

Notes for public record
September 29, 2017

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Counselors:

Judith Palmeri - Academy, Tracy Binet Perrin – Green Street School, Kathryn Mason – Oak Grove

Counselors conducted informal survey of students who they felt were living in trauma – serious, one time situation, or more complex trauma that occurs over time caused by those whom the student should be able to trust, 35% experience life altering trauma, Green Street School looked specifically at Poverty, addiction of parents

Same % at Green Street, this means that in a class of 20 there are 6 to 7 students coming in with trauma, not ready to learn,

Some of the types of behaviors:

Hyper-vigilant, they tune into other things around them

Hypo – stealth they know how to go under the radar, fall asleep, no eye contact,

All students look different and students living in trauma in all classes Pre-k through 6th grade

Students threatening other classmates,

Runners

Nurse visitors

Panic attacks

These behaviors happen every day

Work being done:

Establishing trust with an adult in the building

Help teachers to recognize the triggers and how they can support a student

Recognize that students are not the same development age as the chronological age

STEP (Supportive Teams for Educational Progress) help students to learn school appropriate behavior

Building Flourishing Communities – best practice for supporting communities

Trauma sensitive practices – Jo Elle van Lent working with Green Street Teachers

learning how to recognize and differentiated behavior

Trauma informed practices academy – 10 month training, teaching participants best practices

Judith: Gaps in support in the Brattleboro area

Difficult to get trauma informed psychological evaluations

Not enough psychiatrists

A long wait time to get appointments

Difficult to get trauma informed employers who can fill the gaps
Need to continue with school counselors, HCRS clinicians, school-based social workers,
Where are the case-workers to help people who leave treatment with a plan to help the
people follow through with plan?
Students need respite from family situations
Need afterschool options for students
Instead of crisis oriented, what resources can be put in place to prevent the crisis?
Absenteeism – need to work with DCF
DCF needs more support

Differentiated Behavior: every student gets what they need, different students need
different things to be successful, some may need just a conversation, some may need a
behavior plan, not all students have the same consequences, but knowing how a student
will respond to different consequences is critical

Principals:

Andy Paciulli - Academy, Mark Speno – Green Street, Jeri Curry – Oak Grove School

Challenges seen by principals,
Generational aspects

Counselors laid it out clearly – 35% of student body experiencing life-changing trauma,
this equates to over 200 students in Brattleboro Town
Teachers need significant training in curriculum, behavior and how to support families
Training in resiliency - building resiliency in both children and staff, need to have an
understanding of why tiered support is needed for behavior
Curriculum demands are increasing, as are all demands on teachers, and the need to
understand students living in trauma affects all aspects of a teacher's day

Students who were in school in past years who had issues now have children of their own
with the same or worse behaviors,
More aggressive and violent behaviors of students in all schools
STEP program (Supportive Teams for Educational Progress) – very assertive in
providing services for all our children, more and more children coming to school, 4, 5, 6
year olds who are so aggressive that we can't keep them in a classroom,
The further a student gets from public school the less likely they will return, less likely
they will graduate, and more likely to end up in the criminal justice system
We do not have the services that a larger city can offer
Retreat costs \$450/day
Far too costly unless the student is a special education student, student needs to fall in the
bottom %tile
What other local options: Community House – with a residential program
Kindle Farms has lowered to age 6,
We can find a way for a student to be successful in school but not successful at home, no
place to go, put into foster care, sometimes far away,

Question about group homes, - we do not have those types of places

We continue to do the work and use best practices but this does not stem the tide symptom of society

Out of district placement: few options, statistically difficult to bring back to public school,

Why? Different learning environment, especially where the norm is aggressive behavior, hard to come back to, 1 adult to every 2 to 4 children, students have success in that environment

Not always transferable to academic institution where there is one adult for 17 students,

Question about replicating other institutes programs in public school to get rid some of the out of district placements,

STEP has been developed to try to keep as many of our students in our schools
Need training for staff and training for families,

Teaching children self-regulation skills, social emotional skills, takes away time from academics

Need more options for weekend and summer for students,

Families and children need more community support,

When students leave they tend not to come back, this is one of the reasons we have developed our own programs

Level of support that is needed in a classroom, level of issues is significantly different from what it was just 7-10 years ago