

Purpose:

The CSDE and Waterbury Public Schools have worked to review the findings of the OCA Report and develop targeted strategies and actions to address each finding. The chart below outlines each finding with one or more connected actions and progress.

- The role of the CSDE has been one of accountability and support. To provide a cross divisional system of support, the CSDE stood up a Comprehensive System of Supports workgroup (Waterbury and CSDE members) meeting bi-weekly to;
 - Review OCA Report findings to develop and implement prioritized actions.
 - Review Waterbury’s priorities and implementation timeline.
 - Understand student and school contextual needs to develop a comprehensive multi-tiered district approach to wellness.
 - Create Mental Health Framework.
 - Identify CSDE’s role in both accountability and support of Waterbury’s plan.

Finding		Action
1	Treatment of SWD	<p>WPS Special Education Audit</p> <ul style="list-style-type: none"> • The District will be presenting the audit to the Board of Education on May 6, 2021 • Futures has completed the Special Education Audit- The district has not yet received the final audit from Futures. What they shared with us was some preliminary findings. District anticipates they will receive the final audit in two weeks. Futures is finalizing the report by incorporating the results/findings of a supplementary survey administered to obtain specific data regarding the impact of remote learning <ul style="list-style-type: none"> ○ Audit to be shared with CSDE April 30h • The PPS Director is allocating targeted supports to the three schools identified in the OCA report; specifically addressing the “school within a school” called Behavior Disorder Learning Centers (BDLC). Many of the students are identified with autism or conduct disorder. <ul style="list-style-type: none"> ○ The district developed a committee to redesign the BDLC program, curriculum, behavioral interventions, referral process to enter the program and the exit criteria to leave, including the data warehouse to collect and house the data used to consider decisions regarding LRE for these students and those being considered for the program. ○ As part of the work, a change in the name of the program is also being proposed. ○ District anticipates that the committee’s final report/handbook will be finalized prior to the start of the 2021-2022 school year.
2	Discipline (Suspensions)	<p>Focus on discipline</p> <ul style="list-style-type: none"> • Decrease in reported suspensions – CSDE Mid-Year Monitoring Meeting will include this data point for discussion • CSDE Performance Office presented district discipline data April 5,2021 • Next step – provide PD on utilization of EdSight Secure, Data Literacy and Analysis
3	Arrests	<p>Focus on Arrests</p> <ul style="list-style-type: none"> • Decrease in reported arrests - CSDE Mid-Year Monitoring Meeting will include this data point for discussion • Provide training and PD Plan with Chief of Police • Designed and implementing MOU and renewed Job Description/Roles and Responsibilities of SRO
4	Personnel (Capacity to intervene)	<p>SRBI Process</p> <ul style="list-style-type: none"> • Develop a SRBI Handbook/Guide to provide district-wide guidance and clarity around programming entrance and exit criteria, curriculum, and staffing roles and responsibilities. <p>Trauma Informed Practices PD</p> <ul style="list-style-type: none"> • Collaborating with Yale Psychologist and Chief Diversity Officer of APA, who specializes in urban trauma and racism. <ul style="list-style-type: none"> ○ The goal of the trauma PD is to build capacity around trauma-informed classrooms, addressing adverse childhood experiences, and look at bias and adult actions. • PPS Director and Central Office members are working on mental health integrated support system. • Central Office provides training called crisis intervention training (one-day training) for local police in the schools. The training includes de-escalation and diffusion techniques.

		<p>Equity Mindset PD/Equity Based Schools</p> <ul style="list-style-type: none"> • Three-year rollout on equity training provided by SERC, and they are developing school-based equity teams.
5	Community Partner - Response	<p>Central Office's goal is to expand and build on community providers and develop a coordinated, systematic approach.</p> <ul style="list-style-type: none"> • Revised and signed MOU with Wellmore focused on putting procedures in place to be timelier in their response to crisis calls. • Superintendent of Schools has developed a round table called Waterbury Voices, including the police chief, faith-based, students, families, community, and school personnel. • Developed Trauma Task Force with multiple representatives across organizations to support community response to youth experience mental health crisis.
6	School Based Personnel	<p>Focus on staffing The Waterbury Public Schools is dedicated to structuring the district to support the students in a more coherent manner aligned to our strategic goals. The following positions have been established, redesigned and/or hired as a result of this work:</p> <ul style="list-style-type: none"> • WPS is in the process of hiring 14 School Counselors to support the schools. School counselors will be added to the elementary schools. Elementary schools previously did not have school counselors. • Established and hired Chief Turnaround Officer • Hired a new Director of Pupil Services • Established and hired Director of College and Career Readiness • Established and posted a Director of Equity and Inclusion • Redesigned the Family and Community Engagement Manager position and hired
7	Train Law Enforcement	<p>Coordinated professional development and training plan</p> <ul style="list-style-type: none"> • Developing a professional development plan with WPD to train and develop skillset of officers and SROs
8	Community Support Structure	<p>Cultivating strong ties with community - engagement</p> <ul style="list-style-type: none"> • Partnered with DCF to provide wraparound services to support WPS, buildings, providing clinicians, talked about school-based and school linked services (pilot project) • Citywide Conversations to develop strategies – <i>Waterbury Voices</i>

Development of Emerging Metrics – Measuring Effectiveness of Initiatives and Quality Assurance

Guiding Questions:

- What evidence do you have that tells you it’s having an impact?
- How does the Equity pd align with the findings in the OCA report?
- Has there been a reduction in the number of calls? Referrals?

ESSA Targets - [DISTRICT ESSA ACCOUNTABILITY KEY INDICATOR DASHBOARD - WATERBURY](#)

- Chronic Absenteeism
- Academic Growth

Additional Highlights:

- Closed Digital Divide - 100% 1:1, CARES funds provided Wifi to community centers
- Convened Comprehensive System of Supports workgroup (Waterbury and CSDE members) to;
 - Review Waterbury’s priorities, rollout and implementation timeline.
 - Understand student and school contextual needs to develop a comprehensive multi-tiered district approach to wellness.
 - Create Mental Health Framework
 - Identify CSDE’s role in both accountability and support of Waterbury’s plan
 - Aligned Alliance District Plan and focus areas with the findings of the report. One or more corrective actions are identified are being funded by the Alliance District Grant