

Bristol Borough SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

1776 Farragut Avenue
Bristol, PA 19007
(215)781-1011
Superintendent: Thomas Shaffer
Director of Special Education: James Alexander

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.

Timeline for Process:

January - February 2015: Needs Assessments (SCOT, Survey, Data Analysis, Past Plan Analysis, Other)

March 2015: Development of Framework

March/April 2015: Special Education Plan on 28-day display

April 16, 2015: Special Education Plan Approved by School Board

April 23, 2015: Steering Team Session

May 1, 2015 Special Education Plan submitted to PDE

May – June 2015: Action Plan Development

Summer 2015: Plans Completed and inputted into PDE Web Tool.

September 17, 2015: Presented to School Board as an informational item

September 29, 2015: Review of Comprehensive Plan with Steering Team

September/October 2015: Plans on display for 28 days

November 2015: Plans approved by School Board

November 30, 2015: Plans 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 Rohm and Haas, Simon and Schuster, Lenox, and Columbia Lighting. 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 countries premier Off-Broadway Theatres.

Bristol Borough has strong ethnic traditions. This is reflected in the Catholic Community which has traditionally served either the Irish or Italian communities. The borough also has strong, deep-rooted, Afro-American and Latino communities.

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

A primary resource in the community is the Grundy Library, which offers numerous homework programs. The library and the school work closely with each other.

Planning Committee

Name	Role
James Alexander	Special Education Director/Specialist : Professional Education Special Education
Cameron Beckett	Student : Professional Education
Darletta Berry-Johnson	Community Representative : Professional Education
Doug Braun	Middle School Teacher - Regular Education : Professional Education
Monay Brown	Elementary School Teacher - Special Education : Special Education
Tanya Caroll	Parent : Professional Education Special Education
John D'Angelo	Board Member : Professional Education
Maria Doherty	High School Teacher - Regular Education : Professional Education
Karen Dopson	Community Representative : Professional Education
Deb Fine	Community Representative : Professional Education
Sue French	Middle School Teacher - Special Education :

	Professional Education Special Education
George Gatto	Ed Specialist - Social Restoration : Professional Education
Mary Gesualdi	Title I Coordinator : Professional Education
Mike Girard	Community Representative : Professional Education
Mycele Gorman	Business Representative : Professional Education
Valeri Hamilton	Business Representative : Professional Education
Paul Hetherington	Ed Specialist - Instructional Technology : Professional Education
John Hood	High School Teacher - Regular Education : Professional Education
Kelly Hunter	Middle School Teacher - Regular Education : Professional Education
Theresa Kramer	Elementary School Teacher - Special Education : Special Education
Donna LaRosa	Ed Specialist - Other : Professional Education
Ron McGinn	Administrator : Professional Education
Ron McGuckin	Business Representative : Professional Education
Christopher McHugh	Administrator : Professional Education
Amy McIlvaine	Community Representative : Professional Education
John Mundy	Community Representative : Professional Education
Nick Nastasi	Parent : Professional Education
Mary Jane Paglione	Board Member : Professional Education
JoAnn Perotti- External Facilitator/Bucks County Intermediate Unit	Intermediate Unit Staff Member : Professional Education Special Education
Philomena Quattrocchi	Community Representative : Professional Education
Heather Quattrocchi	High School Teacher - Regular Education : Professional Education
Cheryl Rigby	Ed Specialist - School Nurse : Professional Education
Nicolette Rivera-Reeves	Student : Professional Education
Kelli Rosado	Administrator : Professional Education Special Education
John Sell	Community Representative : Professional Education
Dr. Thomas Shaffer	Administrator : Professional Education Special

	Education
Traci Slate	Parent : Professional Education
Damon Smith	Administrator : Professional Education
Robert Strasser	Business Representative : Professional Education
Helen Swiski	High School Teacher - Special Education : Professional Education
Mary Lou Tantum	Elementary School Teacher - Regular Education : Professional Education
Daniel Vlassenko	Elementary School Teacher - Regular Education : Professional Education
Gene Williams	Community Representative : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

BBSD has not engaged in a strong content mapping procedure/curriculum alignment.

Elementary Education-Intermediate Level

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

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

BBSD has not engaged in a strong content mapping procedure/curriculum alignment.

