

**SCHOOL RESOURCES FOR LEARNING****NARRATIVE**

**Bristol Central High School has timely, coordinated, direct intervention strategies for all students, including identified and at risk students, that support each student's achievement of the school's 21st century learning expectations.**

At Bristol Central there are 9th grade teams, each assigned a guidance counselor who meets with teams on a regular basis. The Advancement via Individual Determination program (AVID) is an enrichment opportunity for students who are traditionally underrepresented in four-year universities. This population might include students who receive free and reduced lunch, first generation college students and ethnic minorities. These students also will have met criteria for acceptance, will have shown academic potential to excel in highly rigorous courses and would also benefit from extra support. Additionally, there is an Advisory Program in which every student meets twice monthly with a small group of students and one staff member. This program provides an opportunity for each and every student in the school to create and foster a connection with one adult in the building. The group of students in each staff member's group remains constant throughout the students' high school experience. There are tutoring services provided in silent study halls or in the library for all students on an as needed basis. It is staffed with National Honor Society students and a faculty member. Students are assigned to a counselor who follows them for four years and acts as a point person providing support, addressing concerns and issues, and communicating in person, via telephone and through email.

Special Education students are assigned a case manager who works with their counselor and regular education teachers to help facilitate their academic achievement. Planning and Placement Team meetings (PPT's) are held annually and on an as needed basis depending on the profile of the individual student. The English Language Learners (ELL) program provides ELL students with opportunities to achieve academic success. These students work daily with an ELL support teacher who also acts as their case manager. Small group instruction is provided in core academic areas.

Scientifically Researched Based Intervention (SRBI) and Positive Behavior Intervention Strategies (PBIS) are relatively new programs to Bristol Central High School. SRBI is a tiered intervention system for students who are not meeting academic and/or behavioral standards. Students who are found to be struggling are referred to the SRBI team. Teachers implement interventions to provide differing kinds and degrees of support. Students are monitored to evaluate the success of the strategies. If success is limited the intervention is changed. Interventions for SRBI are being used more frequently and more accurately as the team works in greater depth to address needs of students. PBIS is another program that has been instituted to encourage a variety of teaching methods in order to better respond to the negative behaviors that students exhibit. A small group of teachers/administrators have been trained in the PBIS methods to facilitate this program in the building. The referral process for this program is currently being re-examined.

A full time, in house School Resource Officer is assigned to Bristol Central High School to ensure school security and safety. In addition there is one Outreach Worker who responds to critical disciplinary issues. In keeping with the Board of Education (BOE) mission statement, their positions help maintain a safe and secure building environment.

Collaborative outreach referrals begin with the Scientifically Researched Based Intervention team (SRBI). Students considered at risk are referred to the SRBI team and the Positive Behavior Intervention Strategies (PBIS) team. The outcome of these interventions may result in a referral to Special Education, diagnostic placement in special education programs, modified curriculum, and/or study skills support. In addition students may be referred to Juvenile Review Board (JRB) or Bristol Youth Services for counseling. These programs may be used as a conduit for a wide variety of services available to students/parents in the community. Wheeler Clinic is another community resource that is utilized as appropriate. Referral can include emergency care risk assessment, neuropsychological assessments, psychological and psychiatric support.

**Bristol Central provides information to families, especially to those in need, about available student support services.** The results of the Endicott survey showed that 87% of parents and

85% of staff believe the school provides information to families about available support services. The survey also indicated that 76% of students feel they know who to ask for help at school if they have a personal problem.

A Scientifically Based Research Intervention team (SRBI) was developed several years ago to identify at risk students and support them through implementation of strategic interventions. These strategies promote successful academic experiences through use of a prevention oriented approach for these students. The Advancement via Individual Determination Program (AVID) has been in place since August of 2012. AVID identifies and supports the least served students in the academic middle who are first generation college students. This program makes the college dream accessible to this population who may not have the support of family to encourage their academic achievement. Parents are included in the entire process from recommendation and application, are continually encouraged to attend and are present for program initiatives run throughout the school year. The ELL Support/Core classes are designed to give students who are learning English the scaffold of support that is necessary when learning a second language. The classes are designed to infuse language learning through literacy. Reading, writing, listening and speaking skills are encouraged with an emphasis on vocabulary development and supportive strategies that allow students to learn content while learning language.

