

# Gentle Reminder for this presentation:

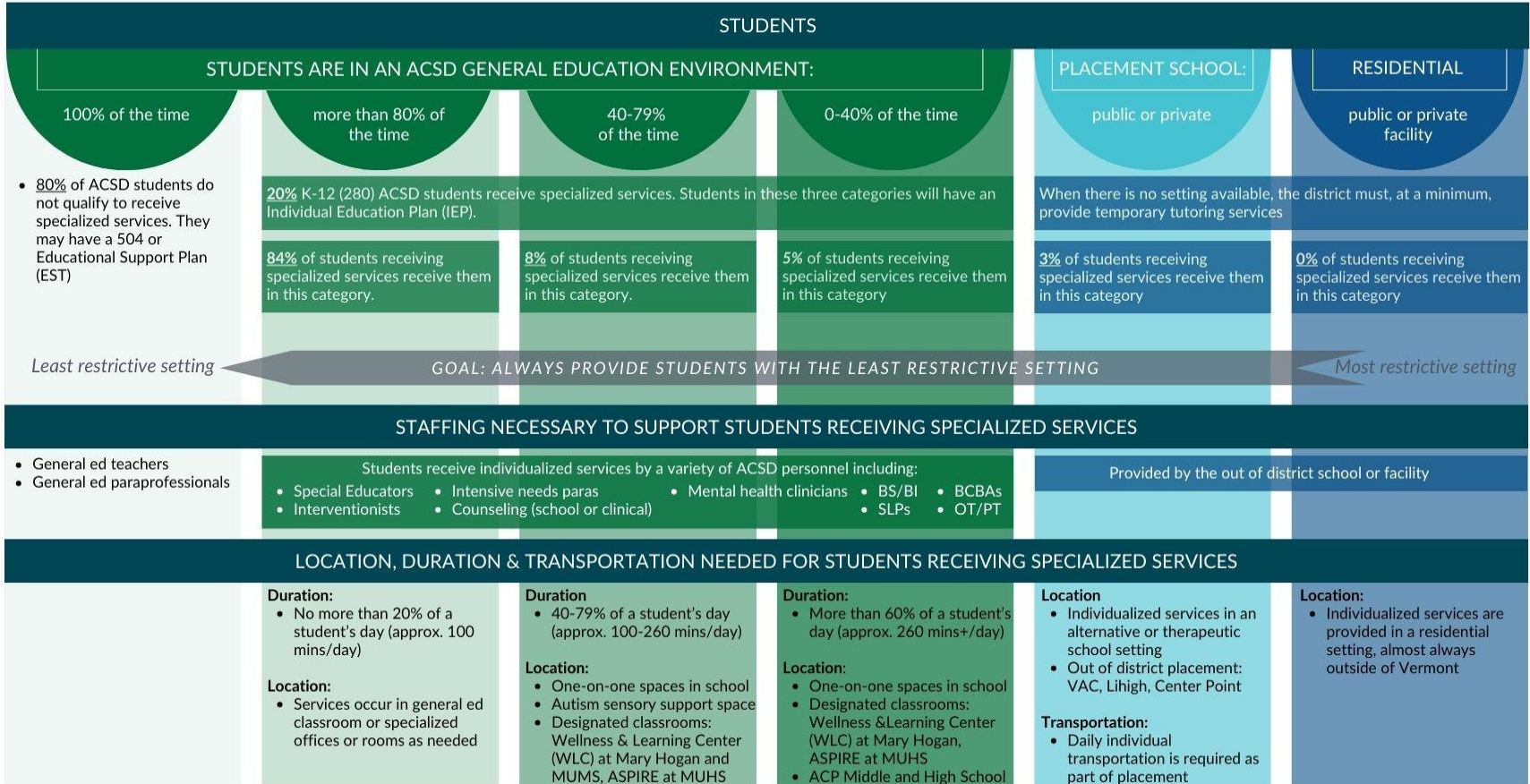
1. All kids want to do well. Doing well is always preferable.
2. Students who struggle with behaviors in school struggle *because they are lacking skills.*

We help kids by helping them to build skills.

# Part 1. The State of Specialized Services, 23-24

## Framework, challenges, and new programs, K-12

# ACSD SPECIALIZED SERVICES: PROGRAMS & STAFF



# ACSD SPECIALIZED SERVICES: CHALLENGES & COMPLEX PROBLEMS

URGENT AREAS OF NEED					
STUDENTS ARE IN AN ACSD GENERAL EDUCATION ENVIRONMENT:				SEPARATE SCHOOL:	RESIDENTIAL
100% of the time	more than 80% of the time	40-79% of the time	0-40% of the time	public or private	public or private facility
Lack of staffing and space for specialized services impacts general ed classrooms because attention and resources from administrators, general ed teachers, paraprofessionals, and school counselors is prioritized to support specialized services needs first	<ul style="list-style-type: none"> <li>Few to no applicants for crucial positions: special educators, SLPs, mental health clinicians, BCBA's, intensive needs paraeducators</li> <li>Additional challenge to find staff for WLC and ACP</li> <li>Drastic reduction in CSAC services and contracted providers have waitlists</li> </ul>	<p><b>Staffing</b></p>		<ul style="list-style-type: none"> <li>Severely limited programs options and placements</li> <li>12-24 month waitlist</li> <li>Need is most acute in K-5, but present K-12</li> </ul>	
		<p><b>Space</b></p> <ul style="list-style-type: none"> <li>Space in WLC and ACP are limited to what ACSD can build</li> <li>Uneven spaces across ACSD impacts service delivery</li> </ul>		<p><b>Transportation:</b></p> <ul style="list-style-type: none"> <li>Extremely difficult to obtain</li> <li>Costs \$100k+/student</li> </ul>	No facilities in Vermont
CURRENT PROBLEM SOLVING AND OPPORTUNITIES FOR SOLUTIONS					
	<ul style="list-style-type: none"> <li>Virtual services when possible</li> <li>Identify local school capacities</li> <li>Prioritize most intensive needs</li> <li>Shift staffing patterns: most highly trained provide most needed services</li> <li>Problem solving with CSAC/Contracted Service Providers</li> <li>Continue to build MTSS to increase capacity</li> <li>Staff training and professional development</li> <li>Partnering with MAUSD/ANWSD</li> </ul>	<p><i>Current Problem Solving:</i></p>			
		<p><i>Current Problem Solving:</i></p> <p>WLC and ACP were built within ACSD in collaboration with ANWSD/MAUSD to support unmet need</p>			
				<ul style="list-style-type: none"> <li>Vermont Superintendents and Special Education Directors are working on statewide problem solving</li> <li>ACSD/ANWSD/MAUSD plan to share services and problem solve across Addison County</li> </ul>	
<p>When we solve the staffing and space needs for students receiving specialized services, all learners in ACSD benefit.</p>					

# ACSD WLC & ACP PROGRAMS: A CLOSER LOOK

## WELLNESS & LEARNING CENTERS / ASPIRE

## ADDISON CONSORTIUM PROGRAMS (ACP)

Students are in an ACSD  
General Education Environment  
0-79% of the time

### Purpose & Design:

To help students stabilize, learn, and practice lagging skills in a smaller classroom setting for part or all of the day:

- Students will be able to successfully reintegrate into the classroom as they learn new skills.
- Students can access a sensory regulation and coping skill development space
- The Coordinator will collaborate classroom and school staff to develop, implement, and update support plans (safety or behavior) and accommodations for students

### Purpose & Design:

To engage non-traditional learners in an immersive learning environment:

- Students will be engaged as they improve their emotional and behavioral responses to challenges that impact their ability to access learning in the general education environment.
- This program implements the core concepts of the trauma informed classroom
- Offers a flexible pathway so that students will create goals of personal growth, relationship, accountability and self regulation to support their academic success

## STAFFING

- 2.5 FTE staff: Special Educator, BCBA or LICSW, and an intensive needs paraeducator
- Case management coordination and weekly consultation with the students' team, including the general education classroom teacher and AMS teachers
- The full time intensive needs paraeducator supports the classroom and collects data for students' behavior plans.
- Students may have additional 1:1 supports as determined by IEP

- 4 FTE staff: School Administrator, Special Educator, Clinical Social Worker, Behavioral Interventionists or additional General Education Teacher
- The Learning Team at ACP have decades of experience. This highly skilled team has educational, behavioral, and therapeutic backgrounds that allow them to create individual plans and goals to best serve each student
- Please read more here: <https://acphighschool.org/landing>

## LOCATION & CAPACITY

### Locations:

- Mary Hogan
- MUMS
- MUHS (Aspire)

### Capacity:

- 5 students (K-2nd grade)
- 1 student (6-8th grade)
- 15 students (9-12th grade)

### Locations:

- *Middle School*: South Village Green, Middlebury
- *High School*: Exchange Street, Middlebury

### Capacity:

- 12-16 students (6-12th grade)

