

Department of Student Services Budget Conversation

Dr. Jessica Sciarretto, Director of Student Services
March 22, 2023



The Department of Student Services

- Special Education Teachers
- Preschool
- School Psychologists
- Speech Language Pathologists
- School Counselors
- Occupational Therapists
- Physical Therapists
- Nurses
- COVID 19 Health & Safety Compliance Liaison
- Family Care Coordinator
- Board Certified Behavior Analyst
- Special Education Paraprofessionals
- Registered Behavior Technicians
- School Social Workers
- Homebound/Hospitalization
- McKinney Vento Homeless Liaison
- English as a Second Language (EL)
- Tutoring for the Incarcerated
- Attendance Review
- Teacher of the Deaf and Hard of Hearing
- Teacher of the Visually Impaired
- Consultants
- Medicaid
- Expulsion education
- Post-Secondary Transition Services (18-22 yr old's)

Student services works with ALL students!

“ *Your present circumstances don't determine where you can go; they merely determine where you start.*

Nido Qubein

Total Budget

Let's start with the totals

Budget Implications



| | 22-23 Budget | 23-24 Budget | Difference | % |
|---|----------------|----------------|------------|-------|
| Transportation Special Ed Transport in and out of district, vocational assessment transportation | \$2,109,506.00 | \$2,465,652.00 | \$356,146 | 16.88 |
| Public Tuition WAMS, Nonnewaug, State Technical High Schools, CREC, Juvenile Detention Tutoring, Interpreters | \$1,616,036.00 | \$2,213,205.00 | \$597,169 | 36.95 |
| Private Tuition Region 15 placed students in a Private Special Education School | \$3,879,960.00 | \$4,109,382.00 | \$229,422 | 5.91 |
| Pupil Services Outside evaluations,, Behavior Consultants, TOD, TVI, etc. | \$597,000.00 | \$940,000.00 | \$343,000 | 57.45 |
| Revenue Excess Cost, Preschool | \$2,196,724 | \$3,107,407 | \$910,683 | |



Transportation

Current Year:

- Higher Daily Rates
- Companies dropping runs due to lack of drivers
- Low State-Wide Inventory of Wheelchair vehicles
- "Price Gouging"

McKinney-Vento

- Children and Youth experiencing homelessness have the opportunity to enroll in, attend, and succeed in school:
 - ▷ Choice of School
 - ▷ Comparable Services
 - ▷ State/Local Policies must not keep homeless children from attending school
 - ▷ Must not be segregated

Transportation Collaborative

- Ed Advance Transportation Co-op
 - ▷ Working with several Local Districts to keep pricing competitive
 - ▷ Allow for availability of transport when sites change or are added
 - ▷ Ride Share with other Districts

“ *It does not matter how slowly you go as long as you do not stop.*

Confucius



Public and Private School Placements

Why did the line increase in the budget?