In an effort to increase parent involvement in school activities, specifically parent-teacher conferences, buses have been provided to address transportation issues. While the buses have been under-utilized, the administration and staff are hopeful that continued outreach will increase parent involvement.

There is only one attendance officer for all Bristol schools. Her role and responsibilities are varied. In addition to school/home visits, she serves on various committees including but not limited to Juvenile Review Board (JRB) and Parent and Common Effort (PACE) team. When appropriate, she makes referrals to court and referrals to the Department of Children and Families (DCF). She also acts as a community resource for families who are struggling with students who are non-compliant in adhering to school rules.

The Special Education Department provides a full range of support and related services to students requiring special education assistance during the school day. An individual case manager for each student coordinates the student's program/PPT meetings, parent contact,

regular education contact, support service coordination including Individualized Education Plan (IEP) recommendations.

The following programs are included; Goal Oriented Alternative Learning (GOAL) is a self-contained program for lower functioning students with emotional/behavioral issues. The Alternative Instruction to the Mainstream program (AIM) enables students to receive their core subjects with special education teachers. The Learning Center is a self-contained program for students who are on grade for academics but require emotional/behavioral support in order to succeed at the high school level. The Alternative to Special Education Program (ASEP), is a self contained program designed to meet the needs of students who have problems succeeding in a traditional academic school setting. This is a highly structured behavioral program with a strong counseling component, both individual and group.

The Accessing Courses Credits and Education for Special Education Students Program (ACCESS) is a high school dropout prevention program for special education students at both Bristol High Schools. It combines individualized tutoring and case management to provide the opportunity for students to earn the credits required for a high school diploma.

The Westwoods Academy is an alternate educational program that is offered to our regular education students who have expressed a strong interest in dropping out of school and who do not fit into the traditional high school environment. The students may refer themselves to the program, or be referred by teachers, counselors, administrators or parents. They must apply, interview and be accepted into this small alternative school setting. This program is available to both high schools; it is currently housed at Bristol Eastern.

**Support services staff use technology to deliver an effective range of coordinated services for each student.**

Power School is an electronic grade book used for monitoring class progress. It is accessible by parents and students for the purpose of checking grades, assignments, and attendance. Power School is the data base used by administration, teachers, students, and parents from which multiple categories of valuable information can be secured. This information includes but is not limited to: grades, attendance, demographics, discipline reports, assessment reporting, and scheduling tools. Naviance is another resource used to help streamline the college planning process. Naviance provides students and families with access to comprehensive

information about thousands of colleges. It also provides a support system that connects students with teachers and counselors in a more effective partnership during the college application process. College recommendations are directly loaded into Naviance where both students and guidance counselors can check on the complete status of their supporting documents. Special Education teachers have access to IEP Direct-Connecticut. The data available in this system includes IEP drafting; evaluations and eligibility determination; PPT meeting schedules and invitations; timeline tracking and compliance; due process and procedural safeguards; as well as Connecticut State Department of Education Special Education requirements. Through a Twitter account, students and families have access to guidance announcements and information. The school's website provides daily updates and announcements.

The nurse and health aide have access to appropriate databases within Power School to assist in meeting the needs of the individual students. Health information alerts may be accessed by administrators, counselors, and teachers as well.

The Library Media Center and two additional computer labs contain a total of 74 computers that are on a four year lease. These computers are used for multiple applications including research, word processing, and other academic related purposes. The Library Media Center maintains a comprehensive website that includes links to the online card catalog, databases, citation tools, resource lists, and seasonal reading programming information (e.g. summer reading, banned books week, etc). The Library Media Center's website also includes links of interest specifically to teachers. Teachers have access to calendars to check availability and schedule class time in the library or computer lab. A "Desktop Support Technician" provides technology support and maintenance of all computers and other technology. The "Desktop Support Technician" is assigned to two other schools in addition to Bristol Central. An onsite Instructional Technology Coordinator provides assistance and support throughout the building. This is a stipend position held by a full-time teacher. The Social Studies department has been piloting a "Bring Your Own Device" policy since the 2012-13 school year. Bristol Central has five Chromebook carts containing a total of 125 Chromebooks that are available for classroom use. The math department has a PC cart containing 14 Windows-based laptops used primarily with Math Foundations classes. Bristol has implemented the use of Google Apps for all students and teachers. A policy for the school's BYOD is currently described in the student/parent handbook.