Middle Level

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

Science and Technical Subjects	Improvement	Improvement
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Needs Improvement	Needs Improvement
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

BBSD has not engaged in a strong content mapping procedure/curriculum alignment.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Needs Improvement	Needs Improvement

History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Non Existent	Non Existent
World Language	Developing	Developing

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

BBSD has not engaged in a strong content mapping procedure/curriculum alignment.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

We have not developed, expanded or improved the existing Pennsylvania academic standards in specific content areas.

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 needs to be developed and followed to assess the quality of teachers' plans.

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

This narrative is empty.

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.

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

N/A

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
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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.

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

N/A

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 needs to be developed and followed to assess the quality of teachers' plans.

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

N/A

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

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review

- Building Supervisors

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.

The Bristol Borough School District does not employ district or building level administrative supervisors. Building supervisors and the one instructional coach 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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

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 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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

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 16/17	SY 17/18	SY 18/19
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

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:

- 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.

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	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	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	
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	
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.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

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	EEL	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
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	
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.				
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.

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

The district will develop a protocol for teams of teachers and/or individual teachers to match specific assessment anchors or standards-aligned learning objectives to increase student mastery of content.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	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				
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.

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

Press releases are not disseminated as there is no specific public relations officer in Bristol Borough School District. Future plans from the Superintendent's office include the dissemination of information through newsletters.

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	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management		X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula				
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				
Student Assistance Program Teams and Training				X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline				

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

Peer helper programs may be incorporated through Peer Mediation. Positive Behavior Improvement program will provide preventative school-wide interventions and support. Resource officer is not part of Bristol Borough School District personnel and may not likely become part of Bristol Borough School District personnel. MMS is used as the means for the management or student discipline.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

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

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X

Behavior Management Programs	X	X	X	
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				

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EI	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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				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				
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

Title I coordinator communicates with local pre-school programs. Youth workforce development programs and tutoring have been communicated through 21st Century grant

coordination with United Way, and through communication with Bucks County Community College.

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 director coordinates with the 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 is in the process of developing alignment of instruction and assessment towards PA Core Standards.

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

N/A

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 is in the process of developing alignment of instruction and assessment towards PA Core Standards.

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

N/A

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 is in the process of developing alignment of instruction and assessment towards PA Core Standards.

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

N/A

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
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Provide explanation for processes used to ensure Accomplishment.

Bristol Borough School District is in the process of developing alignment of instruction and assessment towards PA Core Standards.

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

N/A

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
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
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

As criteria is not fully explained, NA was chosen as the response.

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
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

As criteria is not fully explained, NA was chosen as the response.

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
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

As criteria is not fully explained, NA was chosen as the response.

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
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

As criteria is not fully explained, NA was chosen as the response.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
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	EEI	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.				
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.

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

All strategies were selected.

Educator Discipline Act 126, 71

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

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

- Using disaggregated student data to determine educators' learning priorities.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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).

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.

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

Although data is analyzed to assess overall student needs and to guide professional development to address those needs, specific detailed needs assessments can be utilized to identify more specific instructional foci.

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 safeguard 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.

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

All strategies were selected.

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.

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

Not all grade levels and subject areas require standardized testing.

In place of a portfolio, the teachers are required to submit a "Professional Growth Action Plan." This is part of their Differentiated Supervision and Evaluation Plan.

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.

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

All characteristics were selected.

Induction Program Timeline

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

If necessary, provide further explanation.

No further explanation is necessary.

Monitoring Evaluating and 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)

- 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: **257**

Identification Method

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

Both Snyder-Girotti K-8 School and Bristol 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 principle 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: <http://penndata.hbg.psu.edu/BSEReports>

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 children's institutions, including detention homes, drug and alcohol treatment centers and others, located within the district borders.
2. 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).
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 extra curricular 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 instruction. All students are included in other general education classes, with pull-out instruction provided based on the decision of the IEP team.

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 the 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 in the beginning of each semester, or when a new IEP is written or a revision is made. This ensures that students receive appropriate accommodations and modifications in their regular education courses. Programs for students with low incidence disabilities of a moderate to severe nature (i.e. intellectual disability, autism, severe emotional disturbance, multiple disabilities, etc.) may be provided with services through the Intermediate Unit in a program located within the Bristol Borough School District, a neighboring school district, or at the local Vocational-Technical School. A few students receive their education in more restrictive settings such as an Approved Private School, alternative schools, or an out-of-state placement (none at this time).