Prices went up higher than the 5% budgeted



Most services are ala cart and students are presenting with more difficulty



New students with very challenging needs are potentially going to be a placement



Professional Development and Training of internal staff is occurring constantly



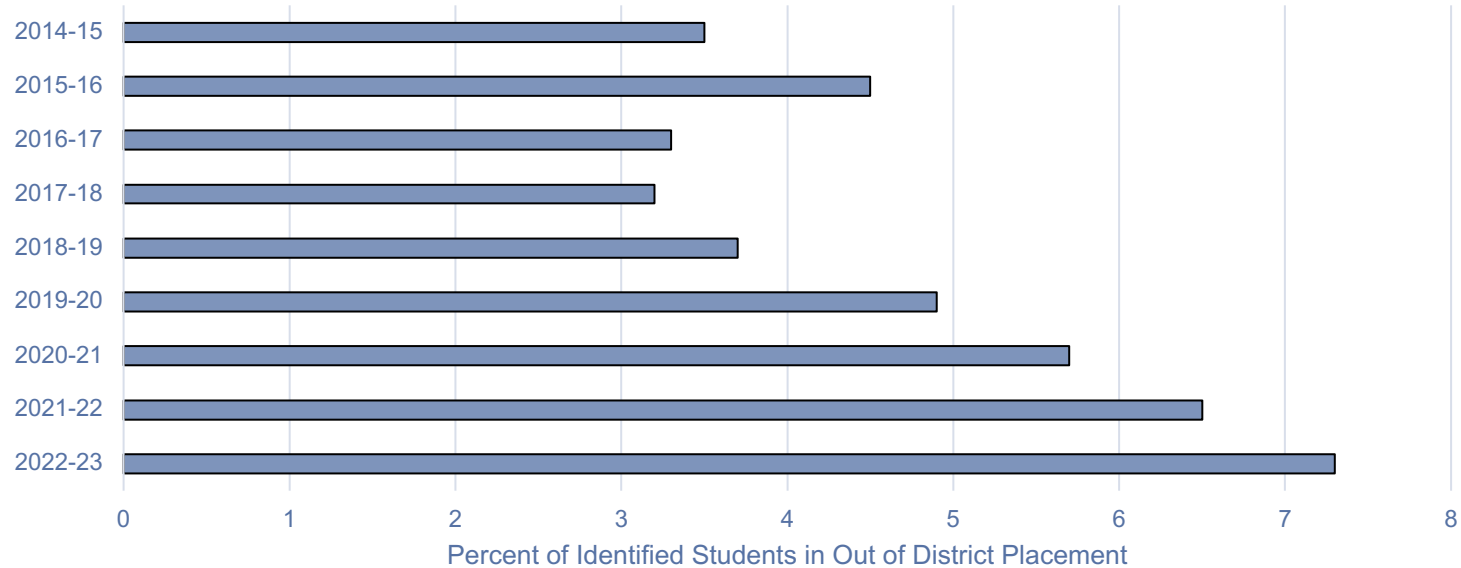
DCF 603 placement changes



Students who are ready to return to District were reviewed and some returned



% of Region 15 Students with Special Needs placed in Out of District Schools

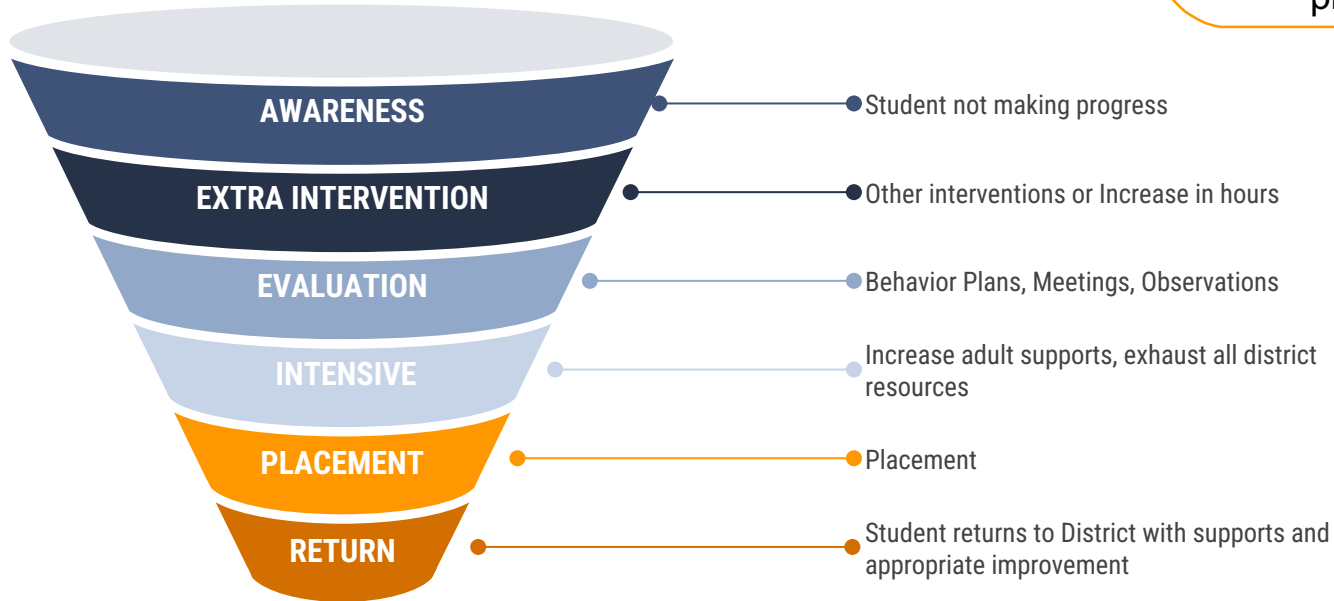




Anatomy of an Out of District Placement



Also found on
Slide 16 in my
1/23/23
presentation



“ *I don't need easy. I just need possible.*

Bethany Hamilton

Vocational Training
Outside Therapy for OOD Students (OT, PT, SLP)
LPN services
Substitute Nurses
Sign Language Interpreting Services
RBTs
Specialized Reading Instruction
Neuropsychological Evaluations
Teacher of the Visually Impaired
Clinician in the Collaborative Learning Program
School Avoidance Supports
Hearing Aid and Amplification Services
Psychiatric Evaluations
Clinical Psychological Evaluations
Augmentative and Alternative Communication evaluations
Transition Coordinator
Mobility Instructor
Literacy Evaluations
Oral Sensory-Motor/Feeding Evaluations
Speech Language Evaluations
Assistive Technology Evaluations
Interpreting/Language Services



Post Pandemic Mental Health Concerns

Students

- Feeling isolated
- Lack the emotional support that they had previously had at school through relationships with teachers/counselors
- Experiencing depression, anxiety, grief, and loss.
- Anxious about parents who lost work
- Loss of routine, which affected their learning and social engagement
- Loss of motivation and the ability to focus on schoolwork and learning
- Social isolation and withdrawal