## URGENT AREAS OF NEED

### STUDENTS ARE IN AN ACSD GENERAL EDUCATION ENVIRONMENT:

100% of the time

Lack of staffing and space for specialized services impacts general ed classrooms because attention and resources from administrators, general ed teachers, paraprofessionals, and school counselors is prioritized to support specialized services needs first

more than 80% of the time

- Few to no applicants for crucial positions: special educators, SLPs, mental health clinicians, BCBAs, intensive needs paraeducators
- Additional challenge to find staff for WLC and ACP
- Drastic reduction in CSAC services and contracted providers have waitlists

40-79% of the time

#### Staffing

#### Space

- Space in WLC and ACP are limited to what ACSD can build
- Uneven spaces across ACSD impacts service delivery

0-40% of the time

### SEPARATE SCHOOL:

public or private

- Severely limited program options and placements
- 12-24 month waitlist
- Need is most acute in K-5, but present K-12

#### Transportation:

- Extremely difficult to obtain
- Costs \$100k+/student

### RESIDENTIAL

public or private facility

No facilities in Vermont

An urgent unsolved need for staff and space results in unmet lagging skill development

Unmet lagging skill development leads to disruption

Disruption = lost learning for all students

*When the disruption ends, we know the skills are growing.*

# Part 2. ACSD K-12 Incident Data, 8/23-3/24

## Minor and Major Behaviors

# All Incidents 8/23 to 3/24: Major & Minor in all ACSD schools, K-12.

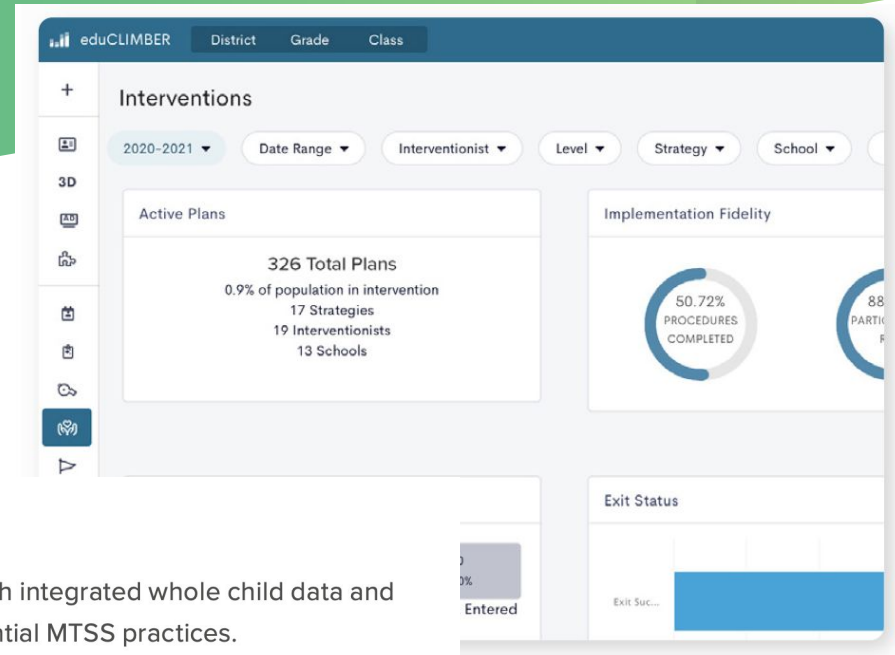
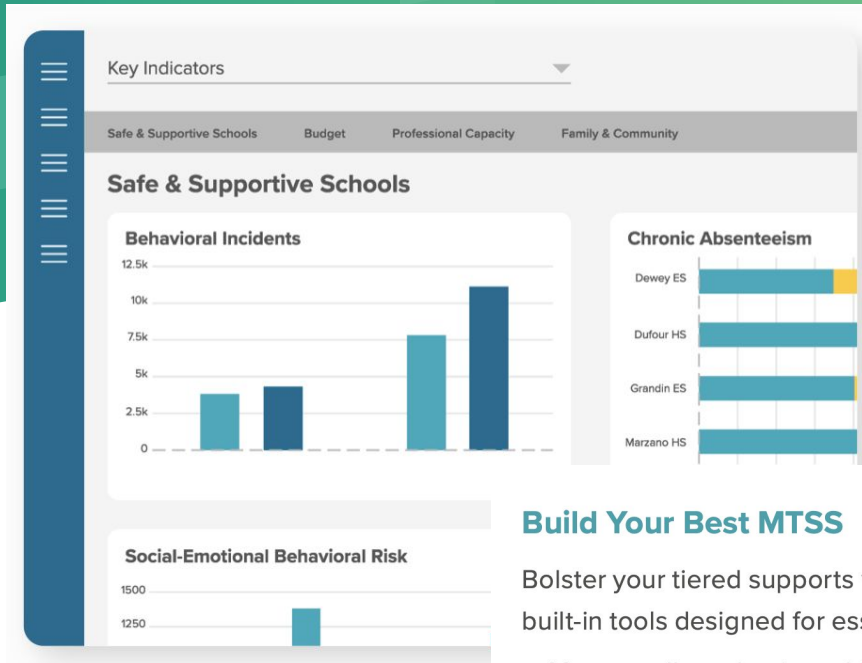
This is first year data.

This is what helps us identify what we want to pay attention to as we move forward.

We are made curious, not right or wrong, by this data.

We begin to identify what the priority is and use this and future data to determine whether we are making a difference.

# ACSD 23-24 Baseline Incident Data from Educlimber



## Build Your Best MTSS

Bolster your tiered supports with integrated whole child data and built-in tools designed for essential MTSS practices.

- Manage all academic and SEB interventions in one place with intervention analytics reports for fidelity and on-track status.
- Simplify MTSS meetings with a meeting module designed to help teams efficiently analyze data and quickly make informed decisions.
- Receive automated email alerts from a customizable early warning system to maximize prevention and early intervention.

Analysis of  
ALL Incidents  
8/23 - 3/24

# ACSD Incident Tracking 23-24

## *What do we track?*

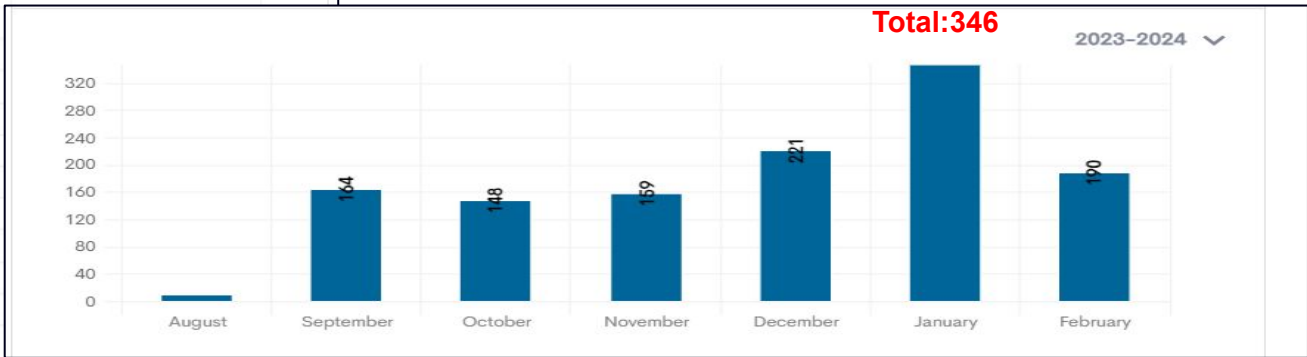
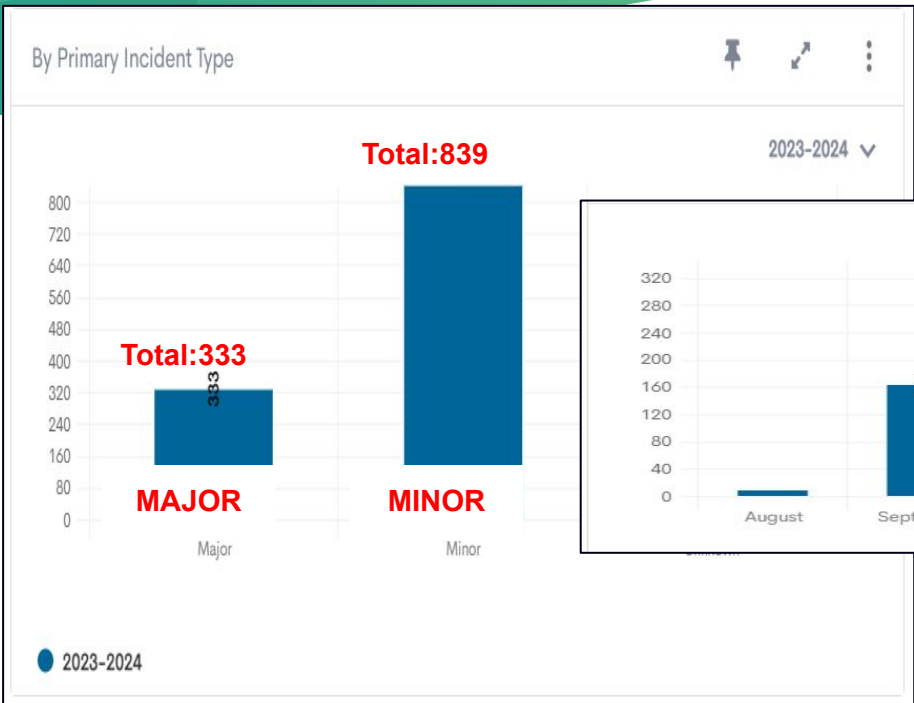
### **MINOR Behaviors**

