsd.org
Ms. Roberta Cimochoowski	Other	Bristol Borough SD	rcimochoowski@bbsd.org
Ms. LaToya Sahn	General Education Teacher	Warren Snyder-John Girotti El Sch	lsahn@bbsd.org
Mr. Nick Nastasi	Building Principal	Bristol HS	nnastasi@bbsd.org
Ms. Stephanie Haggan	Other	Bristol Borough SD	shaggan@bbsd.org
Ms. Julie Balcer	Special Education Teacher	Warren Snyder-John Girotti El Sch	jbalcer@bbsd.org
Ms. Beth Gallagher	Parent	Bristol HS	bgallagher@bbsd.org
Dr. Broadus Davis	Superintendent	Bristol Borough SD	bdavis@bbsd.org

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School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

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Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

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School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
<p>11. & 11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: Students with disabilities are provided for in the least restrictive environment. Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.</p>	<p>Scheduling changes The district, with the support of the administration, has made a concerted effort to provide students with more opportunities to be included in the general education population. These changes to the schedule have made a significant improvement in the LRE calculation. Address both the Least Restrictive Environment (LRE) and Public School Enrollment in SPED through the improvement of our Multi-Tiered System of Supports (MTSS) Attend a training through PaTTAN on Secondary Scheduling Practices that Support MTSS in November, 2020 Work with BCIU TaC to continue to improve Tier II MTSS and interventions. Schedule monthly meetings to address students and areas of improvement. Develop a core MTSS Data Team (administrators, teachers, psychologists, school counselors, and student support services) to establish an expectation of data collection to support the structure of an MTSS model. Teachers and administration, with support from BCIU, will review current Tier 1 & 2 intervention practices and explore the expansion of current practices using data to target standardized, targeted small-group instruction with validated intervention programs in academics and behavior. "Evidence-based" at Tier 2 means that the intervention program has been demonstrated through rigorous research to have a positive impact on target outcomes for students at risk, when delivered with fidelity Expand role of Title I to address Tier 1 & 2 supports/interventions. Check data throughout the year to monitor trends Create teacher survey to check for understanding</p>
<p>17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.</p>	<p>Expand role of MTSS to address areas of academic and behavioral concern. Continue to build off the strategies employed from the 1-Year Plan Continue to monitor data Follow up with same teacher survey for understanding and evidence of learning</p>

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

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Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

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).

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

Ideally, the facility will communicate with the LEA and will have a transition meeting. During this meeting, a return date and accommodations are discussed. If the accommodations in the neighborhood school are not appropriate, consideration for other alternative programs are also discussed. Students with 1306 status 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).

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

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Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

We have observed a significant improvement in our Least Restrictive Environment (LRE) data, as measured by students included in the Regular education environment more than 80%. Although an impressive 10.1% increase was observed between the 2020 and 2021 Childcount numbers, a more dramatic increase can be seen when the 2018 data are compared with 2021 (21.2% increase). These data are important to consider because the 2018 data represent the time prior to the discussion and implementation of the MTSS process. Equally impressive is the decline in students in the Regular Education Environment less than <40% (2020-2021 = -7.1%; 2018-2021 = 13.5%). All of which demonstrates an improvement in students being educated in the LRE. Equally impressive is the decline in students in the Regular Education less than <40% (2020-2021 = -7.1%; 2018-2021 = 13.5%). Currently, All of which demonstrates an improvement in students being educated in the LRE. A review of our most recent data suggests approximately 61% of students are in the Regular education environment more than 80%. In 2018, the number was 28.3%. Overall, there is a 33% improvement in students that are in the Regular education environment more than 80%.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

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.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

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

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

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).

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

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. All students, regardless of placement, are afforded the same access to extracurricular activities as any other student. 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).

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

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.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Bucks County Technical High School	Other	Neighboring School District	Bucks County Technical High School	Learning Support	14
Bristol Township School District	Other	Neighboring School	Bristol Township School	Life Skills Support	1

		District	District		
Bucks County Intermediate Unit	Other	Neighboring School District	BCIU #22	Multiple Disabilities Support	14
Lifeworks Alternative School	Approved Private School (APS)		Lifeworks Academy	Emotional Support	2
Valley Day School	Approved Private School (APS)		Valley Day School	Emotional Support	3
Fairwold Academy	Approved Private School (APS)		Public Health Management Corp	Emotional Support	1
Community Service Foundation - Buxmont Academy	Approved Private School (APS)		Community Service Foundation	Emotional Support	0
Hew Hope Academy	Licensed Private Academic		Hew Hope Academy	Emotional Support	1
Pennsbury School District	Other	Neighboring School District	Pennsbury School District	Life Skills Support	1