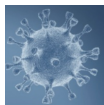
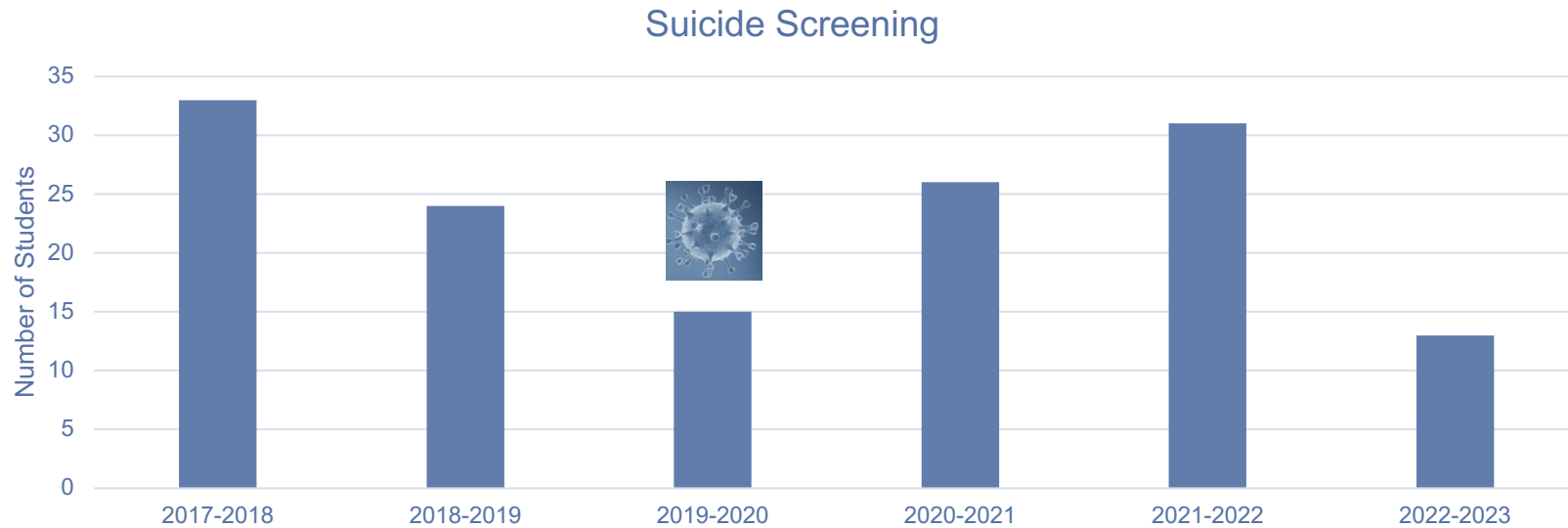
“mental health among students overall continues to worsen, with more than 40% of high school students feeling so sad or hopeless that they could not engage in their regular activities for at least two weeks during the previous year. We also saw significant increases in the percentage of youth who seriously considered suicide, made a suicide plan, and attempted suicide. ”
–Centers for Disease Control and Prevention, Youth Risk Behavior Survey (YRBS) 2021

Teachers

- Need training beyond academics
- Note changes in social interactions among students
- Student stress and anxiety more prevalent in earlier grades
- Students feel loss from social events not occurring
- Increases in children’s dysregulated, internalizing, and externalizing behaviors and decreases in children’s adaptive behaviors.