Professional development and supports are available through the district, IU consultants, and PATTAN staff to address the issue of access to the general curriculum and topics such as co-teaching, differentiated instruction, behavior support plans and progress monitoring. The Bristol Borough School District staff attend professional development offerings through the local Intermediate Unit and PATTAN, as well as working with the IU Program and Training Specialist, or TAC. These opportunities expand the supports/services which allow

for students to increasingly access the general education curriculum in the least restrictive environment. Small group training sessions, individual training and mentoring, etc. is provided for topics such as transition services, progress monitoring, assistive technology, behavior management, and others as the need is identified.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Summarized School District Policy

The district is currently revising its school wide positive supports plan and in doing so the district has implemented new training and support from the IU. Training consists of CPI training as well a Behavior 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 behavior 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.

All Bristol Borough School District students are entitled to, and provide with, a Free and Appropriate Public Education (FAPE). 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 most cases, students who exhibit challenging behaviors are able to receive an appropriate education in the general education classroom with the support of a functional

behavioral assessment and a positive behavior support plan. These assessments and plans are implemented and monitored by the special education staff throughout the school district. In the rare circumstance when a student is not responsive to positive behavioral supports in the general education setting, students may be provided with instruction in a special education classroom where there may be fewer students, increased classroom structure, and more direct instruction to promote increased on-task behavior.

If an appropriate behavior support plan is implemented and 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. The implementation of a student's IEP is typically monitored through consultation with these alternative school placements by special education staff from the district. In some cases, special education teachers within the alternative school program are solely responsible for monitoring a student's IEP, and then reporting to parent and district.

On very rare occasions when an appropriate placement does not appear available, the district works through the local Intermediate Unit's Interagency Coordinator to expedite a placement. In such situations, the Intermediate Unit has taken the lead in creatively providing programming, oftentimes through adjustments to an existing program, or by providing increased supports.

The district has not experienced real difficulty in providing programming for any group of students, with the possible exception of students identified as needing emotional support who require a very nurturing or sheltered environment (i.e., students exhibiting severe internalizing behaviors such as depression, anxiety, school phobia, etc.). Again, for students with these needs, creative programming has been required.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Purposeful Action Plan to Educate ALL Students in the Least Restrictive Environment

When a student is experiencing difficulty in General Education, a referral is made to the Child Study Team. When the teacher has exhausted all strategies, including but not limited to such things as differentiated instruction, preferential seating, redirection, peer tutoring, multimodal presentation, assignment books, study guides, frequent contact with parents, modified scope and magnitude of curriculum and use of speciality teachers in Math and Reading, the Child Study Team then refers them for an initial evaluation with the school psychologist.

The Child Study Team Packet is a comprehensive profile of the student's levels, attitude and motivation, work habits, participation and a "snapshot" from every teacher and support staff that comes in contact with the student (i.e., academic, non-academic teachers, nurse, administration, parent, guidance counselor, etc.). Once compiled, this

packet is presented to the Child Study Team, consisting of the Principal, Special Ed. Director, Building Manager, Counselor(s), School Psychologist, Teacher, School Nurse, and Inter-Agency contact, if involved. After review, if deemed appropriate, this student's case is assigned to a case manager. The process will be in place for a minimum of 60 school days. During this time frame the case manager, in collaboration with the primary teacher(s) and the support team will conduct a comprehensive examination of every facet of this student's learning profile and develop a plan to apply multiple strategies to ameliorate the difficulty and/or provide the student compensatory skills and strategies. After 60 days, or by request of parent, if the student has not made "reasonable" progress, he/she will be referred to the MDT for an evaluation.

Inclusionary Models

Inclusionary models are utilized from grades K — 12. Special Education teachers and Para-Professionals are utilized to collaborate with general education teachers creating an integrated and very positive learning environment for all students.

At the Secondary level, both Special Education teachers and Para-Professionals are scheduled throughout the school day to support those students included in general education. In some courses, classes are co-taught by a Special Education and General Education teacher. Most of our students, as well as faculty, have reported that this has been a successful endeavor and the district is exploring additional opportunities to utilize this co-teaching model such as *The Inclusive Education Leadership Series* through PaTTAN.