Disruptive Behavior  
Skip Classes  
Disrespect  
Refused Request  
Other  
Bad Language  
Breaking Rules  
Academic Dishonesty  
Bus Incident  
Cell Phone Use  
Tardy  
Leaving Grounds  
Skip Detention  
Dress Code

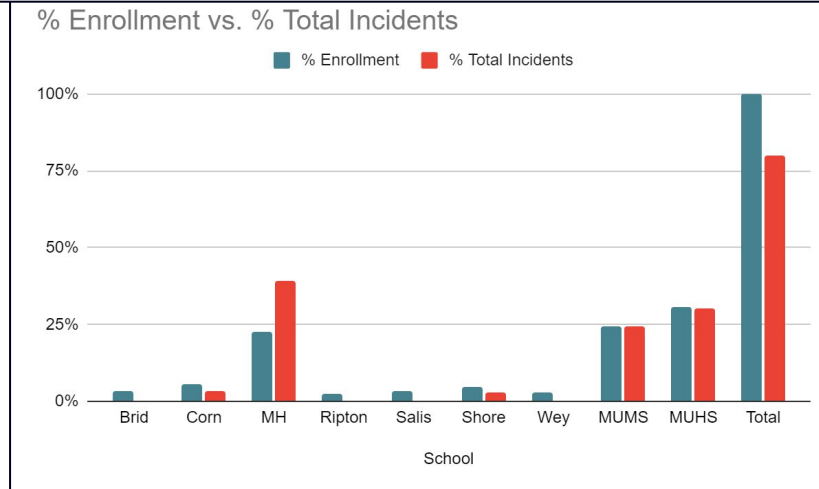
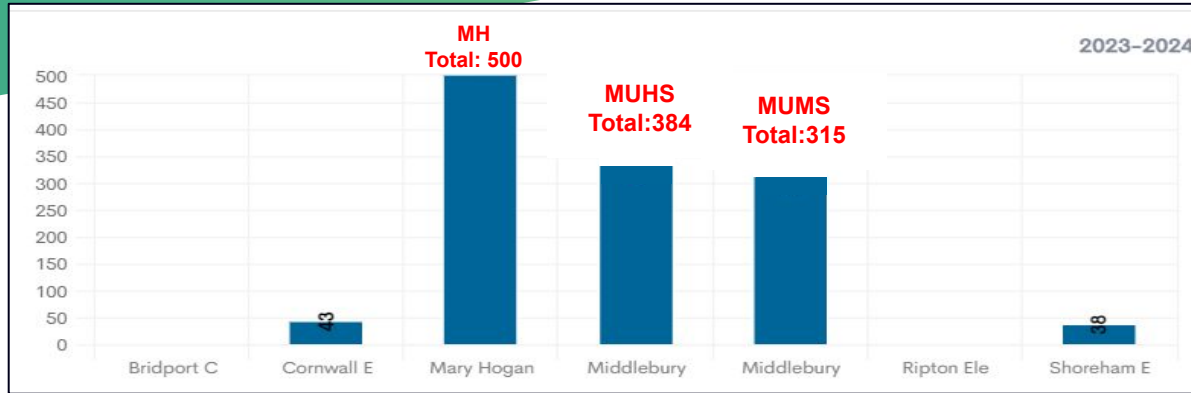
### **MAJOR Behaviors**

Fighting/Aggression  
Dangerous Acts  
Threatening Behavior  
False Threat  
Drive Violation  
Verbal Abuse  
Bullying  
Property Destruction  
Harassment  
Weapons Related  
Tobacco Use  
Stealing  
Misuse of Technology  
Threaten Staff  
Violent Conduct  
Sexting  
Vandalism

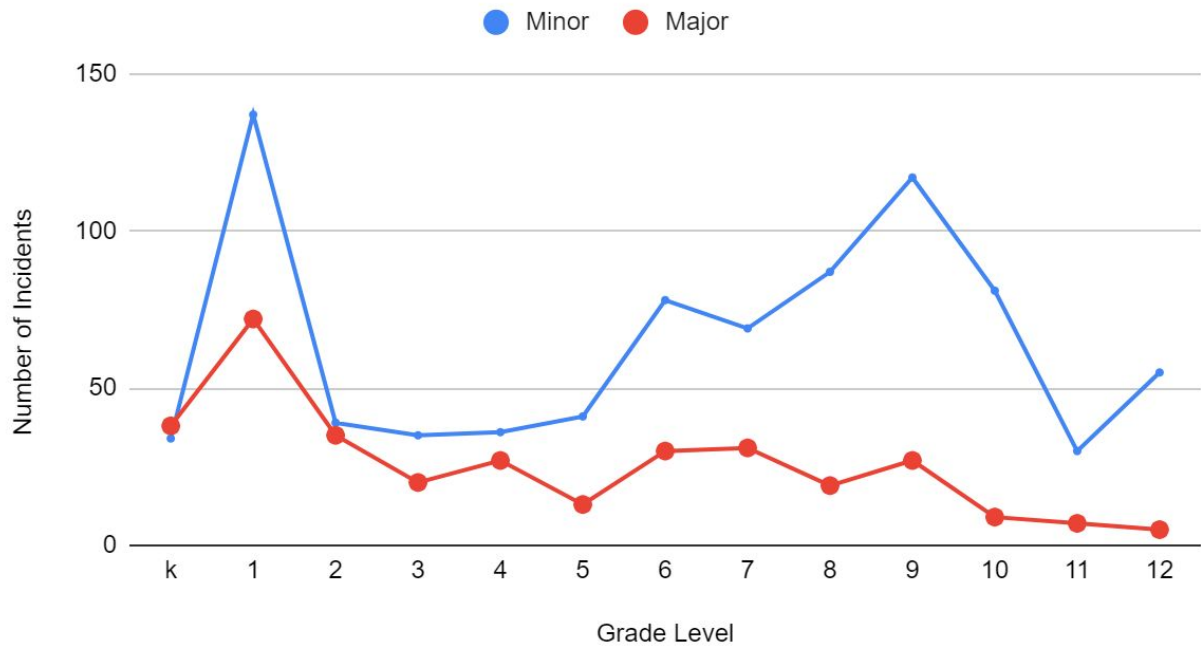
# All Incidents 8/23 to 3/24: Major & Minor in all ACSD schools, K-12.



# All Incidents 8/23 to 3/24: Major & Minor in all ACSD schools, K-12.



# All Incidents 8/23 to 3/24: Major & Minor by grade level ACSD schools, K-12.



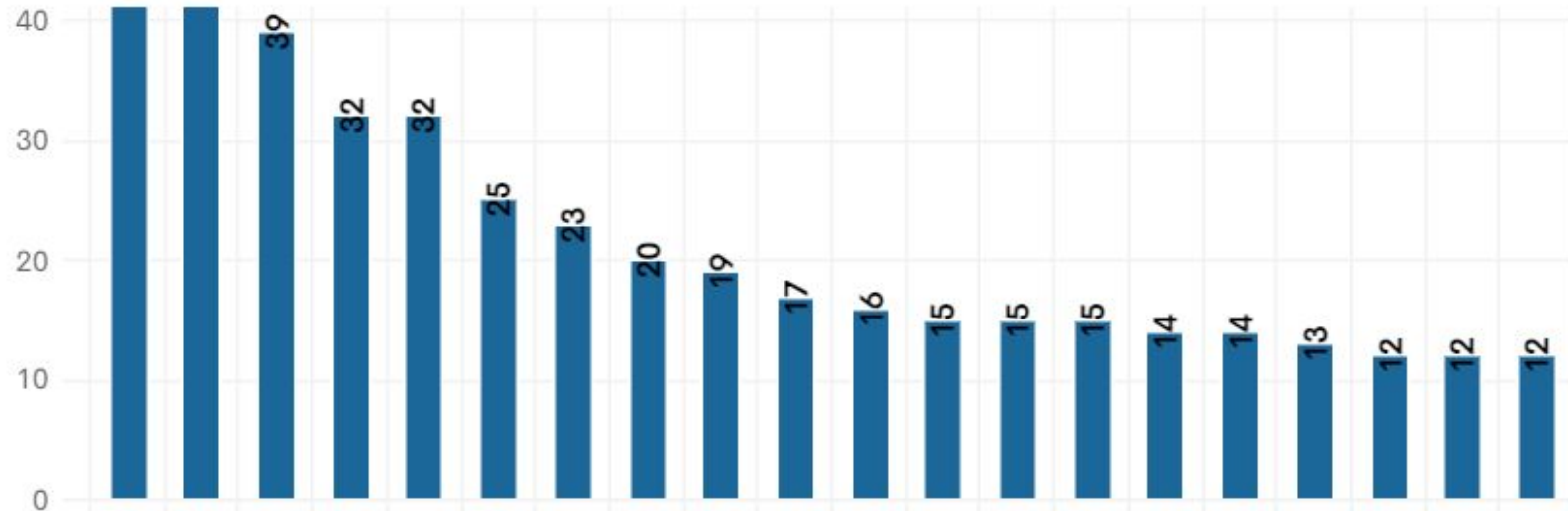
# All Incidents 8/23 to 3/24: Who do we need to support in ACSD schools, K-12?