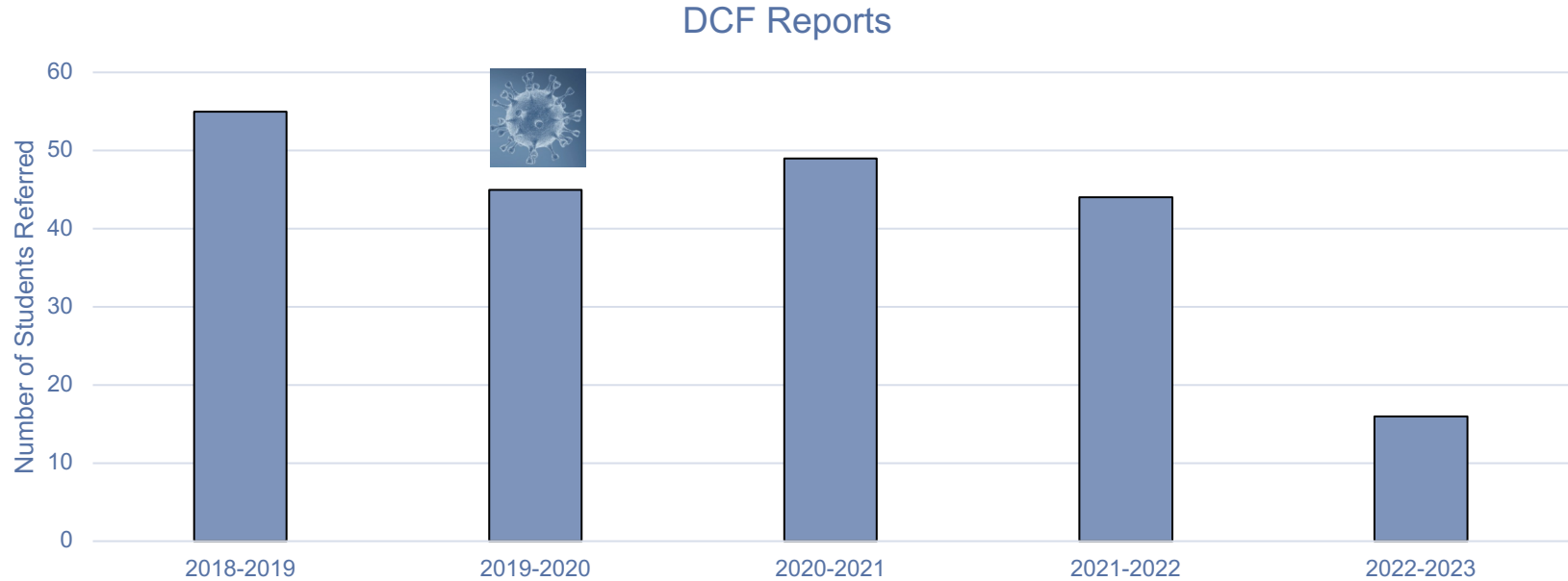
Self-regulation skills are considered foundational to the types of dysregulated, externalizing behaviors that appear most affected by the pandemic: they shape children’s ability to focus, control dominant impulses, switch attention between activities, and remember multistep directives. Adverse events in children’s environments, and experiences of adversity over time can trigger immediate physiological and emotional responses that, when activated for prolonged periods, can alter how children respond to ongoing stress, resulting in continuing reactive, impulsive, and dysregulated behavior.