In the elementary school, some classrooms are co-taught by a Special Education and General Education. Special Education teachers collaborate with the General Education teachers to teach specific units and lessons. Para-professionals also push into general education classroom to support students. This is an area where the school district has greatly improved, and was identified as an area of emphasis in the district's previous Special Education Plan.

Enhanced Diagnostic Skills

The current members of the Child Study Team are highly skilled diagnosticians. The purpose of the Team is not merely to reduce the number of those students that become eligible for Special Education Programs and Services, but to diagnose the origin of the difficulty and then make recommendations including strategies and adjustment to the current program (General Program). It is only when a student actually meets the criteria (as established in Federal and State Law), are they deemed eligible for Special Education Programs and Services. Remembering that this service is individualized to the needs of the student and always delivered in the least restrictive environment.

Strength in Transition

Transitional Programs at both ends of the age and grade spectrum are comprehensive. After an initial screening those students with the greatest needs participate prior to attending Kindergarten. This pro-active approach produces more capable students who are much more prepared for school. Tangentially, we work collaboratively with the Bucks County Intermediate Unit (IU) who provides pre-school programs for students with more moderate to severe needs.

For students articulating from fifth grade to the Middle School we provide an extensive program to assist in this transition. Emphasis is placed on students transitioning from eighth to ninth grades, or from middle school to high school.

For all students 14 years of age or older, we offer an excellent transition program. In addition to a litany of mandated transition activities such as formal and informal interest and aptitude inventories, we survey both student and parents. Students are invited to participate in all meetings. Contact and registration with outside agencies is encouraged. Students also participate in the events sponsored by the Bucks County Transition Coordinating Council including the Post Secondary Opportunities Expo and the EmployAbility Expo.

In addition to the aforementioned strategies, we have an extensive Work Experience Program designated for High School students. We have dedicated one teacher for a portion of the day to coordinate this effort. The program assists students in understanding work ethic, making application for employment, securing and maintaining a job. The aggregate is (1) increasing employment rate (post-graduation); (2) increasing graduation rate, and; (3) decreasing the drop-out rate.

Cohesive Administrative and Support Team

The Administration, from Superintendent to the Principal and his assistants, are always eager and willing to cooperate with the Director of Special Education and Superintendent in advocating for students with disabilities. The District Principal for both the Elementary and Secondary divisions assure that students and Special Education staff are always included in all activities.

The Child Study Team, consisting of Psychologist, Social Worker, TAC Consultant, OT, PT, Guidance Counselor(s), Nurses, and Director of Special Education, functions as one cohesive team. The team employs a collaborative model and is constantly assessing, processing and sharing information about children. While it meets continuously, bi-monthly support staff meetings are held at both the secondary and elementary schools.

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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bucks County Technical High School	Neighboring School Districts	Learning Support	8
Wordsworth Academy	Approved Private Schools	Emotional Support	3
Valley Day School	Approved Private Schools	Emotional Support	1
Bristol Township School District	Neighboring School Districts	Life Skills Support	6
Bristol Township School District	Neighboring School Districts	Autistic Support	2
Bristol Township School District	Neighboring School Districts	Emotional Support	1
Pennsbury School District	Neighboring School Districts	Life Skills Support	3
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)	13
Northwestern Human Services	Other	Alternative Education	1
Bucks Learning Academy	Other	Alternative Education	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	20	1

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	4	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	20	1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	20	1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	4	0.5
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.5

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*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**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*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**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren Snyder-John Girotti Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	20	1

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	20	1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.5
Snyder-Girotti Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	10	0.5

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	20	1

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 8, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*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**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 20	50	1
Justification: Students are all in Regular Education Classes							

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*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**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	20	1

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	17 to 20	4	0.6
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	15 to 18	3	0.4

Program Position #17 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	17 to 20	4	1

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 705 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Synder-Girotti Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	1

Program Position #19 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

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

Program Position #20 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	8	1

Program Position #21 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

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

Program Position #22 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	12	1

Program Position #23 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder-Girotti Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	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.

Program Position #24 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bristol High School	A Senior High School Building	A building in which General Education programs are operated	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.