**School Counseling Services has an adequate number of certified/licensed personnel and support staff who deliver a written developmental program and meet regularly with students to provide personal, academic, career and college counseling.**

There are 5.5 school counselors to serve 1302 students at Bristol Central High School. In addition, one Career Counselor is on staff and deals specifically with the vocational aspect of students' lives. The Career Center is an integral part of the school counseling department and guidance suite. It is designed to help students investigate career paths, learn about further educational opportunities and make decisions and plans for their future. All students have numerous activities available to them when making these critical choices, including: Senior Internships, Work Experience and Service Learning Credit; a career portfolio on Naviance created through results of interest and personality inventories in grades 9 and 10; the Armed Services Vocational Aptitude Battery (ASVAB) in grades 11 and/or 12, the College and Career Pathways Program (CCP), the high school partnership program with Tunxis Community College (TCC), special seminars and workshops on Career Development, one-on-one college and career counseling, interviewing skills and resume help; job shadows, career fairs and other ongoing related career exploration activities.

Each counselor has a student caseload spread across four grade levels of about 240 students. Counselors follow their students for all four years, beginning within a team when the students are 9th graders. Each counselor is assigned to a freshman team consisting of a counselor, teachers from each of the four core subject areas, and on the co-taught teams - a SPED teacher. What is unique about the teaming approach at Bristol Central is each team member has a common planning period every other day that is used to discuss student progress and concerns. Through this approach, the depth of understanding of a student's needs across all three domains is greatly enhanced. Additionally, a "watch list" of rising 9th graders is generated by the feeder schools, which affords the counselor and the teams the opportunity to intervene early in the 9th grade year. There is one full-time and one part-time school psychologist whose roles are separate and distinct. The full time certified school psychologist assists mandated counseling students in meeting social/behavioral goals and objectives based on the Individual Education Plan (IEP), evaluates students for suspected disability, completes reevaluations as required, addresses student needs within the general education population, offers referral sources for parents requiring services beyond the scope of school services and serves as a resource for classroom

teachers in addressing learning needs. The full time school psychologist serves on the Crisis Management Team and Safe Schools Committee. The half time psychologist administers the testing piece, exclusively.

There is a full time guidance secretary who coordinates and facilitates a wide range of student related needs to assist the guidance staff, including but not limited to: coordinating registrations, scheduling counselor appointments, overseeing college visits by Admissions' representatives, coordinating the scholarship process, and managing both current and former student records.

The Guidance department delivers a written, developmental program with a Grade 9-12 Developmental Counseling Curriculum that was revised in 2012. The curriculum is delivered as counselors meet regularly with students to provide personal, academic, career and college counseling. The department delivers an explanation of classroom components of the curriculum to the 9th grade students through meeting with the freshmen teams, and delivers similar information in either Social Studies or English classes to the students in grades 10 - 12.

Transition, academics, and course offerings are part of the freshman lessons, career assessments and lessons are delivered to 10th graders in classrooms, as are Practice Scholastic Aptitude Test (PSAT) workshops in both 10th and 11th grade. In grades 11 and 12 the classroom lessons focus on post secondary choices and processes, including financial aid. There are individual meetings scheduled for students to discuss course selection and future planning, academic performance and expectations, and career and post secondary individual conferences take place during the junior/senior year. Additionally, there are junior parent workshops, senior parent workshops for college planning / financial aid information for parents and students. There is also a local college/career fair.

The school counseling services deliver collaborative outreach and referrals to community and mental health agencies and social service providers. The Scientific Researched Based Intervention (SRBI) team utilizes outside referrals as a Tier 2 intervention when appropriate. The school has a partnership/direct affiliation with Wheeler Mobile Outreach and Crisis service. There are referrals to various community and social service agencies that include Bristol Youth Services, The Cove Bereavement Counseling Group, the YWCA of New Britain woman's sexual assault victim's center, Bristol Hospital, the Department of Children and Families, the Main Street Foundation, The Bristol Boys and Girls Club, Bristol Counseling Outreach, the

Department of Development Services, the Department of Mental Health and Addiction Services, The Bureau of Rehab Services, and local social service agencies.

