

LNSU RECOVERY PLAN IMPLEMENTATION AND SUMMARY OF OUTCOMES 2021-2022

MTSS and Academic Achievement Committee

Facilitator(s):

Ashley Creighton, LNSU MTSS Coordinator

Committee Members:

Gabby Fecher, Derek Spear, Angela Spencer, Brian Irwin, Denise Maurice, Danielle Peveril, Jeremy Scannel, Chris Lesauskis, Bethann Pirie, Faith Horton, Ellen Koier, Stacey Moulton, Jacqueline Brosseau, Arielle Powers, Theresa Aiosa, Sarah King, Catrina McKnight, Nancy Randall, Brittany Kirby, Sally Vargo, Amy Day, Gail Whitten, Donna Cullivan, Crystal Koch, Charity Lanpher, Emily Marcoux, Patrick Spencer, Tori Barrows, Vicki Pinault, Katie Foss, Deb Tague, Kaitlin Bartell, Jena Creighton, Betzi Goodman

Recovery Plan Goals:

*To support Tier 1 universal instruction by increasing knowledge and understanding about a structured and balanced literacy curriculum and how the different purposes of each component supports students, to include teaching across ability levels and increasing high quality instruction via shared leadership to build expertise and sustainability.

*To re-establish a district MTSS Team whose task will be to develop a 3-year LNSU Plan.

*To provide a comprehensive PK-12 summer program.

Committee Priorities:

1. Create recommendations for supporting the implementation of a literacy and math coaching/facilitation model which embeds professional learning on the effectiveness of coaching, the use of PLC's, and proficiency-based learning.
2. Increase the effective use of data to inform instruction.
3. Expand the structures of Problem-Solving Teams, Progress Monitoring, and overall EST systems.
4. Create a LNSU MTSS Handbook.
5. Provide recommendation for strengthening the PK-12 Local Comprehensive Assessment System.
6. Review data from the K-12 2021 Summer Program to establish needs for the 2022 Program.
7. Provide recommendations for school schedules that support intervention opportunities and enrichment for every student without loss of direct core instruction time.

Outcomes and Next Steps:

Academic Achievement and Success Goal 1: Support Tier 1 Instruction

- Literacy and Math Coaching Model – The MTSS Committee reviewed the coaching model currently happening at Hyde Park Elementary School, and outlined a way to make it happen in each elementary school throughout the district. District interventionists have worked with our literacy and math consultants throughout the school year and some have begun taking steps to become coaches.

- Literacy and math interventionists have begun working on a menu of interventions for literacy and math to improve universal level instruction.
- Work completed by the district literacy and math consultants in conjunction with the district interventionists and MTSS Coordinator includes creating district-wide knowledge and understanding of strategies and supports in literacy and math for all students.
- Interventionists spent time in classrooms at the start of the year co-teaching with classroom teachers and sharing strategies.
- MTSS Website and Guidebook are in development and will focus on instructional information for Tier 1 instruction.
- Work has been done on revamping the PST/EST process to ensure that students are getting their needs met across all tiers of instruction and to create consistency between all schools, as well as enable student data to be tracked across multiple years.
- Virtual classroom of professional development is being created for all teachers in various subjects: trauma, social-emotional learning, DEI, restorative practices, new teacher mentoring, etc.

Academic Achievement and Success Goal 2 – District MTSS Team

- An MTSS Coordinator is in place in the district, as well as an established MTSS Committee.
- A library of classroom strategies has been started with the interventionists and will also be included on the MTSS website so that all teachers will have access.
- The Forefront Data Housing system will be in place for K-6 in the 2022-2023 school year, which will allow teachers and district employees to track data in real time, as well as utilize data to make informed decisions at the classroom, school and district level.
- The Problem Solving Team process and form has been changed and piloted with both HPES and several pre-school programs throughout the district.
- Local comprehensive assessments have been explored and the MTSS Committee has advocated for the use of the NWEA MAP testing K-12. The committee will gather further information about what a successful implementation for the 2023-2024 school year will entail and develop a plan for that implementation during the 2022-2023 school year. This assessment program communicates with Forefront for ease of data collection and tracking.
- A Universal Level Interventions and Strategies Manual will be implemented during the 2022-2023 school year to decrease the number of students needing higher level supports. This guidebook will include flowcharts and visuals to explain the system, as well as clear district goals to support student learning.

