

Responsive Planning

Enlarged City School District of Middletown | April 22, 2021



Our Identification Area - 4 A & B (May 2014)

Indicator 4: Suspension/ Expulsion

A District is identified in this area when **rates of suspension and expulsion for special education students when a:**

- A. **discrepancy exists** in the **rate of suspensions** and expulsions of greater than 10 days in a school year for **children with individualized education programs (IEPs)**; and
- B. **discrepancy exists**, by **race or ethnicity**, in the rate of suspensions and expulsions of greater than 10 days in a school year for **children with IEPs**; and (b) **policies, procedures or practices** contribute to the significant discrepancy and **do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

District's Intended Outcomes: reduce the rate of suspension (SWDs) & come into compliance with Special Education

Identification | Knowledge Building |Self Review

2014-15

Understand the identification process and specific components of our identification. Understand what it means to be a district identified as disproportionate and develop an entry-point to begin to address concerns. Align our goals, roles, and structure.

- Self Review Team completes a review of special education (Part 200) policies, procedures, and practices
- Self Review Team identifies a need for knowledge building. District initiates engagements with the NYSED Regional Special Education Center Technical Assistance Support Center (RSE-TASC) Training Center for support
- Team members attend Mid- Hudson Regional trainings

NYSED Focused Review | SWD Corrective Action | Knowledge Building

2015-16

NYSED collaborates with the district for a Focused Review. Corrective Action is recommended to address students with disabilities (SWD):

- The identification of positive behavior interventions and supports and other strategies to address behaviors
- Data collection for behavior intervention plans
- Conducting Functional Behavior Assessments and developing Behavior Intervention Plans for students whose behavior impedes their ability to learn

- Team members attend Mid-Hudson Regional trainings
- Code of Conduct Committee Convenes - additions, revisions, & focus on Dignity for All Students Act (DASA).
- Focused Review Team completes a review of special education (Part 200) policies, procedures, and practices

NYSED Focused Review | No Corrective Action Needed TAC-D

2016-17

NYSED collaborates with the district for a Focused Review. No corrective action needed. District policies, procedures, and practices are considered to be in compliance with NYS regulatory requirements impacting the suspension of students with disabilities.

- District initiated partnership with Technical Assistance Center on Disproportionality (TAC-D) to conduct a year long Root Cause Analysis of beliefs, policies and practices
- Development of Disproportionality Team
- Continued attendance at Mid-Hudson Regional trainings

Self Review | Multi Tiered Response | Data Analysis

2017-18

District continues to work to understand disproportionality. A systems-wide approach to discipline data entry and reporting is developed. Focused support on a more aligned implementation of the Code of Conduct. Multi Tiered response - team develops an aligned understanding of the need to identify interventions and work to support development and the use of positive behavior interventions for students with disabilities.

- Reorganization of the Special Services Department to include creation of Director of Special Education
- Disproportionality Team completes a self review of policies, procedures, and practices related to special education (Part 200).
- Development of behavioral expectation K-12/ MIDDIE PRIDE and generates a launch plan for 18-19 School Year with a culminating event

Self Review | MultiTiered Response | Partnerships & Programs

2018-19

The District created multiple partnerships and programs to support our school community with academic and social-emotional needs. Programs were created to provide needed wrap-around supports to students. Support staff and services were added to develop authentic connections with students and families.

- Disproportionality Team completes a self review of policies, procedures, and practices related to special education (Part 200)
- MIDDIE PRIDE Building Level Teams
- Safe Schools Ambassador Program Training
- Creation of the My Brother's Keeper program
- Creation of the Student Support Room at HS
- Creation of a position - Student Support Counselor to provide guidance to students who utilize the Student Support Room.
- Creation of Additional Crisis Interventionists at K-8
- Partnership with Orange County Department of Mental Health - Clinical counseling services for students K-12
- Partnership with Cornell Cooperative: Strengthening Families Program
- Creation of K Jumpstart program for Summer 2019 - SEL program pilot
- NYSED CRS-F introduced to support curriculum iterations

MultiTiered Response | Knowledge Building | COVID Pause

2019-20

The District partnered with the Anti-Defamation League to bring anti-bias education to the entire faculty through their World of Difference training. Team members visited an exemplar district engaged in learning around trauma-sensitive schools, equity, restorative practices, and turnaround spaces. A trauma-sensitive schools team was created and the team participated in a three-day seminar on Trauma Sensitive Schools led by Dr. M. Sadin. The TSS team turn-keyed this training district-wide. This multitiered response includes the creation of a designated block at the K-5 level to proactively address social-emotional needs of our youth.

- SWD Admin Team completes a self review of policies, procedures, and practices related to special education (Part 200)
- District-wide training session with Anti-Defamation League (ADL) - A World of Difference Institute
- Schenectady City School District visit
 - Trauma Sensitive Schools
 - Restorative Practices
 - Turnaround Spaces
 - Code of Conduct
- Trauma Sensitive School Training with Dr. Sadin
 - Turnkey trainings to all school buildings
 - Every educator is provided with a copy of Teacher's Guide to Trauma by Dr. Sadin
- ECSDM & Community Partnership/ Poverty Simulation
- Implementation of Social-Emotional Learning block K-5
- Creation and implementation of academic intervention strategies for graduates - Winter School

Multi Tiered Response | Knowledge Building | Partnerships & Opportunity

2020-21

The Board of Education adopted a resolution to solidify their commitment to condemn racism and affirm their commitment to an inclusive school environment for all. To further understand power, privilege, supremacy, oppression, and equity the District dedicated time and space twice a week to build more effective social justice habits. Courageous Conversations provide training to the entire administrative team to support the development of an inclusive work and study culture at ECSDM. This included fostering a more interculturally responsive way of working with students, colleagues, and the community. We are in the process of examining ways of thinking about our own opportunities to challenge systemic obstacles to inclusion. The C & I Team delivered professional learning through the lens of the NYSED CRS-F to every educator. To include and connect with the school community the District partnered with a firm to complete an Equity Audit, hiring inventory, and Equity Lens Map. The goal for this work is to uncover our blindspots and support our teams in better addressing any racial inequities within the district.

- Board of Education Resolution
- 30 Week Equity Challenge
- Courageous Conversations training and professional resources for all administrators
- Code of Conduct Committee
- Professional Learning Experiences for Educators on NYSED Culturally Responsive Sustaining Framework (CRS-F)
 - Welcoming & Affirming Environment
 - High Expectations & Rigorous Outcomes
 - Inclusive Curriculum & Assessment
 - Ongoing Professional Learning & Support
- Opportunities for professional learning on ACEs, resilience, social-emotional learning, diversity, equity, & inclusion, family communication, ELLs, culturally responsive resource utilization
- Implementation of Social-Emotional Learning infusion for 6-12
- Curriculum adjustments to include curated resources and materials to support diversity, equity, and inclusion
- Curriculum adjustments to create a sense of “connections before content”
- Equity Audit, hiring inventory, and Equity Lens Map