Screening for Suicide Ideation

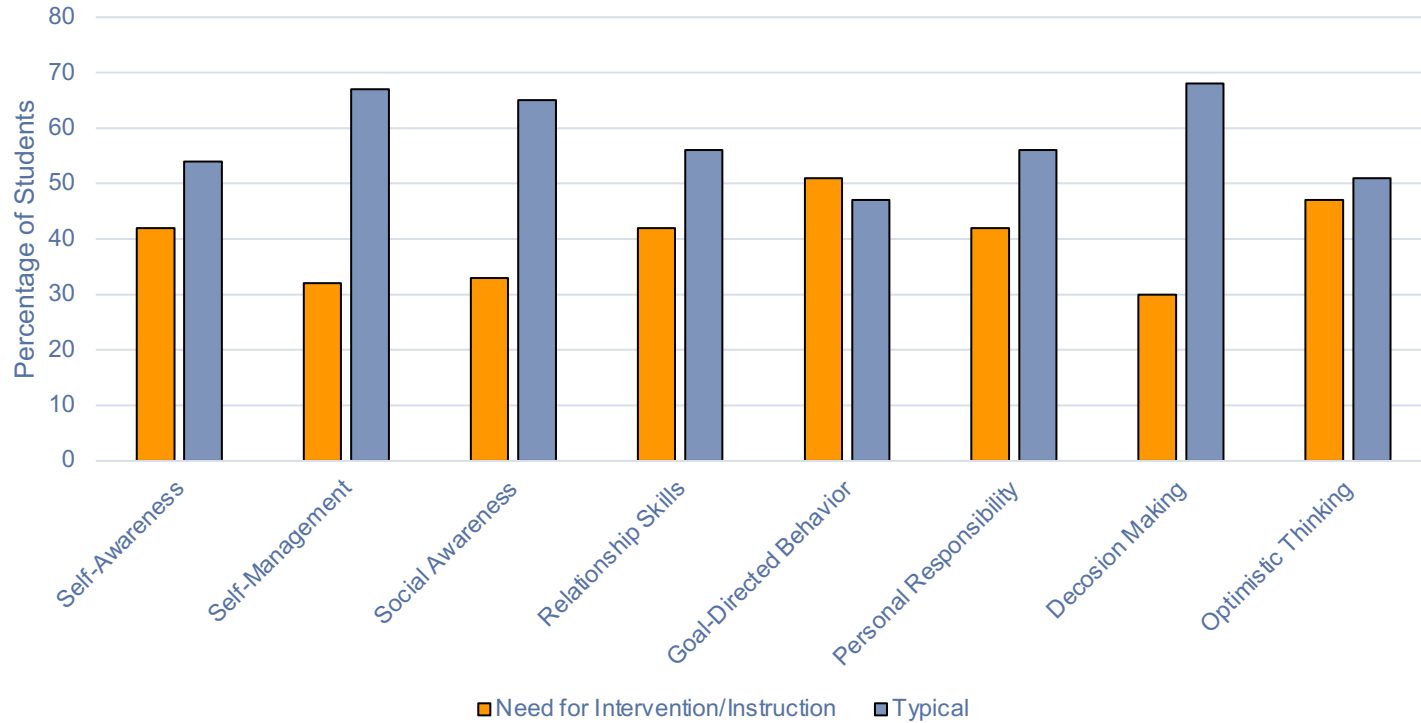


COVID 19

DCF Referrals over Time



Devereaux Student Strength Assessment (DESSA) 2023 Winter Results



Changes in Mental Health and Behavior Difficulties

Safety Plans

20

Behavior Plans/Contracts

24

PTSD

Attendance

Depression

Sleep Disturbance

Community Violence

Household Violence

Abuse/neglect

Dating Violence

Hearing Voices

Social Issues

Substance Use

Anxiety

↓ in Healthcare Access

Sexual Harassment

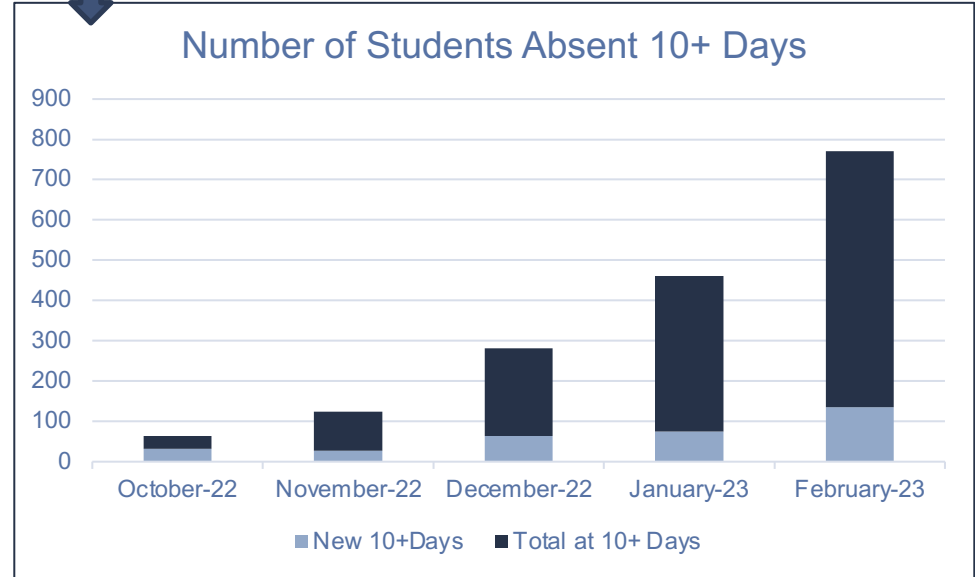
Harassment

Suicidal Ideation

Food Insecurity

Attendance Rates over School Year 2022-2023

| Month | % Present | % Absent |
|----------------|-----------|----------|
| September 2022 | 96% | 4% |
| October 2022 | 94% | 6% |
| November 2022 | 94% | 6% |
| December 2022 | 93% | 7% |
| January 2023 | 95% | 5% |
| February 2023 | 94% | 6% |



Social Work Referrals

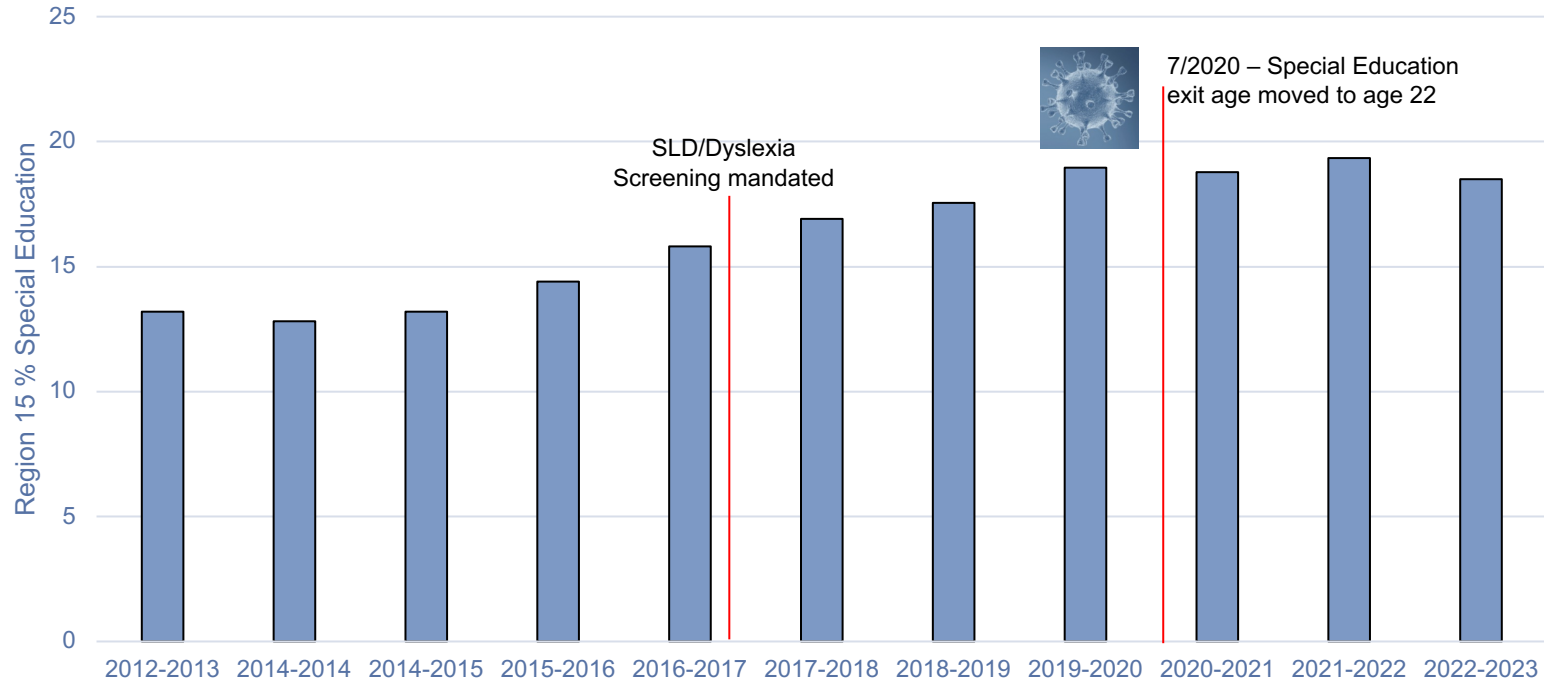
| Elementary | Referrals |
|------------|-----------|
| 2020-2021 | 146 |
| 2021-2022 | 155 |
| 2022-2023* | 200 |