SEL Guide and Programming Committee

Facilitator(s):

Woody Belt, JES School Counselor; Diane Reilly, HPES Principal; Wendy Savery, Director of Curriculum

Committee Members:

Elizabeth Collman, Karen Wells, Deb Zmich, Liz Lamphere, Erin Stokes, Lauren Welch, Pam Cushman, Danielle Oldenburg, Morgan Flegar, Jan Epstein, Carrie Bullard, Anne McPherson, Melissa Barnier, Christine Newberg

SEL Recovery Plan Goal:

*Create, implement and maintain a coordinated district-wide SEL/Health/Wellness system to include providing guidance, support, and interventions for all students in each school and community.

Committee Priorities:

1. Recommend plan for completing the School Health Index (SHI) in each school, as well as use of other data to assist in the development of a LNSU SEL Guide.
2. Develop a LNSU SEL Guide.
3. Research and recommend available programs to assist in the implementation of the SEL Guide.

Outcomes and Next Steps:

SEL Guide Development – To support holistic SEL systems and evidence based practices.

- A LNSU SEL Guide will be provided for the 2022-2023 school year. For the 2021-2022 school year, each school was provided SEL Resources (including lessons and activities) from the VT Agency of Education.
- The LNSU Social-Emotional Competencies Guide will provide a framework that will support every child to become curious, engaged, and respectful members of their classrooms and productive members of their communities as they enter adulthood. It will focus on the personal and social ways all students can achieve success, while assisting our educational professionals to create, develop, and implement strategies that promote this development.
- The individual and collaborative skills outlined in the guide are separated into five major domains of competency: Self-Awareness, Self-Management, Relationship Skills, Responsible and Ethical Decision-Making, and Social Awareness. These skills are essential for every child to be successful and are foundational to building life-long skills needed for healthy relationships, productive work habits, and community-conscious action. In order to help students attain their post-secondary goals in the ever-changing work-force landscape, educators must not only nurture the development of complex academic skills, but also foster a student's ability to work collaboratively with others, problem-solve effectively, and demonstrate resilience when faced with adversity.
- Each of the five SEL domains, or learning goals, will multiple sub-goals that include developmentally grouped skills that students within all grade levels will work toward. The skills will be organized in the following grade level clusters: Pre-K and K, Grades 1-2, Grades 3-4, Grades 5-6, Grades 7-9, Grades 10-12, and Adult.

School Health Index

Hyde Park Elementary School piloted the School Health Index. They will continue to explore how best to implement this across the district, with a focus on how to get the best results in a timely manner.

Restorative & Trauma-Informed Practices Committee

Facilitator(s):

Mark Scott, Lamoille Restorative Center; Maria Davies, LNSU Diversity, Equity and Inclusion Coordinator

Committee Members:

Jen Clark, Tim Dobson, Shannon Sinclair, Jon Brown, Ian Trombulak, Cynthia Tighe, Santha Dahlin, Megan Davidow, Morgan Baumann, Katie Mahoney, Amanda Graner, Anastasia Zeglen, Erin Paquette, Hillary Marcelino, Carol Towle, Danielle Levine, Carolyn Richards, Angie Baitz, Nick Lodge, Walter Wendling, Kirstyn Iwaskiwicz, John Lukens

Recovery Plan Goal:

*To help student's better deal with conflict and improve school culture, a new three-year plan is needed in the areas of trauma-informed and restorative practices, as well as approaches to healthy school climate and day-to-day practices and procedures.

Committee Priorities:

1. Develop a new LNSU three-year plan, to include trauma-informed practices, improving culture/climate and social skills, and increasing understanding and importance of diversity and inclusion.
2. Assess professional training and coaching needs and determine opportunities to be offered.
3. Develop a Restorative Practices/Trauma Informed Practices Toolkit and make recommendations for school handbook updates.

Outcomes and Next Steps:

Goal – To help students better cope with conflict and improve school culture.

- One thing that emerged during this year was the need to have flexibility around restorative practice and diversity, equity and inclusion (DEI) approaches to each school community. Each school has its individual needs and, therefore, the implementation of each activity needs to be tailored to meet the needs of each school community. Ongoing training has been successful overall, but the recommendation is to adapt the training to incorporate the school-based implementation teams and the creation of a formal district leadership team. Each school will identify a cohort of individuals who will lead the planning and implementation of a three-year Restorative Practices and DEI Work Plan. Each school will also identify two members to join the LNSU DEI/RP Team. The team will be responsible for identifying district-wide training needs to be incorporated into the district-wide professional development plan. It will be facilitated by the DEI Coordinator and the RP Specialist.
- Creating a train-the-trainer model would be absorbed into the creation of web-based training materials and school-based implementation team work. This would also assist with establishing a K-12 system of learning for all staff in real time. The website framework has been created, and will soon be ready to populate with materials. This will be a web-based resource library of RP and DEI lessons, workshops, videos and documents for educators and staff to access. Parent and youth portals will also be available.