By Top 20 Students



2023-2024 ▾

Total:41

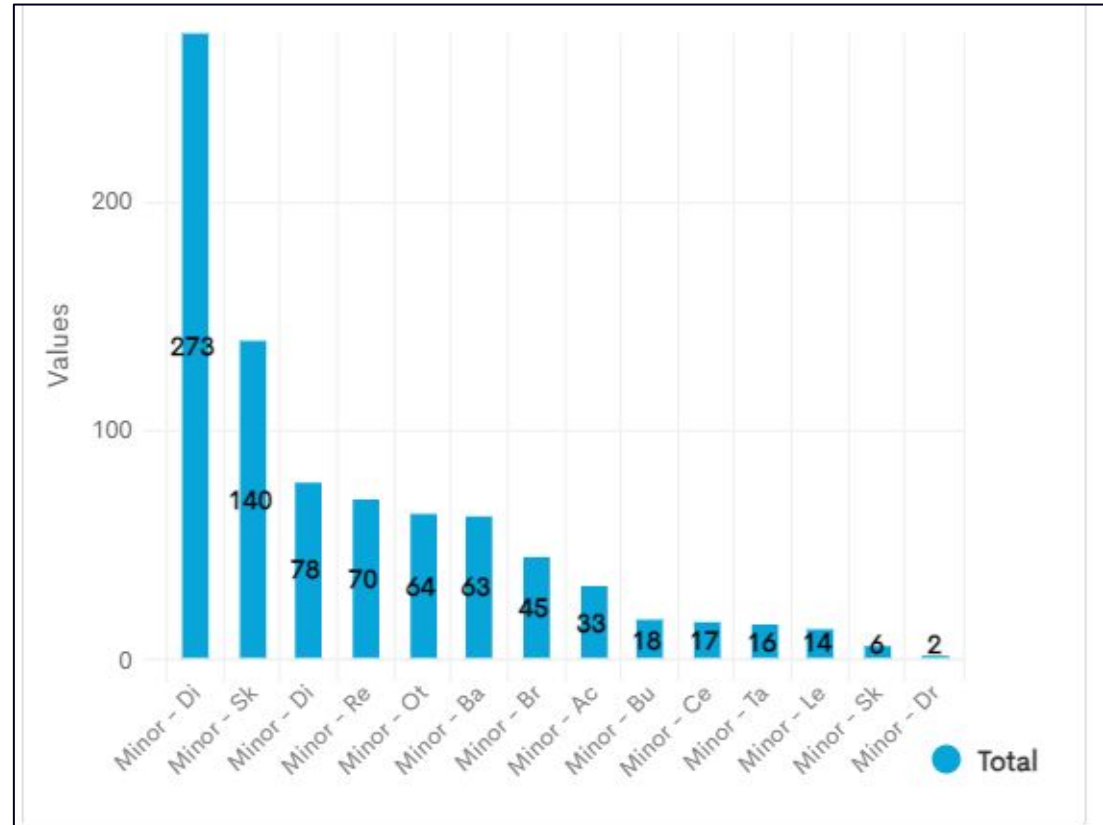


Analysis of  
Minor Incidents  
8/23-3/24

# Minor Incidents 8/23 to 3/24: What is the type?

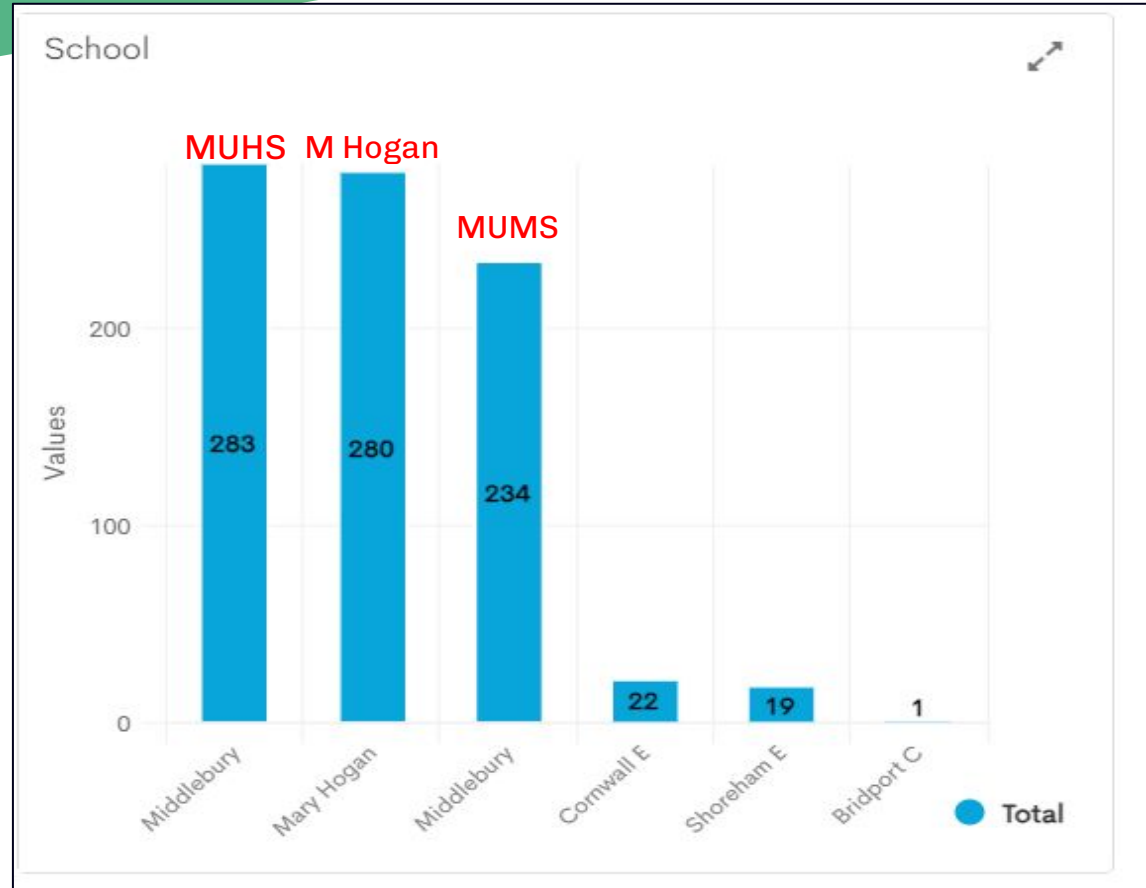
Categories match order in graph left to right:

- **Disruptive Behavior**
- **Skip Classes**
- **Disrespect**
- **Refused Request**
- **Other**
- Bad Language
- Breaking Rules
- Academic Dishonesty
- Bus Incident
- Cell Phone Use
- Tardy
- Leaving Grounds
- Skip Detention
- Dress Code



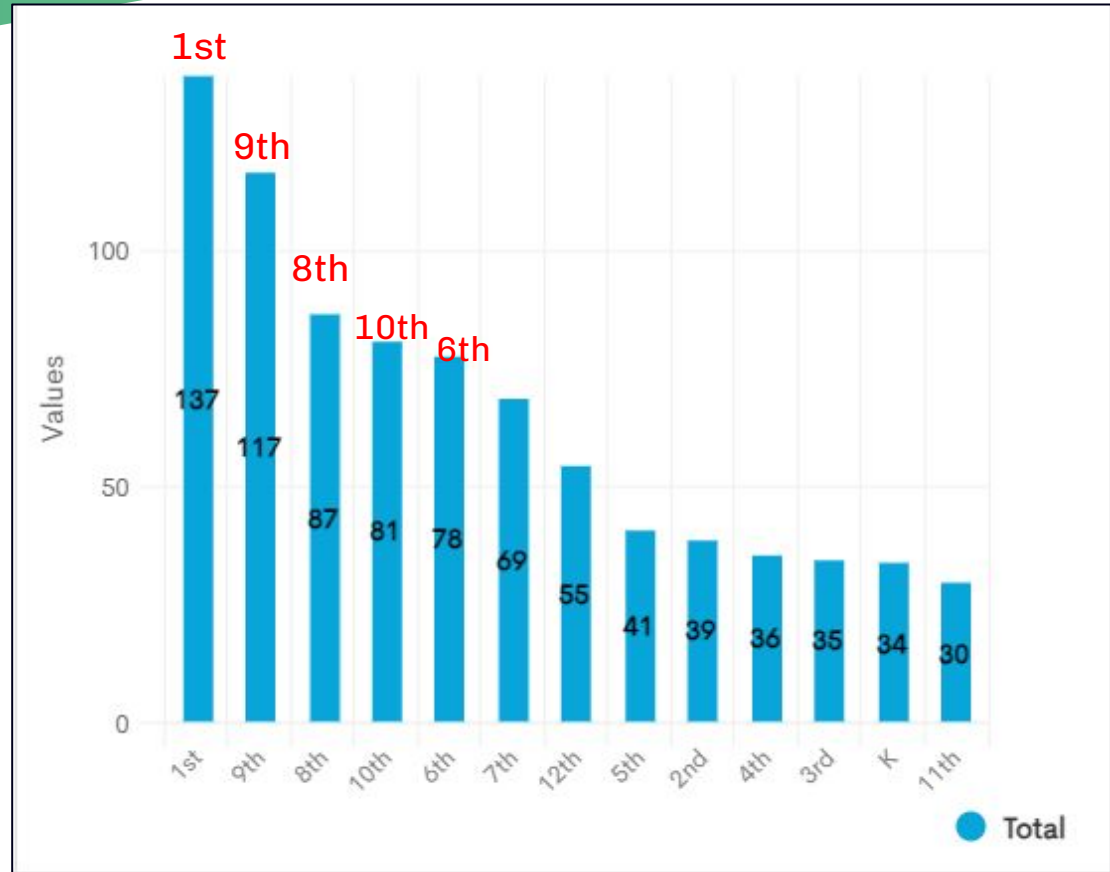
# Minor Incidents 8/23 to 3/24: Where are they happening?