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Positive Behavior Support

Date of Approval

2017-09-07

Uploaded Files

Policy - Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The Bristol Borough School District employs a School-Wide Positive Behavior Support Plan (SWPBS) in kindergarten through eighth grade. SWPBS is a preventative measure that proactively addresses behaviors by defining, teaching, and supporting appropriate student behavior. Staff in the buildings teach expected behaviors across the following settings: arrival, classroom, bathroom, playground, large group instruction room, cafeteria, hallways, and dismissal. Students are awarded a Tomahawk ticket when they exhibit the positive behaviors of being safe, respectful, and responsible. Students who receive Tomahawk tickets attend quarterly incentives. The district provides social-emotional learning to all kindergarten through twelfth-grade students using the "Positive Action" program. Students' social and emotional needs are also met through partnerships with outside agencies such as the Peace Center, National Alliance for Mental Illness (NAMI), and K/S Services for truancy prevention. Programs such as Family Services school-based therapy, Merakey-Kids, and the No Longer Bound Program "Too Good for Drugs and Too Good for Violence" has been implemented in the schools. The school district also employs two school psychologists, a guidance counselor, and a social worker to help address students' social and emotional needs. In addition to providing direct services, the social worker helps connect students and families to outpatient resources and conducts meetings with various agencies. The district also contracts with Bucks County Intermediate Unit when a behavior specialist, or other qualified professional, is required.

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.

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.

3. Describe the district positive school wide support programs.

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.

4. Describe the district school-based behavior health services.

In addition to the roles of the School Psychologists, Social Workers, School Nurses, Guidance Counselors, and other Pupil Services, additional services are utilized throughout the school district. The National Alliance on Mental Illness (NAMI) provides group sessions and private counseling to our Middle School and High School students. The Student Assistance Program (SAP) provides assistance to staff to identify alcohol, tobacco, other drugs, and mental health issues that act as barriers to a student’s success. Family Services Association (FSA) provides individual counseling and utilizes our buildings to meet with both students and parents. K/S Truancy assists students/parents with attendance and truancy issues. The Peace Center assists students (primarily 7th grade girls) with conflict resolution strategies. Additionally, the district is looking out to agencies that provide grief counseling to students who have suffered a loss in their family.

5. Describe the district restraint procedure.

Training in Nonviolent Crisis Intervention through the Crisis Prevention Institute is offered in conjunction with the Bucks County Intermediate Unit. This is the primary method used when applying restraint techniques. If a restraint is applied, data are collected and reported as prescribed by the Secretary of Education. It is understood that the LEA must notify the parent(s) of the use of a restraint and schedule an IEP team meeting within 10 school days of the use of the restraint and the LEA must also report the use of restraints within 30 days to the Pennsylvania Department of Education (PDE) through the Restraint Information System of Collection (RISC).

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

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: New Hope Academy), 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 Specialized Learning 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 an 18-21 Life Skills program in the High School because of the expanding/increasing need of our student population. Regardless, there is a concerted effort to reduce the amount of time when placing a student in the most appropriate setting. Often, they remain in the current placement, with aides and services, until the more appropriate setting is identified and arrangements are made.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU AS 4	Secondary	Full-time (1.0)	09/29/2022 01:02 PM

Building Name	
Bristol HS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Full-Time (80% or More)	5
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
Age Range	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU AS/ES 1	Secondary	Full-time (1.0)	09/29/2022 12:56 PM

Building Name	
Bristol HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)	11
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
Age Range Justification	FTE %
BCIU class	0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU SLS 2	Secondary	Full-time (1.0)	09/29/2022 12:56 PM

Building Name	
Bristol HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	8
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
Age Range Justification	FTE %
BCIU class	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU MDS 2	Secondary	Full-time (1.0)	09/29/2022 12:56 PM

Building Name

Bristol HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	18 to 21
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU AS 3	Elementary	Full-time (1.0)	09/29/2022 12:57 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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BCIU AS 2	Elementary	Full-time (1.0)	09/29/2022 12:57 PM
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Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
BCIU class		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU AS 1	Elementary	Full-time (1.0)	09/29/2022 12:57 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Elementary	6 to 11
Age Range Justification		FTE %
BCIU class		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU ES 2	Elementary	Full-time (1.0)	09/29/2022 12:57 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU ES 1	Elementary	Full-time (1.0)	09/29/2022 12:58 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 13
Age Range Justification		FTE %
BCIU class		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU SLS 1	Elementary	Full-time (1.0)	09/29/2022 12:58 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 12
Age Range Justification		FTE %
BCIU class		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCIU MDS 1	Elementary	Full-time (1.0)	09/29/2022 01:02 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 12
Age Range Justification		FTE %
BCIU class		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 SLP	Multiple	Part-time (0.5)	09/29/2022 12:58 PM

Building Name		
Bristol Borough SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 18

Age Range Justification	FTE %
Speech Language Services delivered in private/small group	0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 SLP	Multiple	Full-time (1.0)	09/29/2022 12:59 PM

Building Name		
Bristol Borough SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 18
Age Range Justification		FTE %
Speech Language Services delivered in private/small group		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES 9-12	Secondary	Full-time (1.0)	09/29/2022 12:59 PM

Building Name
Bristol HS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4 LS 9-12	Secondary	Full-time (1.0)	09/29/2022 12:59 PM

Building Name		
Bristol HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 LS 9-12	Secondary	Full-time (1.0)	09/29/2022 12:59 PM