| Secondary | Referrals |
|------------|-----------|
| 2020-2021 | 145 |
| 2021-2022 | 145 |
| 2022-2023* | 204 |

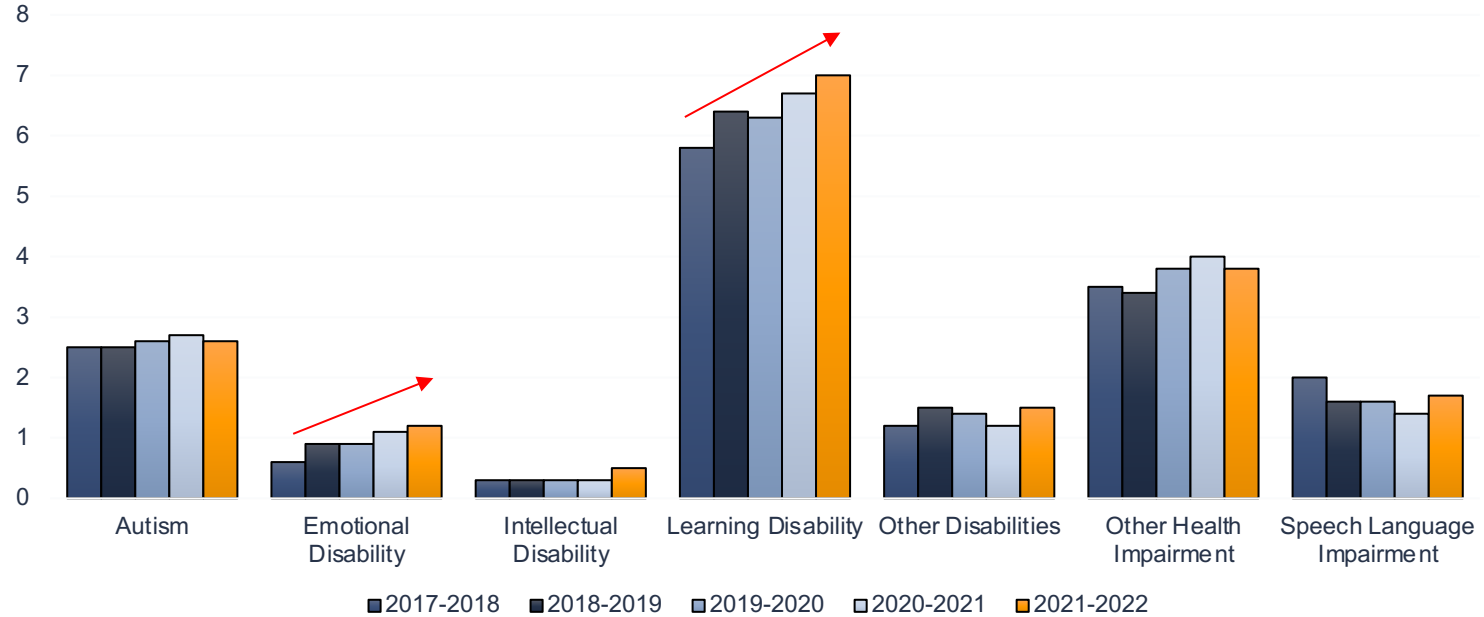
*As of 3/15/23

Services include and are not limited to: Home visits, phone calls, referrals to agencies, referrals to programs, follow ups, McKinney-Vento supports, connections to local resources