Program Position #25 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Personal Care Assistant	Snyder-Girotti K-8	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
Special Education Director	Pupil Services Office - Snyder-Girotti Elementary/Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	1 Days
Physical Therapist	Intermediate Unit	1 Days
Social Worker	Intermediate Unit	2 Days
TaC Consultant	Intermediate Unit	2 Days
Behavior Specialist	Intermediate Unit	2 Days
Speech Therapist	Intermediate Unit	5 Days
Vision Impaired Support	Intermediate Unit	30 Minutes

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

The following patterns have emerged from the School Level Data:

- Reading is a primary concern because the IEP and Black Subgroups did not make AYP. Also, the other subgroups made AYP through "Special Provision."
- While most subgroups made AYP in Mathematics by reaching the targeted scores, the IEP subgroup did not make AYP.
- The IEP Subgroup failed to make AYP in each subject.
- The district must look at individual scores and patterns that may exist in addressing specific skill areas.

District Accomplishments

Accomplishment #1:

The Bristol Borough School District, in coordination with the Bucks County United Way, 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 the Bucks County United Way, 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, in conjunction with the Bucks County United Way, received a grant for a summer program to address the needs of those students who were not passing reading or math. The program was operated by Sylvan Learning.

Accomplishment #4:

Snyder-Girotti Elementary School received a grant through the DOW Chemical Corporation to run an after-school tutoring program for students in grades one through three.

Accomplishment #5:

As part of the Snyder-Girotti Elementary School "Getting Results" action plan, services have been provided through the Bucks County Intermediate Unit to implement a Balanced Literacy Program. Advisors from the IU serve on a Driving Team Committee which meets monthly. The IU also provides partial funding for a Literacy Coach.

Accomplishment #6:

The PSSA Writing scores in the Bristol Borough School District have traditionally been above the state average.

Accomplishment #7:

Bristol High School, in conjunction with the University of Pennsylvania, has a writing program whereby a professor from U of P works with the sophomore class to develop writing skills. The culminating activity is a trip to Lake George in New York State where the students attend leadership building programs and have an opportunity to present their works or poetry.

District Concerns

Concern #1:

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

Concern #2:

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

Concern #3:

There is a need to 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.

District Level Plan

Action Plans

Goal #1: Academic Achievement

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use 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 the high school students. Provide an opportunity for at-risk high school students to complete high school graduation requirements through Edgenuity or BRIDGES.

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

Addressing the needs of our Gifted and High-Achieving Students

Description:

Develop a Gifted Program focused on STEM, English, math, and social studies. Provide Gifted Professional Development as available. Establish a Gifted Support Group for parents including a newsletter. Ensure Gifted Students are taking a curriculum which reflects an accelerated curriculum. Also ensure there is collaboration between the Gifted Teacher and the faculty.

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: 9/1/2016 **End Date:** 6/28/2019

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 quarterly.

Start Date: 9/1/2016 **End Date:** 6/28/2019

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 1 through 8

Description:

Provide Academic Enrichment, social skills development and recreation

Start Date: 6/1/2016 **End Date:** 8/30/2019

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:

Develop a Truancy Elimination Plan for students who are chronically truant

Start Date: 9/1/2016 **End Date:** 6/28/2019

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 9 through 12

Description:

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

Start Date: 6/1/2016 **End Date:** 8/30/2019

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:

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

Start Date: 9/1/2016 **End Date:** 6/28/2019

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

Mult-tier System of Support

Description:

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

Start Date: 9/1/2016 **End Date:** 6/28/2019

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 or BRIDGES.

Start Date: 9/1/2016 **End Date:** 6/28/2019

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

*Gifted Program – Elementary/Middle School***Description:**

Develop a Gifted Program focused on STEM, English, math, and social studies

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Gifted Education

Supported Strategies:

- Addressing the needs of our Gifted and High-Achieving Students

*Gifted Professional Development***Description:**

Provide Gifted Professional Development as available

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Gifted Education

Supported Strategies:

- Addressing the needs of our Gifted and High-Achieving Students

*Gifted Parent Support Group***Description:**

Establish a Gifted Support Group for parents including a newsletter

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Gifted Education

Supported Strategies:

- Addressing the needs of our Gifted and High-Achieving Students

Gifted Curriculum – High School

Description:

Ensure Gifted Students are taking a curriculum which reflects an accelerated curriculum. Also ensure there is collaboration between the Gifted Teacher and the faculty.