Building Name		
Bristol HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 LS 9-12	Secondary	Full-time (1.0)	09/29/2022 01:00 PM

Building Name		
Bristol HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 LS 9-12	Secondary	Full-time (1.0)	09/29/2022 01:00 PM

Building Name	
Bristol HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	41
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	14 to 18
	FTE %
	0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES 7-8	Secondary	Full-time (1.0)	09/29/2022 01:00 PM

Building Name	
Bristol MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS 7-8	Secondary	Full-time (1.0)	09/29/2022 01:01 PM

Building Name		
Bristol MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 8	Secondary	Full-time (1.0)	09/29/2022 01:01 PM

Building Name		
Bristol MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 7	Secondary	Full-time (1.0)	09/29/2022 01:01 PM

Building Name		
Bristol MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES 4-6	Elementary	Full-time (1.0)	09/29/2022 01:01 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS 3-6	Elementary	Full-time (1.0)	09/29/2022 01:01 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 6	Elementary	Full-time (1.0)	09/28/2022 02:26 PM

Building Name	
Warren Snyder-John Girotti El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	12
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	Age Range
	10 to 13
	FTE %
	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 5	Elementary	Full-time (1.0)	09/28/2022 02:26 PM

Building Name
Warren Snyder-John Girotti El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 4	Elementary	Full-time (1.0)	09/28/2022 02:23 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 3	Elementary	Full-time (1.0)	09/28/2022 02:23 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES K-3	Elementary	Full-time (1.0)	09/28/2022 02:23 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS K-2	Elementary	Full-time (1.0)	09/28/2022 02:23 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLS K-2	Elementary	Full-time (1.0)	09/27/2022 03:18 PM

Building Name		
Warren Snyder-John Girotti El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.55

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Special Education Facilities

Building Name		Room #
Warren Snyder-John Girotti El Sch		B112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
Implementation Date		
2022-09-29		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		EL 105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
Implementation Date		
2022-09-29		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		B 105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 33 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
Implementation Date		
2022-09-29		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		

Uploaded Files

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 219
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 28 feet, 0 inches	924sqft	33
Implementation Date		
2022-09-29		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		B 201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		B 211
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		

Uploaded Files

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 35 feet, 0 inches	1155sqft	41
Implementation Date		
2022-09-29		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		C 131
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-09-29		
Uploaded Files		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		B 220
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-09-29		

Uploaded Files

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		C 222
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 33 feet, 0 inches	594sqft	21
Implementation Date		
2022-09-29		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		C 229
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-09-29		
Uploaded Files		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		A 204
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-09-29		

Uploaded Files

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		E 309
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2022-09-29		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		E 307
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-09-29		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		E 301
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 19 feet, 0 inches	418sqft	14
Implementation Date		
2022-09-29		

Uploaded Files

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		A 106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 21 feet, 0 inches	420sqft	15
Implementation Date		
2022-09-29		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		B 111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		

Uploaded Files

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 222
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

21Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 218
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

22 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		B 209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		

Uploaded Files

23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Warren Snyder-John Girotti El Sch		C 110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-09-29		
Uploaded Files		

25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		A 213
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-09-29		

Uploaded Files

26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		A 210
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-09-29		
Uploaded Files		

27 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		A 208
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-09-29		
Uploaded Files		

28Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Bristol HS		A 209
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-09-29		

Uploaded Files

29 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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Special Education Support Services

30Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1.0	District Wide	District
School Psychologist	0.5	District Wide	District
Other	0.5	District Wide	District
Physical Therapist	0.6	District Wide	Contractor
Social Worker	1.0	District Wide	District
Occupational Therapist	0.8	District Wide	Contractor
Guidance Counselor	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Access to PATTAN Autism Training Videos			
Lead Person/Position		Year of Training	
Damon Smith / School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
Varies	Varies	PaTTAN	Parents Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Training			
Lead Person/Position		Year of Training	
Roberta Cimoichowski			
Hours Per Training	Number of Sessions	Provider	Audience
1	Once per year with monthly follow ups	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training

Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Online			
Hours Per Training	Number of Sessions	Provider	Audience
Varies	Varies	PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition Coordinator Meeting			
Lead Person/Position		Year of Training	
Transition Coordinator / BCIU			
Hours Per Training	Number of Sessions	Provider	Audience
2	Bi-Monthly	Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training			
Scholastic Literacy and Data Management			
Lead Person/Position		Year of Training	
Title 1			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
THRIVE - Parent Organization with emphasis on Special Education issues			
Lead Person/Position		Year of Training	
Parent Lead Group with Teacher/Administrative participation			
Hours Per Training	Number of Sessions	Provider	Audience
1	bi-monthly	Other	Building Administrators Parents Special Education Teachers

Description of Training			
PAC - Parent Advisory Council			
Lead Person/Position		Year of Training	
Title I - Administrative			
Hours Per Training	Number of Sessions	Provider	Audience
2	Bi-Monthly	District	Building Administrators General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training			
IEP Updates and Training			
Lead Person/Position		Year of Training	
Damon Smith			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	2/year	District	Special Education Teachers

DRAFT

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

DRAFT