School counseling services use ongoing, relevant assessment data, including limited feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Recent Endicott Survey results are currently being used by administration to assess our needs, and counseling services will adjust based on that needs assessment. Shifting community demographics have led to a free and reduced lunch population that has grown past 40%. This rapid change has led us to change our practices to be more focused on equity in education, access to higher education, and access to career paths that our students in need may not have direct access to. This data has been used as justification for the AVID program, for an increase in the number of fee waivers for SAT and ACT tests, for college applications, for a dedicated focus on career programming, and for counselor development and expertise in programs such as the Equal Opportunity Program (EOP) that enhance access to a college education. While available data is used, a formal system to collect regular feedback from students, parents, and teachers to evaluate and improve programs would enhance the services. Counselors utilize data from practice and actual standardized tests (Practice Scholastic Aptitude Test, Connecticut Mastery Tests, and Connecticut Academic Performance Test), as well as classroom performance data, to ensure students are taking the courses that will either challenge them such as Advanced Placement (AP) or provide additional instruction in a weak area. The Guidance department completed a curriculum revision to improve efficiency and effectiveness in 2012. In addition, in compliance with state law each individual student has a Student Success Plan (SSP) developed to assist them in achieving the school's 21st century learning expectations.

**The school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services.**

The School Health Services at Bristol Central High School are provided through Bristol – Burlington Health District under the direct supervision of a school health coordinator. The health services staff consists of 1 registered nurse with the assistance of a health aide to meet the needs of over 1300 high school students. 87.4% of the staff surveyed reported that they feel the school has sufficient certified/licensed health services personnel. 74.8% of the parents surveyed reported



that they feel the school's health services program has an adequate number of certified/licensed personnel and support staff.

The main focus of school health services is to promote and maintain health through direct care, prevention and control of communicable disease and other health problems, as well as referrals to appropriate specialized health care services in order for students to have a safe environment in which to learn.

The registered nurse assigned to Bristol Central High School is responsible for the overall services, which include coordination of care with the health aide, assessment, treatment, implementation of a plan of care for individual students, and evaluation. Direct care is diverse and includes emergency nursing care /management of illness and injury, crisis intervention, medication administration, case management with students with chronic health conditions, acute illness, identification of psychosocial problems, and first aid. 65.5% of the staff surveyed agreed that health services personnel provide preventive health and direct intervention services. 75.5% of the parents surveyed agreed that the health services personnel provide preventive health and direct intervention services.

As part of the educational team, the school nurse is involved with the development and process of an IEP or 504 plan for an individual student's medical needs and accommodations. An individualized health care plan is developed by the school nurse when necessary to address the individual health concerns and the adaptation of the school environment. The school nurse provides annual training for the school staff on Standard Precautions and proper medication administration to authorized personnel. The nurse is part of the crisis response team and plays an important role in developing appropriate recommendations. The school nurse communicates and works with the school administration / teachers and acts as an advocate for students in regard to individual medical issues while maintaining confidentiality of student records.

Average daily visits to the health room approximate 20 - 40 visits with an average of over 4,000 visits annually. 76% of the students surveyed reported that they are comfortable going to the school nurse. The school nurse ensures that there is compliance with state mandated health screenings and referrals to physicians, physical examinations and immunization requirements. Preventive visual and postural screenings are performed for students in 9th grade with referral to parents for further evaluation by a physician.

A database program for the district public schools that has a health component is utilized to track health care visits to the health room. This and other pertinent information is compiled into a monthly report. This report reflects a summary of the health services that were provided such as preventive screenings, care, treatment and interventions, case management referrals etc. In addition, state required surveys on immunization, asthma and comprehensive health services are completed annually. The information from these reports and surveys are utilized as tools to assess the effectiveness of the day to day health services program and meeting the needs of the students and school community.

The nursing staff also works with a number of community health care providers, agencies and resources which involve individual students and family issues/needs and referrals.

Communication with students, parents/guardians, and school staff continues to provide an environment that is healthy and safe and therefore promotes an atmosphere conducive to learning.

**The library/information services program and materials are integrated into the school's curriculum and instructional program and the library staff, which consists of two full-time employees, a Library Media Specialist (LMS) and a Library Media Clerk is adequate to meet student and staff needs.**

The LMS is responsible for maintaining the day-to-day operations of the Library Media Center by, among other tasks, maintaining and updating the print and non-print resources within budgetary parameters and coordinating the daily schedule of classes and meetings that occur in the Library and other computer labs. Additionally, the LMS collaborates with teachers in most subject areas to develop and deliver instruction in information literacy skills to help students complete research assignments. At the district level the LMS meets with the district-wide Library and Learning Resources Staff. The Media Clerk is responsible for collecting data on library usage, cataloging, maintaining, and repairing resources and inventory, overseeing circulation of materials to patrons, and assisting the LMS in scheduling and gathering materials for teacher/student use.