- Disruptive Behavior
- Skip Classes
- Disrespect
- Refused Request
- Other
- Bad Language
- Breaking Rules
- Academic Dishonesty
- Bus Incident
- Cell Phone Use
- Tardy
- Leaving Grounds
- Skip Detention
- Dress Code



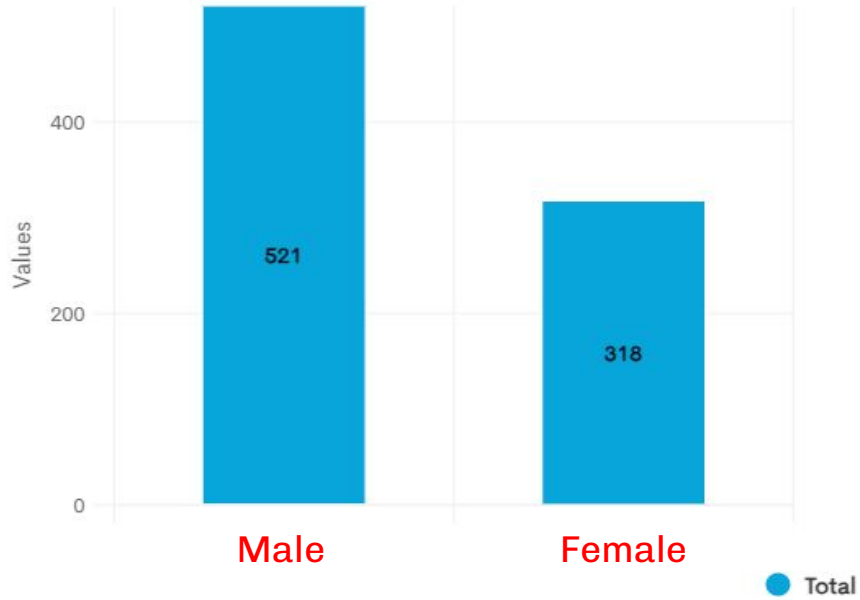
# Minor Incidents 8/23 to 3/24: *In what grades?*

- Disruptive Behavior
- Skip Classes
- Disrespect
- Refused Request
- Other
- Bad Language
- Breaking Rules
- Academic Dishonesty
- Bus Incident
- Cell Phone Use
- Tardy
- Leaving Grounds
- Skip Detention
- Dress Code

