



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	84
Date:	November 27, 2019

<i>CLRI Team Members</i>	
Name	Title
Jennifer Kapsiak	Principal
Michelle Reczek	Assistant Principal
Joanne Mitchell	Parent Facilitator
Amy Stroka	Vocational Trainer & Guardian of Equity
Gregory Vergotz	School Social Worker



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Guiding Questions:

List the accomplishments your school has made in regards to culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year

- Student photos hanging on bulletin boards and in hallway/classroom displays
- Posters in halls and classrooms, depicting important places and objects, translated into various languages
- All holidays indicated on monthly activity calendar/menu
- Unique Learning Systems and DLM materials contain multicultural resources
- Books that represent multiple races and cultures in classrooms and library
- Black History Program
- Hispanic Heritage Month activities
- Welcome banner and greetings displayed in front office
- Education Bargain displayed in front office in multiple languages

Which accomplishments can you grow and/or build upon?

- Need for more photographs/posters and artifacts that reflect the whole population
- Educating the staff on CLRI and finding meaning and relevance of it within our building
- Incorporating CLRI into instruction

What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?

- Staff buy-in
- Time for PD for all staff (including 100+ support staff)
- Time to implement programs in the classrooms
- Funding for materials and PD

*Review your school's data by race/ethnicity and list observations about the data.
(Consider suspension, attendance, special education, academic, and graduation data.)*



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- School 84 has a zero percent suspension rate.
- School 84 is 100% special education. Students that come to school 84 must have a severe cognitive delay as well as have a physical impairment and/or be medically fragile. School 84 services students from Buffalo as well as 16 surrounding districts.
- Students at School 84 are usually absent due to their medical conditions. If the absence is continuous and medically related they are often put on home instruction.
- Students at School 84 are not graded with letter or number grades. Their customized report card allows their progress to be monitored while aligning their IEP goals and the curriculum from Unique Learning Systems.
- Students leave School 84 at the age of 21 with the Skills and Achievement Commencement Credential. There are no 4 year cohorts at School 84.

What supports can you put in place to reduce barriers with implementation and garner staff, student, and parent buy-in?

- Continue to inform and share out at grade level meetings
- Staff engaging PD that is relevant to the population and program at School 84. Whatever we choose to do it needs to fit into what we are already doing in our curriculum and not make it a new add-on

What is the heart behind this work – why is this work important for the students in your school?

**This work is important because the children at School 84 are among some of the neediest in the district.
It is part of the job, and professional responsibility, of the adults working at School 84 to be protectors of and advocates for our students.
Often times the adults are literally the voices for our children.**



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Action Steps <i>(For each action step, mark the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i>	Create a Welcoming Environment	Rigorous Instruction & High Expectations for All	Culturally Inclusive Classroom	Culturally and Linguistically Responsive Training	Responsible Persons	September 2019 – January 2020	February 2020 – August 2020	September 2020 – January 2021	February 2021 – August 2021
The CRLI Team will support teachers in creating a more welcoming environment that is reflective of the students in the classroom via resources, photos, posters and other artifacts.	X		X		CLRI Team Teachers Administrators		X	X	X
Students will create artwork reflective of their culture to be hung in the hallways	X		X		Art Teacher Students Administrators			X	X
Faculty meeting debrief and updates in regards to CLRI trainings				X	Amy Stroka, Guardian of Equity		X	X	X
Staff PD to be held on ERD's and SCD's that encompass subjects such as microaggression, implicit bias, the use of restorative practice strategies among building staff and disability awareness	X	X	X	X	Administrators PD Presenters CLRI Team		X	X	X



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<p>Maintain building rate of referral to Special Education at 0%</p>				<p align="center">X</p>	<p align="center">School Social Worker School Psychologist Administrators Teachers</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>	<p align="center">X</p>



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