The LMS conducts Freshman Library orientation which includes library usage procedures, the use of Destiny, the school's electronic catalog for books, how to access resources on the library's website and hours of service. The LMS maintains the library website with links to research quality electronic databases, NoodleTools, an online program that assists students create their

works cited, a teacher assignments and projects page where students may access teacher's assignments. Students frequently use the library's website where they can find and receive instruction on how to search databases, select credible online resources, take organized and responsible notes, avoid plagiarism, analyze, synthesize and attribute information, as well as to create Works Cited lists.

The library and its resources are integrated into the curriculum. Statistics of library usage for the past two school years reflect that a consistently large number of classes use the library: 717 class visits in 2011-12 and 924 class visits in 2012-13. The increase occurred despite an increased use of the library's computer labs during testing which limits access to classroom teachers.

According to the Endicott Survey, 53% of the staff feels the Media Specialist is involved in the development and implementation of the school's curriculum. The level of collaboration for class visits to the library range from no collaboration (use of computers for word processing) to a fully collaborated, technology infused research project. The LMS has collaborated with all 9<sup>th</sup> grade Science teachers on a written information literacy assignment on evaluating sources of information. The LMS is the building's point-person for a new district-wide, interdisciplinary and vertically teamed research initiative that is planning a guaranteed, authentic, and rigorous research experience in each secondary grade.

Library/media personnel are actively engaged in the implementation of the school's curriculum.

The LMS provides a quarterly newsletter, which highlights new technologies and strategies for teachers to implement in their instruction. In addition to the newsletter, the LMS also emails the faculty and staff about emerging resources and technologies that can be integrated into instruction. Upon request, the LMS visits classrooms in order to instruct students in a variety of ways, most commonly in research skills and technology usage. The LMS has presented professional development workshops to the Social Studies and English Departments concerning the use and implementation of NoodleTools, an electronic bibliographic tool (2012-13) and Google Apps for the classroom (2012-13 & 2013-14). The LMS is the Google site administrator for Bristol Central providing log-in credentials and password resets for students and staff.

The library's print and electronic collection as well as its technology resources support all areas of the school's curriculum. According to the Endicott Survey 79% of staff believe the library provides a wide range of print and non-print materials and 78% of students believe the library

has the resources they need. The Bristol Central library staff has undertaken a massive weeding project removing thousands books from the collection. A collection analysis shows the library has over 18,851 print materials. The average age of the print collection is 1994. When the current media specialist arrived in 2012, the collection was larger (26,005) but outdated (average of 1989). Through a vigorous process of weeding and a focus on purchasing nonfiction, fiction and graphic novels, the collection while comparatively small for the size of our school addresses the curricular and recreational reading demands of our students and teachers. The district and school leadership express an understanding of the importance of a strong library collection, yet due to overall budgetary constraints, the budget for materials and databases has been reduced over the past few years—resulting in the reduction of the number and diversity of electronic databases. The library also provides online databases that are available for student and teacher inquiry both within the building and remotely. These databases include ICONN databases provided by the state of CT and one additional online database provided by the district. Other resources include NBC Learn K12 providing videos of historic and current news stories. The library facilitates access to all of these resources by providing links on the library website, as well as through handouts with complete access information, including web addresses and passwords. Students & staff may also access usernames and password from the library website by using their Google username and password from a Google doc on the library's website.

Students and teachers have access to 58 desktop computers for study and research. The library houses 2 Chromebook carts which contain a total of 45 devices which are circulated amongst the teachers for classroom use. The LMS is also available to visit classrooms to assist in their use. The district began using Google Apps providing Google accounts for all staff members and students in 2013. This initiative provides teachers with the tools to better communicate with students and provide collaboration opportunities.

Students, faculty, and support staff have regular and frequent access to the library information services, facilities and programs during the school day as well as before and after school.

According to the Endicott Survey 86 % of the students are aware the library is available to them before during and after school. The library is open Monday & Tuesday from 7:00 am to 3:00 pm, Wednesday 7:00 am - 2:30 pm, Thursday, 7 am - 4 pm and on Friday from 7:00 am to 2:00pm. The library's extended hours begin the last week of September. After school on Thursdays the

library hosts tutoring services provided by National Honor Society members. The library is a place where students from all grades go to study, read, begin or complete homework assignments and use computers to access the Internet for school and personal reasons. Teachers also use the library to connect with librarians about class projects, borrow technology, and to hold professional and parent meetings and conferences. Students can access the library during school hours by obtaining a study hall pass before school or during a class with a pass from a classroom teacher. Students also have free access to the library during lunch.