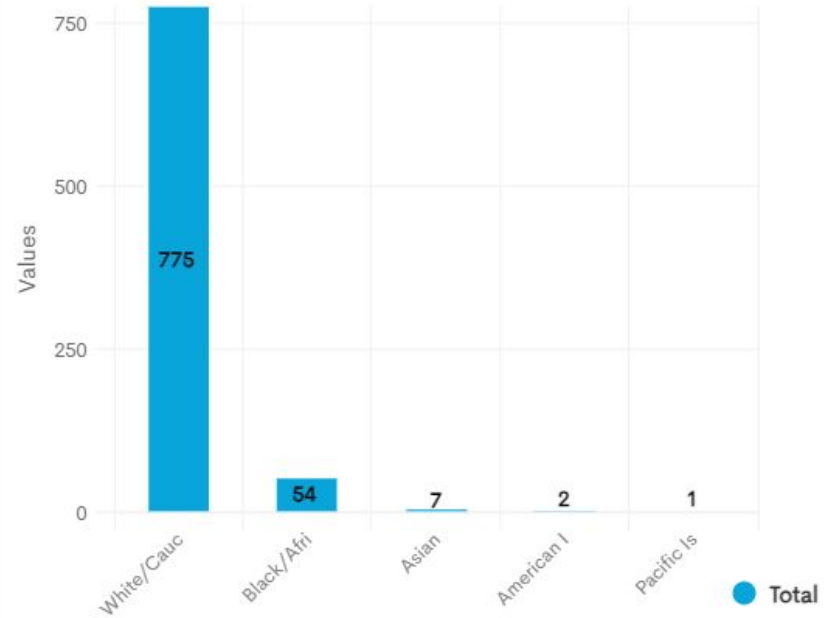


# Minor Incidents 8/23 to 3/24: For whom? PowerSchool-identified

Gender



Ethnicity

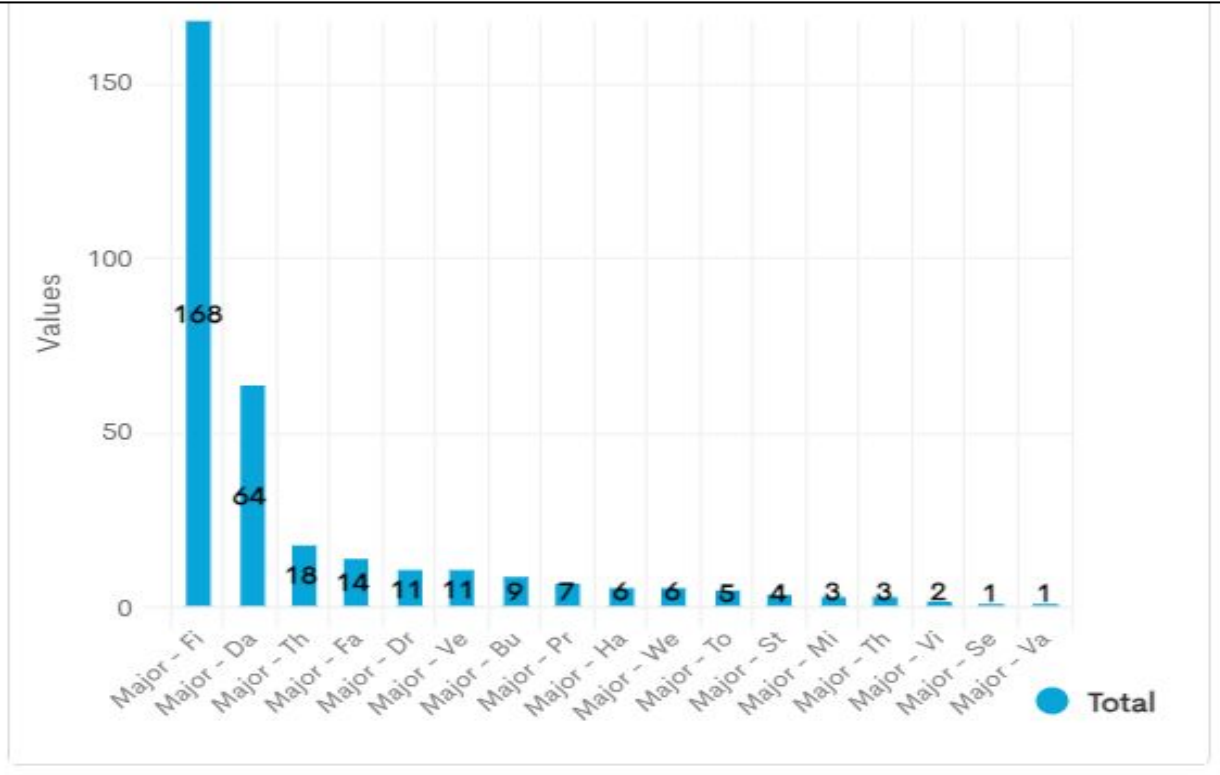


Analysis of  
Major Incidents  
8/23-3/24

# Major incidents 8/23 to 3/24: What is the type?

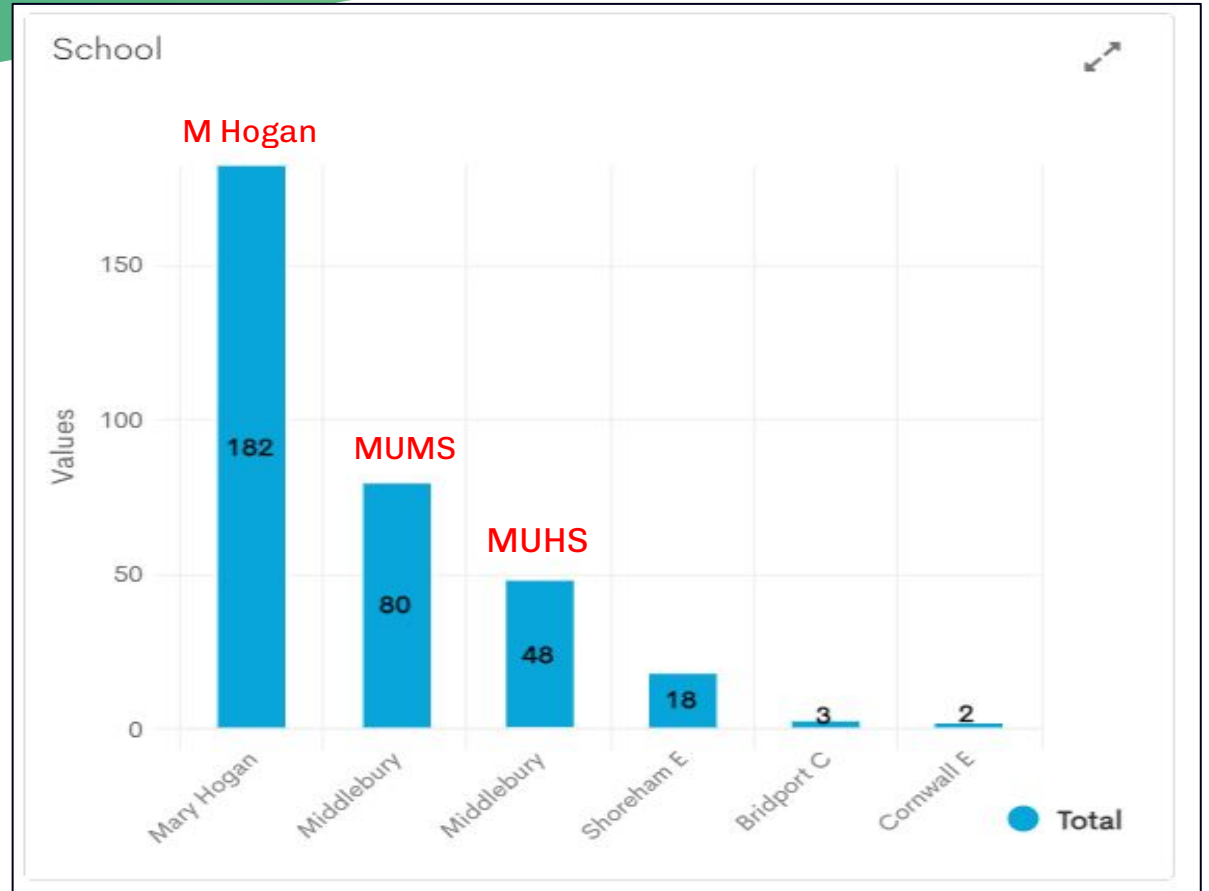
Categories match order in graph  
left to right

- **Fighting/Aggression**
- **Dangerous Acts**
- **Threatening Behavior**
- **False Threat**
- **Drive Violation**
- Verbal Abuse
- Bullying
- Property Destruction
- Harassment
- Weapons Related
- Tobacco Use
- Stealing
- Misuse of Technology
- Threaten Staff
- Violent Conduct
- Sexting
- Vandalism



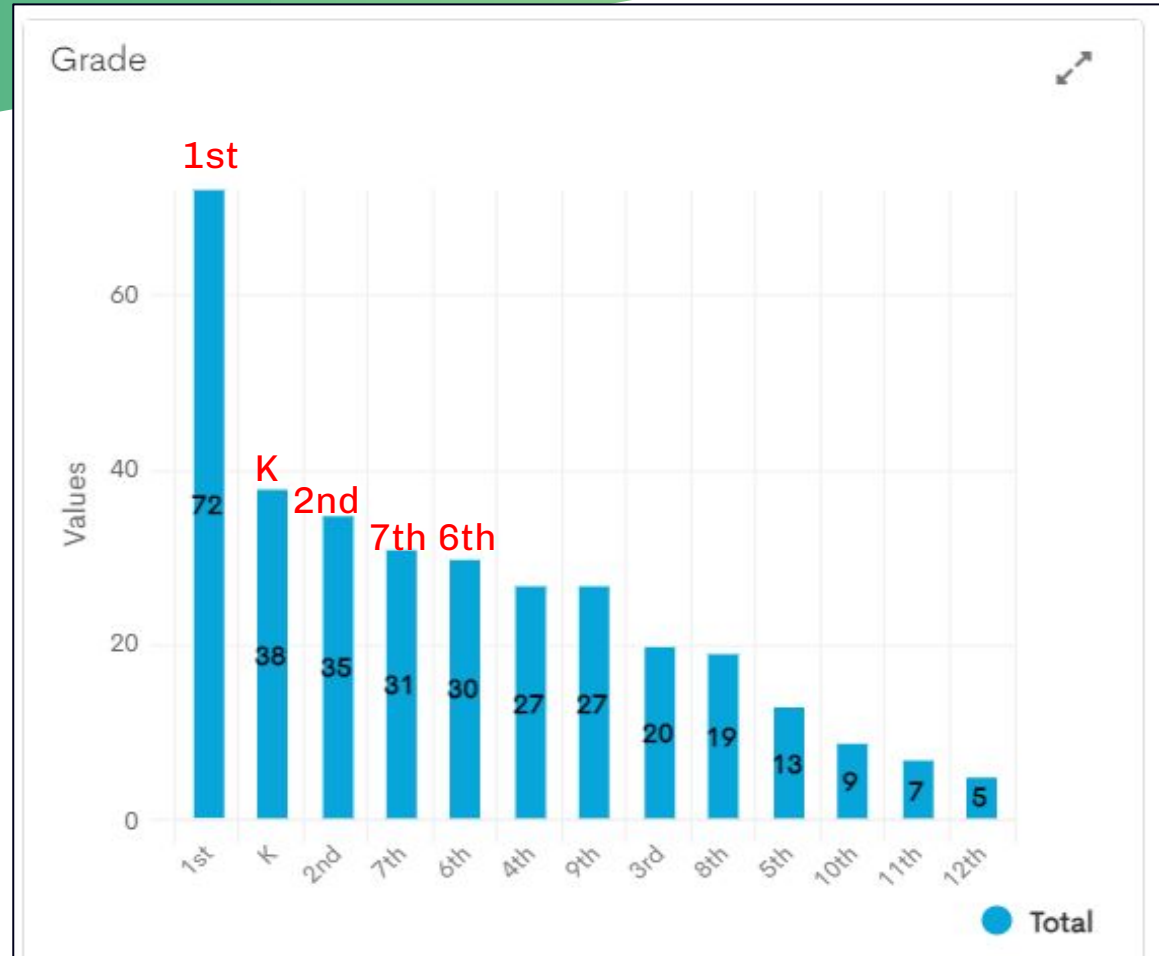
# Major Incidents 8/23 to 3/24: Where are they happening?

- Fighting/Aggression
- Dangerous Acts
- Threatening Behavior
- False Threat
- Drive Violation
- Verbal Abuse
- Bullying
- Property Destruction
- Harassment
- Weapons Related
- Tobacco Use
- Stealing
- Misuse of Technology
- Threaten Staff
- Violent Conduct
- Sexting
- Vandalism

