

WEST CHESTER AREA SCHOOL DISTRICT
Pupil Services Committee
April 12, 2021
7:00 p.m.
Spellman Boardroom

AGENDA

- March 8, 2021 Committee Meeting Minutes Ms. Chester

- Disproportionality Presentation Dr. Ranieri

Committee Protocol for Responding to Comments from the Public:

1. *There will be a public comment period at the end of the meeting on agenda items only (Policy 903).*
2. *A community member will be called upon by the Committee Chair.*
3. *If the comment can be answered quickly, or can be answered in order to clarify information, someone will respond.*
4. *If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.*

Pupil Services Meeting Minutes
March 8, 2021
Pupil Services Committee Meeting

Ms. Chester opened the meeting at 7:48 pm.

Attending Committee Members: Joyce Chester, Sue Tiernan, Daryl Durnell, Kate Shaw

Other Board Members: Randell Spackman, Karen Hermann

Administration: Tammi Florio, Robert Sokolowski, Sara Missett, Michael Wagman, Dawn Mader, Jim Scanlon

Items listed on the agenda:

- February 8, 2021 Committee Meeting Minutes
- School Caseworker Presentation

Actions and Outcomes:

- Approval of the February, 2021 Committee Meeting Minutes Vote: 4-0

Items to be placed on upcoming Board Agenda:

Items to be placed on the Consent Agenda:

Items to be discussed at a later date: None

The meeting ended at 8:28 pm.

Next Meeting: Monday, April 12, 2021 – 7:00 pm



West Chester Area School District

OUR MISSION IS TO EDUCATE AND INSPIRE OUR STUDENTS
TO ACHIEVE THEIR PERSONAL BEST



What is Significant Disproportionality?

IDEA section 618(d) requires States to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies (LEAs) of the State with respect to:

- the **identification** of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
- the **placement** in particular educational settings of such children; and
- the incidence, duration, and type of **disciplinary** actions, including suspensions and expulsions.



What happens when an LEA is identified with Significant Disproportionality?

When an LEA is flagged for Significant Disproportionality in one or more of the analyzed categories, the LEA must review its policies, practices and procedures to ensure compliance with the requirements of IDEA. The LEA must publicly report any revision to their policies, practices, and procedures that are a result of this review. The LEA is also required to reserve 15% of its IDEA Part B 611 and 619 allocations to be used for Comprehensive Coordinated Early Intervening Services (CCEIS).



Determination

- Race and 13 Disability categories compared to rates of:
 - Identification
 - Discipline
 - Placement
- December 1st child count data in 2017, 2018, 2019
- Disproportionate if occurred in all three years and was at least three times greater to occur than the percentage of population in the district



Areas of disproportionality 2017-2019

- **Identification** of Blacks as Emotionally Disturbed
- **Placement** of Asians in regular education less than 40% of the day, Least Restrictive Environment (LRE)

Website

IDENTIFICATION						
All Disabilities	Autism	Emotional Disturbance	Intellectual Disability	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment
✓	✓	✗	✓	✓	✓	✓
PLACEMENT						
		Inside Regular Class <40% of the Day		Separate School		
		✗		✓		
DISCIPLINE						
	In School Suspension <= 10 Days	In School Suspension >10 Days	Out of School Suspension/Expulsion <= 10 Days	Out of School Suspension/Expulsion > 10 Days	Total Removals	
	✓	---	✓	---	✓	



Asian LRE

Students on December 1st

- 2017- 17
- 2018- 14
- 2019- 16
- 2020- 17

Location of Identification

- 20 Early Intervention
- 6 Moved in
- 1 district identified

Total students 2017-2020

27 students

- 19 verbal behavior Autistic Support Program
- 1 Multiple Disabilities Program
- 2 Life Skills Program
- 1 Emotional Support
- 1 Vanguard
- 1 Camphill
- 1 TEACH (CCIU)
- 1 Wood School



Black Emotionally Disturbed

Students on December 1st

- 2017- 16
- 2018- 16
- 2019- 18
- 2020- 16

Total Students 2017-2020

32 students

- 13 moved in
- 2 transferred from Collegium
- 17 district identified
 - 1 GAE
 - 1 MCH
 - 4 FMS
 - 1 PMS
 - 2 SMS
 - 2 EHS
 - 4 HHS
 - 2 RHS



Allocation of Funds

- 19-20 – Identification of Black students with ED
- 20-21 – Placement of Asian students in Regular Classroom Less Than 40% of the Day
- 21-22 - Identification of Black students with ED AND Placement of Asian students in Regular Classroom Less Than 40% of the Day
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- Allocation of IDEA monies to withhold
- 19-20 - \$241,021.00
- 20-21 - \$241,021.70
- 21-22 - \$264,517.00



How are funds are being utilized?

- Social Emotional Learning
 - Restorative Practices
 - Trauma Informed Care
 - Personalized Learning
 - Mental Health Specialists
 - Aveanna Behavioral Supports
 - Prevention strategies
- Equity
 - Tyrone Howard
 - Conferences
 - The impact of culture in the identification process