The library/information services programs are responsive to students' interests and needs in order to support independent learning. A freshman orientation program acclimates students to the Media Center and instructs them on library policy, procedures, and layout. An information literacy pretest is also administered and the results of this pretest are used to tailor ninth grade library learning experiences. The LMS researches quality electronic source links for use in updating the library website and display books and other materials for student interest. Bristol Central students are provided daily access to the library where they can use computers, printers, scanners, copier, and other resources of the Media Center, with relatively few exceptions that arise due to scheduling conflicts. According to our Endicott Survey results only 22% of students reported that they have access to the library during class. However, the vast majority of students felt confident that the library and library staff was available when they needed it (86%). The library staff also promotes reading and literacy through one-to-one book recommendations, book displays, book talks and book selection opportunities with classes. In addition, a number of book displays, which highlight a selected author, popular novel, or relevant topic, offer an opportunity for students to pursue reading on their own. A list of new titles is posted on the Library website and emailed to all students and staff. In addition students can submit book and magazine suggestions on the library website.

The library conducts ongoing assessment, using relevant data including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations. The Media Specialist conducts annual surveys of staff and students to gauge the accessibility and effectiveness of the library as well as assessing their curricular needs. Using information gleaned from various survey data, anecdotal student feedback, and standards put forth by the American Library Association the Media Specialist has contributed information

literacy components to the school-wide rubrics that measure student achievement of our 21<sup>st</sup> century learning expectations.

In order to support 21st century learning expectations there are ongoing assessments that generate useful data. In order to meet literacy needs in the building, the literacy coordinator in conjunction with the Library Media Specialist and freshmen English teachers, administered the Scholastic Reading Inventory for all freshmen in October 2013 and in April 2014. The assessment measures student growth over time on the Lexile Framework for Reading, provides data for goal-setting and differentiated instruction, and supports teachers in providing students with appropriate text.

**The support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff.** Bristol Central High School has worked to provide services for students that may be struggling with academic or behavioral concerns within the school environment. The high school follows the district-wide Scientific Research Based Interventions (SRBI) model in providing interventions for students. This program is facilitated through the guidance department, focused on the three tiers of intervention. Peer tutoring services are made available during the school day; after school tutoring supervised by adults is offered as well. One district-wide truancy officer assists the school in intervening on attendance issues with individual students. Additionally, services of a preventative nature are available. The Advisory Program groups students with certified staff in twice-monthly meetings based around varying topics to enhance character development and school performance. Guidance counselors follow their counselees throughout the entire high school experience, providing effective continuity, meeting with students individually as the need arises. On the Endicott Survey 73% of the students surveyed were comfortable going to the Guidance Counselor. A full time Resource Officer has become a part of the school culture, establishing a meaningful rapport and a viable resource for students, staff, and parents. Foundations of Reading and Foundations of Math are full-year, half-block credit courses to assist students with skill-building strategies based on relative weaknesses in those areas. Freshmen are assigned to teams of core teachers, who meet on a regular basis with an assigned guidance counselor to discuss shared students. The Advancement Via Individual Determination (AVID) Program has been instituted for the student with “average”

grades that would benefit from support based on specific inclusionary criteria. The Westwoods Academy is an alternate educational program offered to students within the general education population district-wide based on an application and interview process. The Academy appears to best serve students in need of a smaller setting with a more individualized focus that may not respond effectively to the traditional high school process. The staff is confident that the services offered meet the needs of all students. According to the Endicott Survey, 90% of the staff responded that support services meet the needs of all students, 71% of parents, and 51% of students agreed as well.

The Bristol gifted program is comprised of school-based gifted coaches that are overseen by a district coordinator. The coaches are general education classroom teachers who work with their peers to improve instructional strategies for effective teaching for all students. There are 79 identified gifted students at Bristol Central High School, a product of multiple criteria for inclusion: teacher input, academic performance, creative thinking and problem solving abilities. Identified students participate in a variety of enrichment activities including workshops, guest lectures, academic competitions, and cross curricular projects. Though designed for the identified gifted, these activities are made available to all interested students. The program is flexible and inclusive for all Bristol Central students.