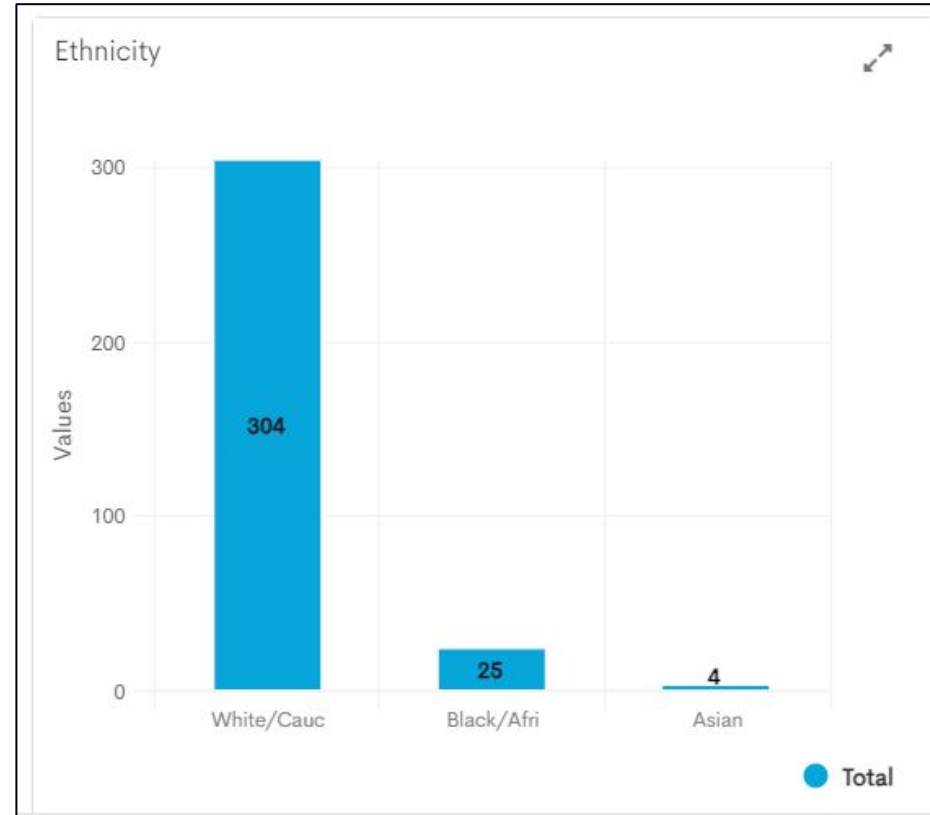
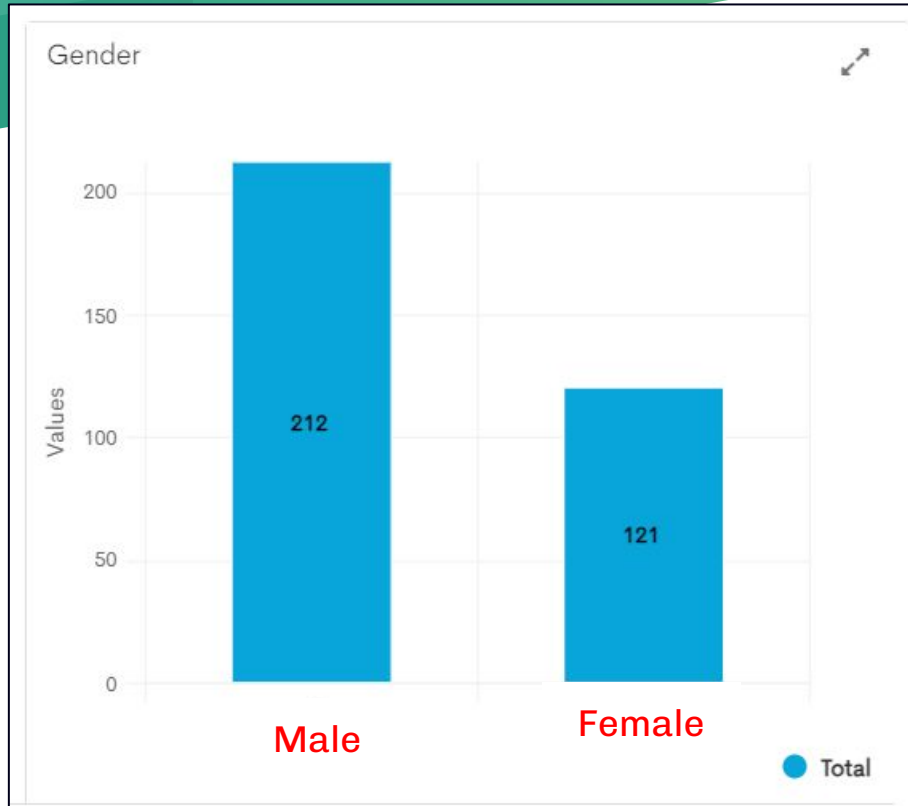


# Major Incidents 8/23 to 3/24: *In what grades?*

- Fighting/Aggression
- Dangerous Acts
- Threatening Behavior
- False Threat
- Drive Violation
- Verbal Abuse
- Bullying
- Property Destruction
- Harassment
- Weapons Related
- Tobacco Use
- Stealing
- Misuse of Technology
- Threaten Staff
- Violent Conduct
- Sexting
- Vandalism



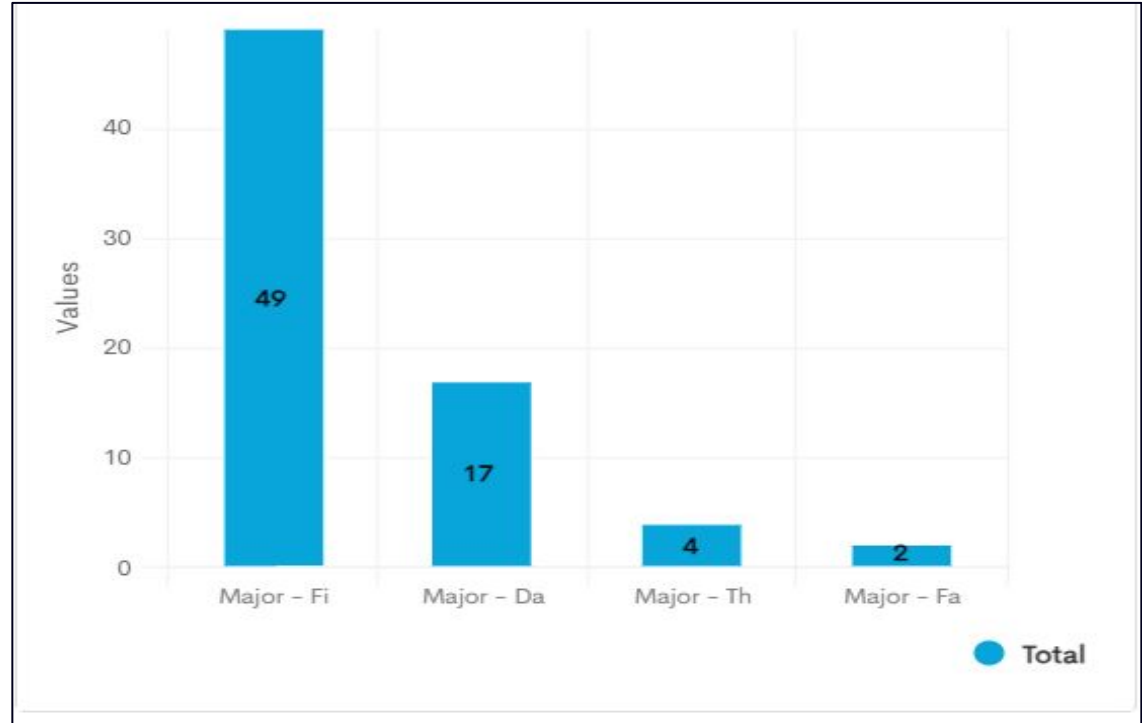
# Major Incidents 8/23 to 3/24: For whom? PowerSchool-identified



# Major Incidents 8/23 to 3/24: A closer look at Grade 1

Categories match order in graph left to right

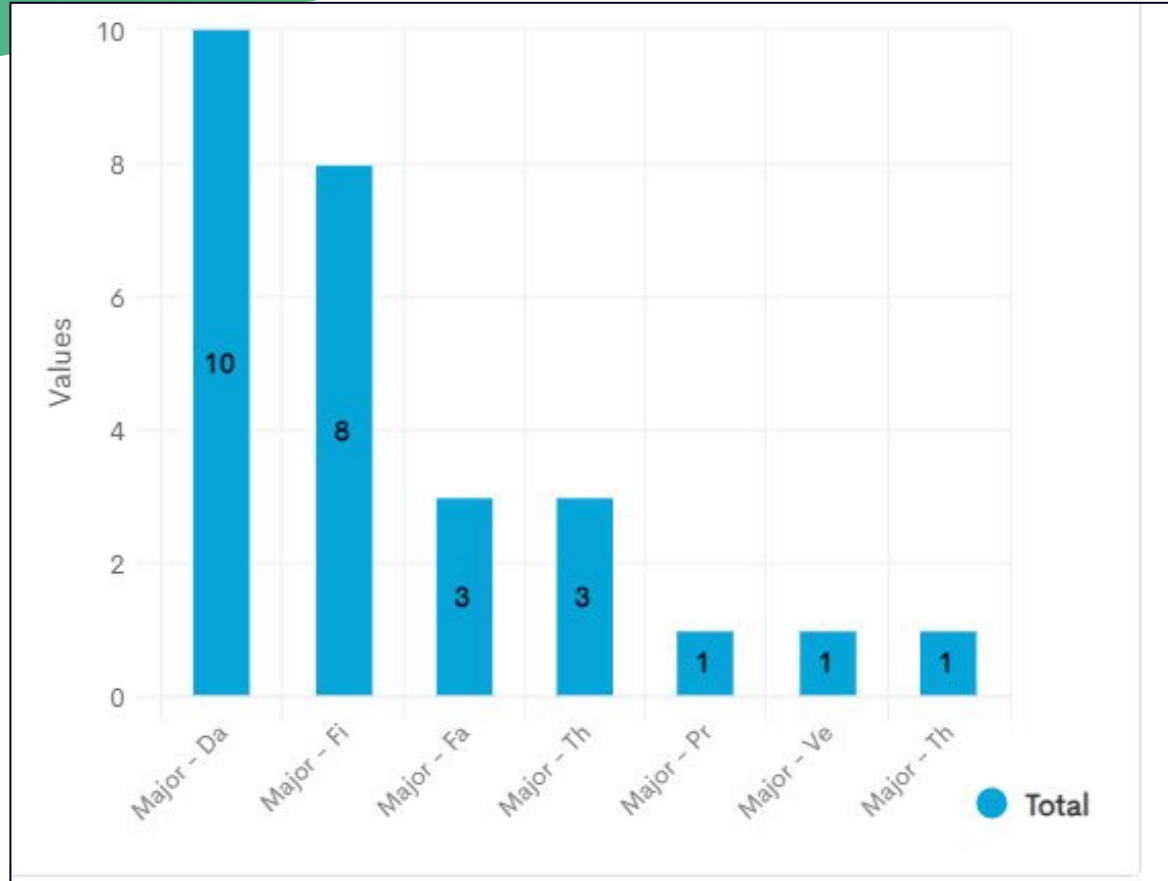
- Fighting/Aggression
- Dangerous Acts
- Threatening Behavior
- False Threat