- The creation of a K-12 and Administrative Framework is part of our next step. This framework will guide each school in the adoption of Trauma Informed, DEI/RP work. Schools will work with the DEI Coordinator and RP Specialist to identify local training needs, training sequencing, and further training modalities. Through this process, a RP/DEI Guidebook/Toolkit will be developed.
 - Human and material resources to be considered for our next steps include, but are not limited to:
 - Continuing our contract with a Restorative Practices Specialist/Lamoille Restorative Practices Center.
 - Continued work with our DEI Coordinator.
 - Grant and/or locally funded stipends for participation on school-based and leadership teams, to
 - Include work beyond contracted hours.
 - Technical support for organizing and oversight of the new website, as needed.
 - Professional development trainers/opportunities as needed.
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Universal Screener and Referral Process Committee

Facilitator:

Bethany Turnbaugh, LUHS Dean of Students

Committee Members:

Diane Lepikko, Angela Link, Cori Rockwood, Dana Kupiec, Jen Holtzman, Marie Dunbar Cloutier, Emily Braggins, Meaghan Parker, Alyssa Fuller, Adam Bank, Nicola Martino, Kayla Zakrzewski, Dedra Dolan, Hillary Hoag, Jeff Hunsberger, Healthy Lamoille Valley, Restorative Justice Center Lamoille County Mental Health

Recovery Plan Goal(s):

*Assist families in meeting their basic needs, home to school connections will be strengthened in order to help students navigate school, home, and community life.

*Provide substance use education, prevention and counseling to students and families.

*Create consistent methods for tracking, analyzing, and responding to attendance concerns through an equity lens, resulting in decreased absenteeism, as well as improving the responsiveness and communication with families with barriers to include a more robust referral and wraparound system.

Committee Priorities:

1. Make recommendations for Universal Screeners and their implementation.
2. In collaboration with community partners, strengthen the LNSU referral process for attendance/truancy, mental health, and substance use issues.
3. Make recommendations for on-going training on recognizing the signs of mental health crisis.
4. Create consistent methods in the attendance data systems and procedures, to include recommendations for data tracking, analyzing, and responding to attendance concerns, with a focus on historically marginalized populations.

Outcomes and Next Steps:

Goal – Create consistent methods in attendance data systems and procedures, to include recommendations for data tracking, analyzing and responding to attendance concerns.

- The School Engagement Specialist (SES) position was increased from .60 FTE to 1.0 FTE for the 2021-2022 school year. The specialist applies restorative case management practices to help children/youth and their families struggling with school attendance navigate multiple systems of support to address barriers to school engagement. They build relationships with youth and families and utilize established and collaborative connections with school personnel, DCF, and human service providers in the community, to help families to develop and implement plans for improved school attendance.
- The full-time nature of the SES position has allowed for an increased presence and focus on the schools, families, and students of LNSU. This new capacity has supported the following abilities in the SES position, many of which were part of the role, but there is now more time dedicated to each referral.

Early Interventions:

- Early referrals (at 5-10 days absent)
- Introduction to families in the fall
- Groundwork for relationship building throughout the school year
- Ability to more thoroughly track progress, change, or concerns
- Providing resources and communication avenues

In-Person Connections and Relationship Building

- Home visits
- Routine building and parent support
- Texting and phone availability for ease of communication
- IEP/504/EST meeting attendance
- Meetings with school staff around student support teams
- Ability to be a regular presence in each school building

School Engagement Culture and Support

- Weekly peer group facilitation
- Coordination with Home-School Liaison
- Coordination with School Resource Officer
- SEL resources and integration
- Support and participation in restorative practices in school planning and implementation
- Recovery Plan sub-committee on Attendance

Work with Community Partners

- DCF
- LCMH
- LFC/Lamoille Interagency Network for Kids (LINK)
- Easter Seals
- BARJ
- JOBS
- CVABE
- Behavioral Health and Wellness
- Healthy Lamoille Valley