Identified students fall under special education services, Section 504 resources, and ELL services. Special education students receive services across a continuum within the building and within the community to effectively adhere to the Individual Education Plan. Services on campus are offered through AIM (Alternative to Inclusion in the Mainstream), Learning Center and Goal (Goal Oriented Alternative Learning) Programs to address behavioral needs, The Functional Learning Program (significant cognitive impairments), and Study Skills (Resource). Services for Special Education students within the community are offered through the Access Program( Accessing Courses , Credits, and Education for Special Education Students) , which combines employment/volunteerism and academics for students nearing graduation. The Alternative to Special Education Program (ASEP) offers an alternative to academics within the comprehensive program for students requiring a behaviorally restrictive environment. The program includes a strong counseling component. The Educational Work Program targets special education students of significant impairment that require a functional work program through age 21. Special education students are also serviced within the mainstream at Bristol Technical

Center, a region-wide technical program that provides training in seven technical fields. Bristol Central High School also services special education students that have been found eligible for homebound instruction and placement within therapeutic settings. As of this writing, 277 students are serviced under Special Education/Section 504 Programming (239 specEd, 38sec504), all having an assigned case manager and/or school guidance counselor. Co-taught classes are offered to special education students for grade 9, 10, and 11 as programmed through the Individual Education Plan. Collaboratively, the special education and general education teachers teach the core class, while non-identified students within the class benefit as well. The model has been successful, as well, as a Tier One intervention strategy for students needing remediation. Special Education staff uses IEP Direct to effectively meet the mandates of the IEP implementation and record keeping process. All general education teachers receive and acknowledge copies of the necessary accommodations, attend informal meetings for the student as required, and establish open lines of communication with the special education teacher to enhance the student's performance. Special Education teachers work collaboratively with the Guidance Department in accessing career inventories, course selection, and service learning opportunities.

There are adequate support services for students identified as English Language Learners at Bristol Central High School. One full-time certified TESOL teacher manages a caseload of forty students. Level of services for students is dependent on English proficiency level, those with less proficiency receiving more services. Services are also coordinated with special education staff if students' needs are collaboratively being met by both departments. There is an ELL content area teacher for each of the following subjects at Bristol Central: English, math, science and social studies, and these classes follow a sheltered model of instruction. Additionally, students regularly meet with the ELL certified teacher for additional support on a structured schedule. For this unique population, all guidance related services are coordinated by one counselor so as to allow students and their families to establish a trusting relationship. Additionally, there is one designated administrator, the head principal, for the ELL population so as to allow students and their families the opportunity to become comfortable with one person in an administrative role, and thereby be able to experience a personal connection to the wider school community. There is an on-site Spanish speaking community liaison who is often called upon for translation services. Parents of ELL identified students who require the service receive letters/phone messages in



their native languages so as to encourage familial involvement and ensure that messages are received correctly. Furthermore, the ELL Department at Bristol Central communicates with the district level ELL office in order to coordinate appropriate services, make family contact or secure additional bilingual tutors for academic support. There is frequent communication and cooperation between ELL teachers and mainstream teachers so as to provide appropriate supports for students, i.e. teachers and administrators communicate about individual students' modifications and accommodations so as to provide students with appropriate programming. Administrators are supportive of the efforts of ELL staff, and are very encouraging of this population. Furthermore, staff are given professional development at the beginning of every school year. This professional development is intended to keep all school staff abreast of changes to ELL programming and best practices. Finally, the ELL department at Bristol Central follows district ELL content specific curriculum, and this curriculum is aligned with the ELL Frameworks, CT Common Core and Smarter Balanced Consortium.

Bristol Central High School provides information to families, especially to those in need, about available student support services. Access to information begins even before students enroll at Bristol Central High School. 8th grade students and their parents are invited to attend a parent/student night at which they are provided information about school-wide resources, academic offerings, extracurricular information and displays, and a welcoming tour of the building. The Endicott Survey yielded results indicating agreement on the question regarding information to families of support services, from the staff (85%) and parents (87%). Students were asked if they know who to ask for help at school if they have a personal problem; 76% of the students surveyed agreed that they know who to ask. The Bristol Board of Education, Department of Special Services, administered a district-wide special education parent survey in November 2013 to collect data regarding the level of information provided to parents. Results were disaggregated by school; there was minimal participation from parents of Bristol Central High School special education students. The response rate was not representative of the number of special education students served at Bristol Central, so results will not be reported in this document. Efforts to increase response are necessary to document an appropriate level of parent response. The Connecticut State Department administered the Connecticut Special Education Parent Survey in 2007-2008, yielding a response rate of 22% across 31 school districts; key findings were positive, areas of improvement were identified. The school district might target