# Major Incidents 8/23 to 3/24: A closer look at Grade 4

Categories match order in graph  
left to right

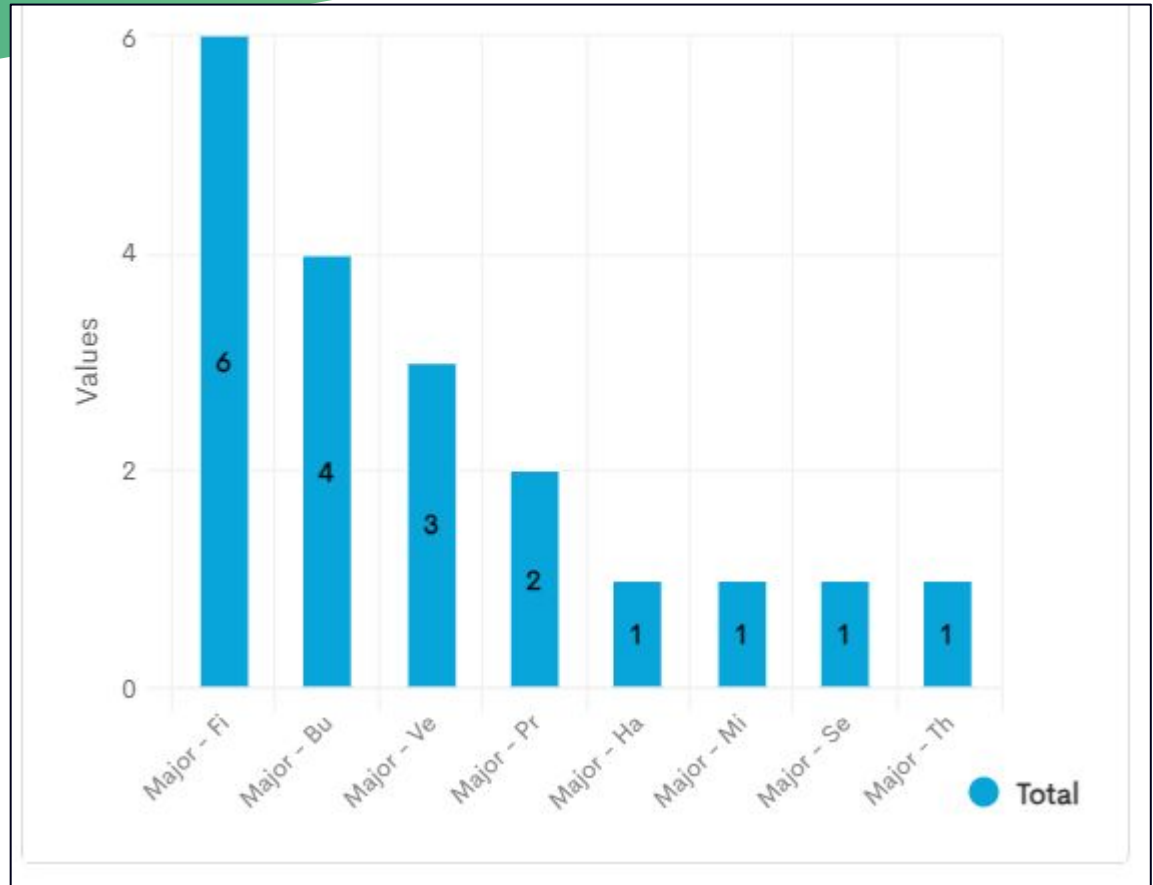
- Dangerous Acts
- Fighting/Aggression
- Threatening Behavior
- Property Destruction
- Vandalism
- Threaten Staff



# Major Incidents 8/23 to 3/24: A closer look at Grade 8

Categories match order in graph  
left to right

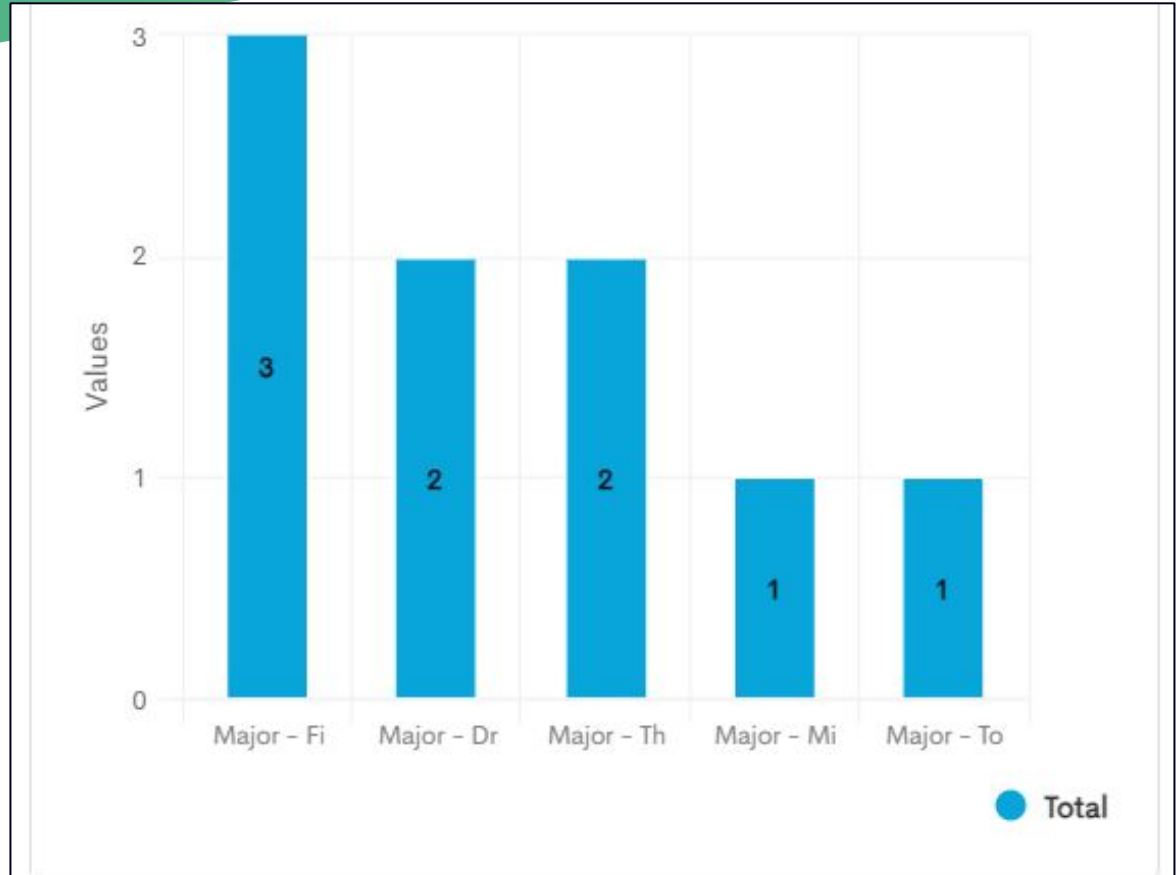
- Fighting/Aggression
- Bullying
- Vandalism
- Property Destruction
- Harassment
- Misuse of Tech
- Sexting
- Threatening Behavior



# Major Incidents 8/23 to 3/24: A closer look at Grade 10

Categories match order in graph  
left to right

- Fighting/Aggression
- Drive Violation
- Threatening Behavior
- Misuse of Tech
- Tobacco Use



## Part 3. Strategies ACSD can implement

## CURRENT PROBLEM SOLVING AND OPPORTUNITIES FOR SOLUTIONS

### *Current Problem Solving:*

- Virtual services when possible
- Identify local school capacities
- Prioritize most intensive needs
- Shift staffing patterns: most highly trained provide most needed services
- Problem solving with CSAC/Contracted Service Providers
- Continue to build MTSS to increase capacity
- Staff training and professional development

### *Current Problem Solving:*

WLC and ACP were built within ACSD in collaboration with ANWSD/MAUSD to support unmet need

- Vermont Superintendents and Special Education Directors are working on statewide problem solving
- ACSD/ANWSD/MAUSD plan to share services and problem solve across Addison County

**What ACSD needs to strengthen lagging student skills**

**More Specialized Staffing**

**Community Mental and Behavioral Health Supports**

**To increase transportation options**

**To develop additional program and placement options**

**Continue to problem solve with ANWSD/MAUSD**

**Continue our creative CSAC collaboration**

**Questions, ideas, reflections?**