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Gifted Education

Supported Strategies:

- Addressing the needs of our Gifted and High-Achieving Students

Goal #2: Community Connections

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:

Establish a Service Learning requirement for all high school students.

Start Date: 9/1/2016 **End Date:** 6/28/2019

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:

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

Start Date: 9/1/2016 **End Date:** 6/28/2019

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.

Establish Committee to manage Service Learning Program

Description:

Establish a committee to manage Service Learning Program

Start Date: 9/1/2016 **End Date:** 6/28/2019

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:

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

Start Date: 9/1/2016 **End Date:** 6/28/2019

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.

Establish Bristol Borough School District “Advisory Council”

Description:

Establish a Bristol Borough School District “Advisory Council” comprised of PTA/parents, civic organizations, Advisory Oversight Committee, Rotary and other community partners.

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

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

Establish “Advisory Council” guidelines

Description:

Establish goals, meeting dates and communication and media plans.

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

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

*Information sharing***Description:**

Develop a process for sharing information

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

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

*School-based Community Center***Description:**

Establish a school-based Community Center

Start Date: 9/1/2016 **End Date:** 6/28/2019

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

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:

Change focus of graduation project from academic to college and career emphasis, Identify a Transition Coordinator to assist with the process of changing the focus of the graduation project, Research pathway programs in other districts and explore business/community connections and Provide Naviance Program training to all necessary staff.

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

Implement School-wide Positive Behavior Interventions and Support

Description:

Establish a core team at the elementary/middle school levels – provide training and develop program, Implement SWPBIS at Snyder-Girotti Elementary/Middle School, Establish a core team at Bristol High School who will plan and implement the Positive Behavior Program.

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

Implementation Steps:

Graduation Project

Description:

Change focus of graduation project from academic to college and career emphasis

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

- College and Career Pathways Support

Transition Coordinator

Description:

Identify a Transition Coordinator to assist with the process of changing the focus of the graduation project.

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

- College and Career Pathways Support

Research Pathway Programs

Description:

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

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

- College and Career Pathways Support

Naviance Training

Description:

Provide Naviance Program training to all necessary staff.

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

- College and Career Pathways Support

Establish Core Team

Description:

Establish a core team at the elementary/middle school levels – provide training and develop program

Start Date: 9/1/2016 **End Date:** 6/28/2019

Program Area(s): Student Services

Supported Strategies:

- Implement School-wide Positive Behavior Interventions and Support

Implement SWPBIS

Description:

Implement SWPBIS at Snyder-Girotti Elementary/Middle School

Start Date: 9/1/2016 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Implement School-wide Positive Behavior Interventions and Support

Parent Information

Description:

Share program information with parents at “Back to School” Night, Student Handbook and District Website.

Start Date: 9/1/2016 **End Date:** 9/29/2017

Program Area(s): Student Services

Supported Strategies:

- Implement School-wide Positive Behavior Interventions and Support

High School Program Implementation

Description:

Establish a core team at Bristol High School who will plan and implement the Positive Behavior Program

Start Date: 9/1/2016 **End Date:** 9/1/2017

Program Area(s): Student Services

Supported Strategies:

- Implement School-wide Positive Behavior Interventions and Support

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: #1 Academic Achievement

Strategy #1: Addressing the needs of our Gifted and High-Achieving Students

Start	End	Title			Description			
9/1/2016	6/28/2019	Gifted Professional Development			Provide Gifted Professional Development as available			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal	3	4	20	Bristol Borough School District	School Entity	Yes

Knowledge

Addressing the needs of our Gifted and High-Achieving Students

Supportive Research

Ensure Gifted Students are taking a curriculum which reflects an accelerated curriculum. Also ensure there is collaboration between the Gifted Teacher and the faculty.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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 struggling students.

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.

For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
Training Format	Series of Workshops Department Focused Presentation		
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

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

standards, classroom environment,
instructional delivery and professionalism.

 Student PSSA data

 Standardized student assessment
data other than the PSSA

 Classroom student assessment data

 Review of written reports
summarizing instructional activity

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.

Affirmed by John D'Angelo on 4/28/2015

Board President

Affirmed by Thomas Shaffer on 4/28/2015

Superintendent/Chief Executive Officer