the areas of state-wide improvement in our efforts to collect data for the future. All Bristol Central students and families receive information through the school's website, the student handbook, communiqués posted around the building, daily announcements, the principal's newsletter, and the Guidance Department website. All support services staff are available during the school-wide parent-teacher conference events twice a year for a total of four days. Additionally, parents regularly communicate with all staff via email, the Guidance Department Twitter account, the principal's Twitter account and personal cell phone, the resource officer's cell phone, as well as by the standard school telephone. All data strongly suggests that the school is communicating with families regarding services.

**SCHOOL RESOURCES FOR LEARNING****EXECUTIVE SUMMARY**

Bristol Central High School has timely, coordinated, and directive intervention strategies for all students; provides sufficient counseling, health, and information services personnel; fully informs families, especially those most in need, about available student support services; provides a comprehensive range of counseling services to students; provides a full range of comprehensive health services to students; provides a wide range of materials, technologies, and other information services in support of the school's curriculum. As well, personnel and leadership is adequate in school counseling, health/nursing services, library/media services, and special education programs.

Bristol Central High School has worked to provide services for students with varying needs that support each student's achievement of the school's 21<sup>st</sup> century learning expectations. Programs support a wide range of needs including those of a preventative nature as well as diagnostic. Additional services such as student support from guidance can be accessed as needed.

Information is provided to families in support of students individual needs and is communicated from within each program by staff. Strategies are developed to promote successful academic experiences within each of the programs. Families can access student information electronically as well as onsite. Staff plans and provides instruction through use of technology in the building and also uses technology to track student progress. Technology is available to students for independent work.

Health personnel provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments.

Counselors deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group

meetings with all students; and deliver collaborative outreach and referral to community and mental health agencies and social service providers.

The library/media services at Bristol Central High School provide services integral to student learning in accordance with the school's 21<sup>st</sup> century learning expectations. The Library Media Center (LMC) provides a wide variety of print and non-print materials, computers Chromebooks, subscription databases services, and other resources that support the school's curriculum. LMC services are frequently integrated into the curriculum, and the LMC specialist is an active resource in any class that requests his services. The LMC specialist also actively supports student independent learning.

Bristol Central High School has worked to provide services for students that may be struggling with academic or behavioral concerns within the school environment. In addition, support services are provided for students identified as English Language Learners, and the school provides information to families, especially to those in need, about available student support services.

Therefore, the School Resources for Learning committee agrees that Bristol Central High School meets this Standard at the **ACCEPTABLE** level.

#### **STRENGTHS:**

- The variety of program options for students identified with special needs
- In conjunction with the Bristol School district, Bristol Central's definite commitment to the acquisition of new technology for both teachers and students; significant progress achieved with the addition of SMART Boards and Chromebooks
- The inclusion of special education teachers on the freshman teams to provide the collaborative support in order to achieve the school's 21st century learning expectations
- An efficiently run nurse's office that fully supports students within the scope of practice and guidelines by the health department
- The team approach supporting the ELL program which has produced positive results such as ELL students being integrated into the school culture and extracurricular activities as well as the majority of students earning their diplomas

- The school counseling department's modified curriculum and delivery of services to meet the needs of our school's changing demographics
- Administrative support of school resources for learning
- The school counseling department's effective collaboration with all stakeholders
- Library/media personnel who are responsive to students needs and support independent learning
- A variety of library/media resources that support the school's curriculum

**NEEDS:**

- Develop and implement a process of ongoing assessment to improve student services
- Implement SRBI and PBIS programs on a consistent basis. To support this need, training needs to be provided and programs need to be streamlined into the existing culture.
- Develop a plan to increase the effectiveness of the Advisory Program
- Implement extended hours coverage in the library within the first two weeks of school in the fall
- Provide adequate resources to deal effectively with truant /chronically absent students
- Strengthen communication with the sending middle schools to support incoming freshmen
- Implement a school-wide "bring your own device" policy
- Provide a plan for staff training in use of school's technology (Wednesday Professional Development sessions)
- Provide a full time technician/coordinator for the maintenance and support of technology in the building.