Special Education Rates over Time

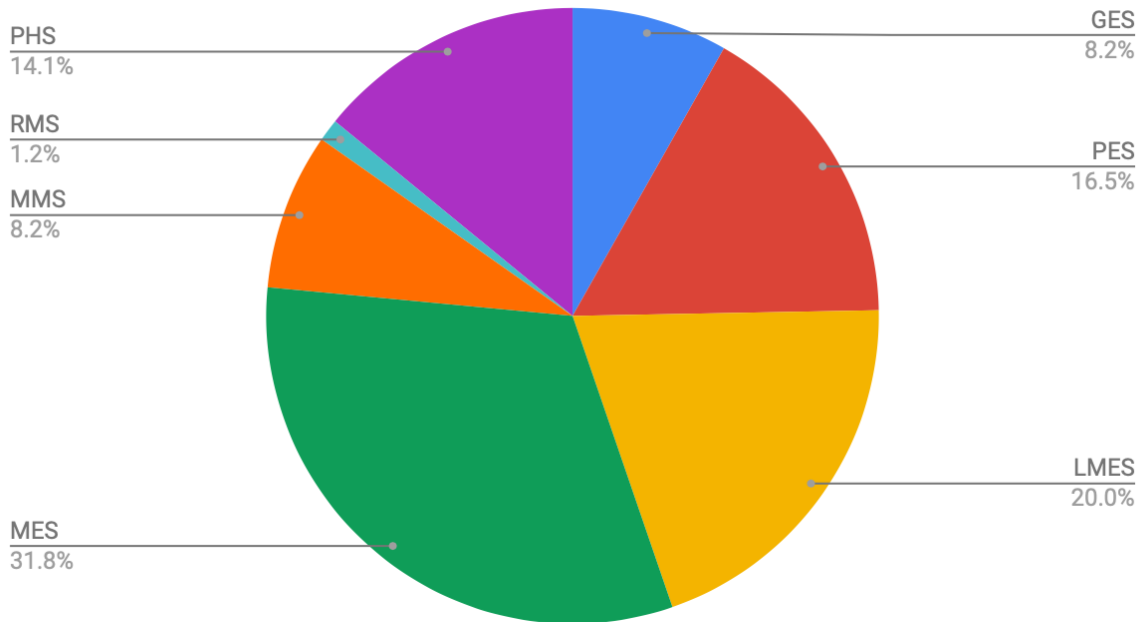


2017-2022 Percentage Rates of Disability

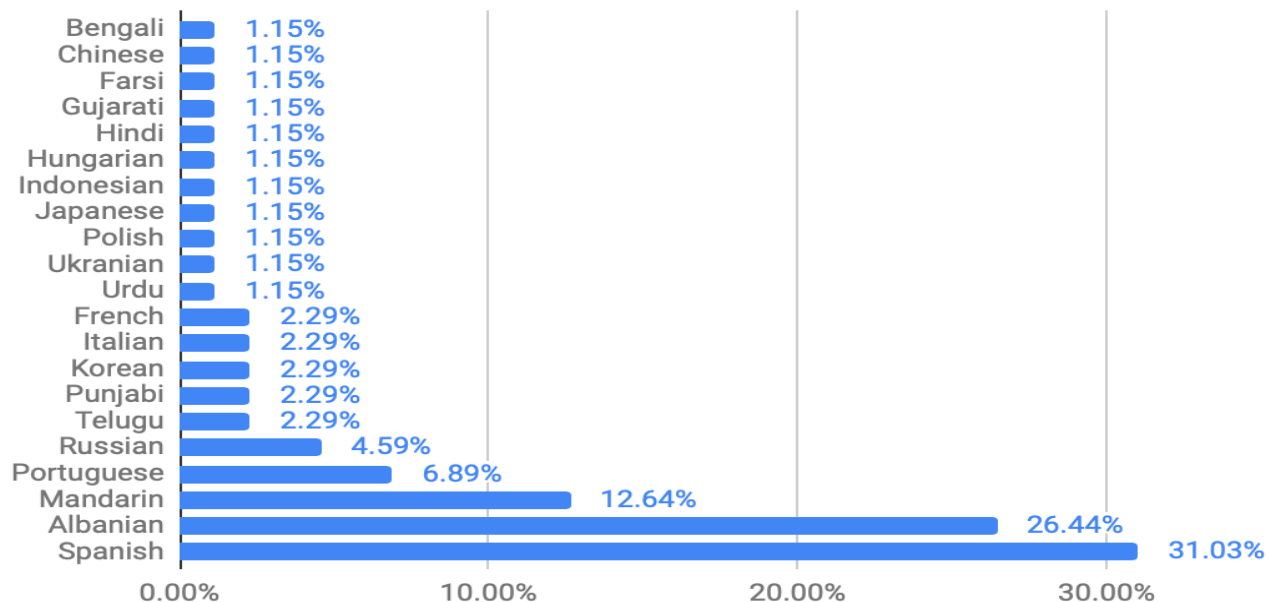


2022-2023 Region 15 Multilingual Learners

Distribution of Multilingual Learners (Active & Monitored Support)