- The SES is currently working with 42 LNSU families, has had 58 referrals, and 10 petitions have been filed. She is also interested in providing professional development in the following areas: Youth Substance Awareness, Brain and Addiction, Talking to Kids, Talking to Kids about Racism, Restorative Practices in Schools, Non-Violent Communication, Reflective Listening, and Mental Health Trauma and Informed Care.
- Peer Groups in the High School: A peer group was designed this year around intentional social time for a specific student group struggling with class cuts. In hopes of encouraging regular class attendance, time was set aside each week for them to sit down with the SES and others to color, chat, and debrief the week. The intention was to allow them conscientious time with each other without disrupting the rest of the school's schedule. The students were engaged about the issues in their lives and their sentiments towards school. In addition, the Intervention Team worked to further address the concerns, and the need to adjust the use of the new Student Support Center also surfaced as a need to be addressed. The focus for improvement will be to have high expectations while at the same time providing a space and support, to actively create a space to co-regulate and decompress, and to respect that students have the capacity to identify leadership within their group, their own sensations and feelings, the problems that are at the forefront of their minds and how they are interconnected to their peers and lives inside and outside of school. The SSC needs to continue to nurture this development and make an applied habit of problem-solving and communication skills that will hopefully infiltrate into the school community.
- It has been recognized that one of the biggest side effects of COVID has been the lack of school communal gathering. This has impacted their ability to know where their peers stand on numerous issues and what the consequences of certain behaviors are, leaving them feeling a pervasive sense of uncertainty in their school, especially around issues involving harassment, racism, and threatening behavior. Especially for a group struggling with life circumstances that make basic needs hard to meet, this feeling of uncertainty sets of habits of reactive and problematic behaviors. They're trying to establish their own realms of safety but that is arising in a problematic pattern of making spaces for other students feel unsafe.
- Next steps include finding the time to sit down and communicate as a group, as students have demonstrated the ability to calmly discuss what issues are bothering them. Collaboration on how best to communicate something and establish boundaries around conflict and varying needs have to be a priority, as well as reminder of respect for others, which goes a long way. A focus on nonviolent communication and building vocabulary that can be shared with each other are also priorities.
- Elementary and Middle School and Other Life Transitions: Strengthening the transition from elementary to middle school is an area that was also focused on this year and needs to continue as a key focus area. There were visits from the LUMS School Counselors, peers from LUMS, and Healthy Lamoille Valley (substance refusal skills) to help guide them through questions they have about the next year. Restorative practices were also utilized to talk about the increase in independence and responsibility at the middle school level. There are plans to start a small breakfast club next year at LUMS with the SES to assist students who are struggling with the transition and to curb attendance issues. Another key priority at the elementary level to review the referral process for attendance/truancy issues and to make connections with the SES much earlier in the process.

- The K-12 sub-group on attendance met and identified the following needs:
 - To establish consistent district-wide policies regarding attendance and communication between families and schools.
 - Create consistent coding procedures to track student attendance and establish guidelines for determining if an absence is excused, unexcused, medically related, etc. District-wide coding would help keep student records consistent as they moved through our schools and allow staff the address specific types of absences in their record keeping and data tracking.
 - Consistency for family communication can assist in transition stages between schools, and establish consistent messaging throughout a child’s schooling about standards of attendance, community engagement, and availability of resources. This will also help our families who are historically marginalized by issues such as housing insecurity, lack of education, and financial instability to have a better opportunity to provide standards and understanding for their students. It would also assist with supplying accessible and relationship-building resources for families regardless of their circumstances.
 - Creation of district-wide attendance procedures would include guidelines to eliminate gray area and have a clear line to hold when it comes to school expectations and consequences for school absenteeism. This would include non-negotiable definitions and procedures for recording attendance, and would reinforce the role and ability of a home-school liaison to outline and create a collaborative team to address student needs for increasing attendance.
 - For those students and families who have exhausted the school’s resources and adaptability, and still continue not to engage, the hope is to involve restorative practices that still have firm support for consequences, but can help to accommodate the relationship between the school, family and community partners.
 - Focus on research that stresses the following strategies for success and take note of students who miss more than five days of school in the first month and the number of kindergarteners who have chronic absenteeism:
 1. Use mentors as a light touch approach to building relationships with children and their families.
 2. Promote an attendance culture when connecting with guardians.
 3. Manage in-school behaviors effectively.
 4. Address underlying factors when possible.
 5. Utilize the multi-tiered systems of support model.
 6. Reward positive behavior.
 7. Track attendance in real time and maintain communication with all parties.

Goal - Assist families in meeting their basic needs, home to school connections will be strengthened in order to help students navigate school, home, and community life.

Activity: In collaboration with community partners, strengthen the LNSU referral process for attendance/truancy, mental health, and substance use issues.

- Positions were created to support this work. The addition of two district Home-to-School Liaisons and a district- wide School Engagement Specialist provided additional support to families identified as at risk. The addition of these positions allowed for more preventative work to be done. Lamoille Restorative Center worked with a small group of students at the high school level during the first quarter of the school year to provide a restorative approach to respond to students who were “present” to school but disengaged from their academic programing. This group worked to identify problem areas and potential solutions. The SES created a small Group at the High School that included several students with the highest attendance issues. This Group work allowed for relationships and connection and a better understanding of needs and barriers. Replicating this group model at the Middle and Elementary levels may be beneficial.

