

2023-2024 DASD Response Plan
CCEIS Assurances: Response to Significant Disproportionality Findings
Reviewing/Revising DASD policies, practices, and procedures



Policies, Procedures, and Programs Assurance

15% Allocation Estimate: \$316,678.00

Downingtown Area SD has been notified by the Pennsylvania Department of Education, Bureau of Special Education that the LEA has demonstrated significant disproportionality as per 34 C.F.R. §300.646 for students with disabilities for the 2021-2022 school year.

As a result of this finding, the LEA is required to conduct a review of, and if necessary, revise its policies, practices, and procedures related to the identified category. If the LEA has determined that revisions were required from a thorough review, the revised documentation will be posted on the LEA website for public viewing. The LEA will maintain the documentation used to complete the review on site and will be able to furnish it upon request.

By checking the box below, the LEA affirms that a thorough review of policies, practices, and procedures was conducted, and any revisions were made and posted for public viewing.

Downingtown Area SD has verified their Assurance for the 2021-2022 Significant Disproportionality process.

[« Return to Processes Management](#)

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Website developed by the Pennsylvania State Data Center, Penn State Harrisburg

CCEIS Assurances: Response to Significant Disproportionality Findings

A. Significant Disproportionality in LRE:

1. Procedure

- a. Analysis of 12/1 count data 2 months in advance of filing with Team - **October each year**
 - i. Team: Director of Pupil Services, PIMS Coordinator, SE Data Manager, PIMS Coordinator, SE Data Manager, Supervisors of Special Education, Supervisor of Pupil Services
- b. Review after submission and make necessary updates by Feb 9th each school year
- c. Develop plan and timeline following [Special Education Data Submission](#) from Carole Clancy
- d. Revise IEPs and then PIMS Error Correction
- e. 24-25 School Year - Trained Special Education Teachers how to calculate LRE correctly and to use the correct amount of total minutes in a day

2. Practices

- a. Calculation of LI LRE - District updated instructional minutes by grade level
- b. District provided professional development to teachers on LRE calculations in August 2024

B. Discipline

1. Total Removals - past 3 consecutive years
 - a. How many incidences of suspension i.e. 6
2. In-School Suspension <= 10 days - past 2 consecutive years
 - a. How many days of suspension, not incidents - i.e. 1

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3. Out of School Suspension $\leq$ 10 days - past 2 consecutive years
 - a. How many days of suspension, not incidents - i.e. 9
4. Procedure
 - a. Analysis of Table 14 - 2 months in advance of filing with Team - April each year
 - i. Team: Director of Pupil Services, PIMS Coordinator, SE Data Manager, Assistant Superintendent, School Principals, Secondary Supervisors of Special Education, Supervisor of Pupil Services
 - b. Item Analysis of Discipline by behavioral infraction for all students, focus first on area of significant disproportionality - Total removals (incl. ISS/OSS)
 - c. Presentations occurred to School Leadership Teams on 21-22 and 22-23
Significant Disproportionately Data and IC Behavioral Infraction Entries
 - i. High School specific Presentations were reviewed with high school and district administration
 1. Director of Pupil Services and High School Supervisor of Special Education presented to East Principal, West Assistant Principals, Assistant Superintendent, Director of Student Relations and School Climate on April 23 2024 at 2:30
 2. Within the Google Slides, you will find a link to a Padlet for the Action Planning as well as Table 9A for the 22-23 SY & 23-24 YTD.
 - ii. Follow-up Presentations to School Leadership Teams on 23-24 Significant Disproportionately Data and IC Behavioral Infraction Entries
 1. Director of Pupil Services and High School Supervisor of Special Education presented to West Principal, West Assistant Principals, Assistant Superintendent, Director of Student Relations and School Climate on Sept. 27, 2024 at 3:00
 2. Reviewed and planned next steps from Spring 2024 - Padlet for the Action Planning as well as Table 9A for the 22-23 SY & 23-24 YTD.
5. Practices
 - a. District Code of Conduct
 - i. Class Cuts convert to ISS
 - ii. Skip Saturday detentions = ISS
 - iii. Lates to school = detention $\rightarrow$ cut detention = ISS
 - b. [PDE Site for Alternatives to Suspension](#) shared with all K-12 Principals/Assistant Principals at K-12 Leadership meeting in Spring 2024
 - i. Review and choose at least 1 to implement
 - ii. Classroom Management resources looks robust (worthy of consideration)
 - c. Trainings from PDE (Dan F. and Jodi Rissinger) on technical assistance child accounting, data collection, and PIMS management/reporting occurred with Director of Pupil Services in Spring 2024
 - d. Increase Prevention at Earlier Grades

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- i. Incorporate prevention vaping prevention programming during Second Step time with Encore and School Counselor during iDesign or bringing in personnel to run prevention education with Classroom Teacher during Second step time. Teachers are present for the presentation.
 - 1. School messaging posters that positively point to prevention.
 - 2. Bring high school athletes, Band, etc. students on why they don't use drugs.
- ii. Wellness Liaisons
- iii. MS - Utilize advisory time as tier 1 intervention - assembly with each grade level with Caron; then Prevention Specialists are available for tier 2 for students who want to talk about it and seek support when they are ready. Teachers are present for the presentation.
 - 1. How to make decisions when peers/friends are not making good decisions.
- iv. HS - Utilize Lunch and Learn as tier 1 intervention - assembly with each grade level with Caron. Teachers are present for the presentation.
 - 1. How to make decisions when peers/friends are not making good decisions.
- v. Try to embed in K-12 curriculum: literature, music, science, health/PE
- vi. Team-building activities that imbed discussions on responsible decision-making and benefits of not vaping
- vii. Resources:
 - 1. First-hand experience stories
 - 2. Caron Treatment Center
 - 3. Minding your Mind
 - 4. Compassmark

6. Policies

- a. [Presentation on Policies and Programs](#) to the Wellness Committee addressing nicotine, vaping and THC led by Selena Morresi, Lead Student Assistance Specialist at Caron Treatment Centers
- b. The District Prevention Specialists have been trained in vaping cessation programs and are being to implement vaping cessation groups during the 2024-2025 school year.