Home Languages of Current MLs



“ *There is no greater disability in society than the inability to see a person as more.*

Robert M. Hensel

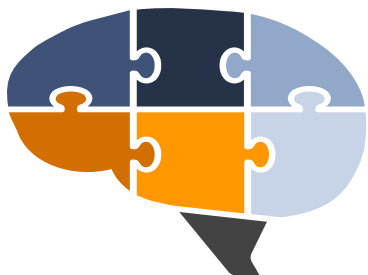
**What is being done
to serve students
and create
efficiencies?**



Training for Specialized Reading Instruction



| Orton Gillingham | Teachers Trained |
|-----------------------|------------------|
| Workshop (subscriber) | 1 |
| OG 1 (30 hours) | 19 |
| OG 2 (70 Hours) | 3 |
| Associate/Classroom | 1 |



| Wilson | Teachers Trained |
|-------------------------|------------------|
| 3 Day Training | 20 |
| 3 Day Advanced Training | 5 |
| Level 1 Certification | 2 |
| Foundations Training | 3 |



Training to Support Staff: Train the Trainer

- Physical Management Training
- Paraprofessional Instruction
- Registered Behavior Technician Training
- Parent Management Training
- District CTSEDS Expert Trainers



Determining In-District programming

First review of IEPs and Service Hours that have come into the new school year

Meet with staff who may need to move to other buildings for support

Redistribute resources to assist schools in need

Determine what kind of service, where it is to be housed, who will teach, etc..

Current data is currently supporting a potential elementary behavior based program to support our youngest learners. If this is the case, it is potentially cost neutral.

New Program

OCT

NOV

DEC

JAN

FEB

MAR

APR

Conversations in each building to determine needs and overages

Dipstick check of services and service hours

Determine if changes can be made. Class can be created based on group of students with presenting issues



SUPPORTS



Extended School Year Services

Non-regression

Regression/
Recoupment

Exception,
not the Rule



A PICTURE IS WORTH A THOUSAND WORDS

Region 15 has an Award winning Unified Sports program at PHS. MMS and RMS both have active middle school Unified Programs!






Questions?

REFERENCES

- Czeisler, M. E., Lane, R. I., Petrosky, E., Wiley, J., Christensen, A., Njai, R., Weaver, M., Robbins, R., Facer-Childs, E., Barger, L., Czeisler, C., Howard, M., and Rajaratnam, S. (2020). Mental health, substance use, and suicidal ideation during the COVID-19 pandemic, United States, June 24–30, Morbidity and Mortality Weekly Report, 69(32), 1049–1057. <https://www.cdc.gov/mmwr/volumes/69/wr/mm6932a1.htm>
- Hanno, E. C., Cuartas, J., Miratrix, L. W., Jones, S. M., & Lesaux, N. K. (2022). Changes in children's behavioral health and family well-being during the COVID-19 pandemic. *Journal of Developmental and Behavioral Pediatrics*, 43(3), 168–175.
- Institute of Education Sciences (IES). (2019). National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017–18. National Center for Education Statistics. https://nces.ed.gov/surveys/ntps/tables/ntps1718_ftable06_t1s.asp
- _____. (2020). Table 1.1 minimum number of instructional days and hours in the school year, by state: 2020. State Education Practices. National Center for Education Statistics.
- _____. (2022a). Back-to-school statistics. National Center for Education Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=372>
- _____. (2022b). Nation's Total Public School Enrollment Did Not Change from Fall 2020 to Fall 2021. National Center for Education Statistics.
- _____. (2022c). School Pulse Panel 2021-2022. National Center for Education Statistics. <https://ies.ed.gov/schoolsurvey/>
- Jones, S. M., Barnes, S. P., Bailey, R., & Doolittle, E. J. (2017). Promoting Social and Emotional Competencies in Elementary School. *Future of Children*, 27(1), 49–72. <https://eric.ed.gov/?id=EJ1144815>



National Academies of Sciences, Engineering, and Medicine. 2023. Addressing the Long-Term Effects of the COVID-19 Pandemic on Children and Families. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/26809>.

Rosen, M. L., Rodman, A. M., Kasperek, S. W., Mayes, M., Freeman, M. M., Lengua, L. J., Meltzoff, A. N., & McLaughlin, K. A. (2021). Promoting youth mental health during the COVID-19 pandemic: A longitudinal study. Plos One, 16(8), e0255294.
<https://doi.org/10.1371/journal.pone.0255294>