Goal: Provide substance use education, prevention and counseling to students and families.

Activity:

- 1. Make recommendations for Universal Screeners and their implementation.*
- 2. In collaboration with community partners, strengthen the LNSU referral process for Attendance/Truancy, Mental Health, and Substance Use Issues.*
- 3. Make recommendations for on-going training on recognizing the signs of mental health crisis.*

- In partnership with Reclaiming Futures the high school will continue using the SB-SBIRT, Check Yourself. Additional recommendations that extend into the middle and elementary levels include using apps such as Mood Meter, Close Gap and similar apps that can support developing self-awareness and building systems that create intentional moments of connection and opportunity for teachers and staff to check in with students. Elementary schools and the middle school report not having the capacity to support universal screeners. The creation of a triage team would be needed to run similar Universal Screening programs at these levels.
- Lamoille County is rich with resources and despite the many available resources, barriers to accessing these services remain. The greatest being transportation, long waitlists and many families not knowing how to navigate different systems and agencies. Increasing accessibility for students to receive services at school during the scheduled school day was a clear need that came forward during this work. A modification to the original goal would be to support individual schools to collaborate with community partners to bring services into schools. Asking Community Partners to create a menu of services or a “base camp” would be supportive to creating a referral process and a better understanding of what services are available and who is the appropriate agency.
- The referral process is often where we lose parent engagement. Creating MOUs with Community Partners would allow for more collaboration and services to be available within the school.

Goal: Create consistent methods for tracking, analyzing, and responding to attendance concerns through an equity lens, resulting in decreased absenteeism, as well as improving the responsiveness and communication with families with barriers to include a more robust referral and wraparound system.

Activity: Create consistent methods in the attendance data systems and procedures, to include recommendations for data tracking, analyzing, and responding to attendance concerns, with a focus on historically marginalized populations.

- Cohesive flow from one school to another with siblings*
- Within the district the way we track attendance is different, inconsistencies,*
- Specific guidelines for illnesses*
- Within the district there are different systems in place to alert the parents and staff how many absences each student has accrued*
- Standard getting established and communication needed*

- Short Term Goal: Defining what we can actually do to get kids to come to school.
- Long Term Goal: Devise an attendance plan for every school in the district to have the same attendance policy/procedures/ways to report and numbers of absences.

*Action Steps:

- Find some codes that will be universal throughout the district
- Logical number of absences before the letters start to go home
- Define the steps of when school engagement gets involved
- Internal attendance person to alert chronic absenteeism
- Defining roles and responsibilities

*Questions:

- How do we establish a process for students who have exhausted everything the school has to offer?

*Resources we need:

- Communication of standards at the district level
- A way to get the parents on board with the school plans

*What does this look like?

- Each school needs district-wide cohesive policy and coding regarding a student's tracked attendance. This requires guidelines for determining an absence as either excused or explained, unexplained, medical, etc. Providing coding district wide helps keep student records consistent as they move through schools and allows staff to address specific types of absences in their record keeping and data tracking. This first point directly correlates to the following two.
- District-wide practices for family communication allow for consistency and relationship building throughout a student's education. This consistency can also assist in transition stages between schools. Families need to receive consistent messaging throughout a child's schooling about standards of attendance, community engagement, and availability of resources. If this can be applied across schools within the district, then our families who are historically marginalized by issues such as housing insecurity, lack of education, and financial instability have a better opportunity to provide standards and understanding for their students as they move throughout the district. Outlining steps for family communication would assist schools across the district in supplying accessible and relationship-building resources for families regardless of their circumstances.
- An essential part of this approach is to provide structures and systems to support staff in their communications home. A district-wide attendance policy would include guidelines to eliminate gray areas and have a clear line to hold when it comes to school expectations and consequences of absenteeism. Part of the goal would be to establish non-negotiable definitions and procedures for recording attendance (what is an explained absence, what is the time allowance for tardiness, how is an unexplained absence recorded, how can we include "remote" absences). This would also involve reinforcing the role and ability of the Home-School Liaison and outlining how to create a collaborative team to address a student's needs for increasing attendance. A part of their role could also include being the internally assigned person for referrals to community partners in regards to chronic absenteeism and reporting educational neglect (a student who has accumulated 20 unexplained absences, as according to DCF).

- Provide universal, positive encouragement to all families (Tier 1) regarding attendance, and then have structures in place to clearly guide when and how Tier 2 and 3 supports would become necessary. The leading question that we were left with was: What becomes the process for students who have exhausted the school's resources and adaptability and still continue to not engage?