

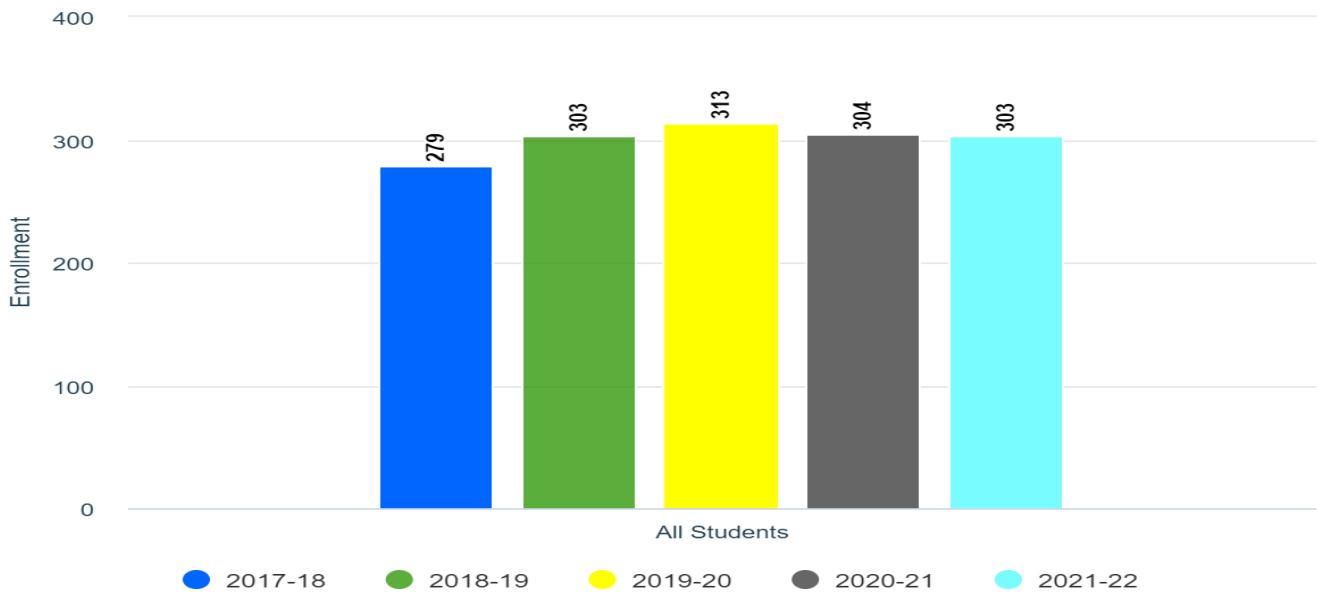


The number of students receiving special educational services in the Mount Horeb Area School District has remained relatively constant, with only minor fluctuations. The District was able to accept 7 students with disabilities via open enrollment while 5 students with disabilities open enrolled out this past school year. That is a testament to our staff members' dedication and breadth of services offered.



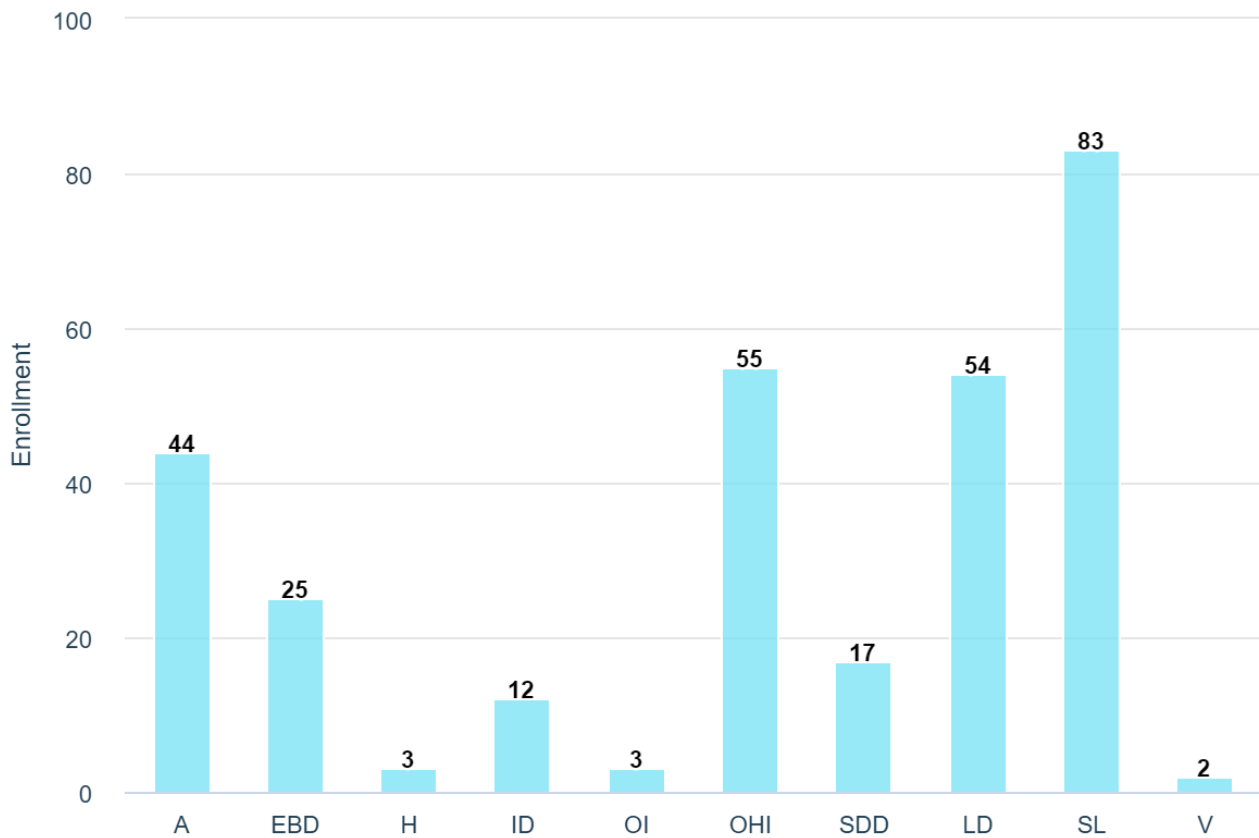
The District is continuing to place students with Individual Education Plans (IEP) in educational settings that match their interests and educational needs. With the re-emphasis placed on co-teaching, we have provide staffing to support students in their least restrictive environment. We have continued to support students throughout our 18+ program, Gateway to College (Madison College), Operation Fresh Start, and Challenge Academy. The picture to the right is a picture of students from Challenge Academy in Tomah, WI. Challenge Academy is a 5 ½ month program, quasi-military, residential, alternative education program for 16-18 year olds.

***Figure 1: A Longitudinal Snapshot of Students Receiving Special Education Services***



Mount Horeb Area School District services students with disabilities in every disability category, which includes: Autism (A), Emotional Behavior Disability (EBD), Hearing (H), Intellectual Disability (ID), Orthopedic Impairment (OI), Other Health Impairment (OHI), Significant Developmental Delay (SDD), Learning Disability (LD), Speech or Language Impairment (SL), and Vision (V). The total number of students receiving special education services is larger than the disability status represented in Figure 2 because students may have more than one exceptionality identified in their IEP.

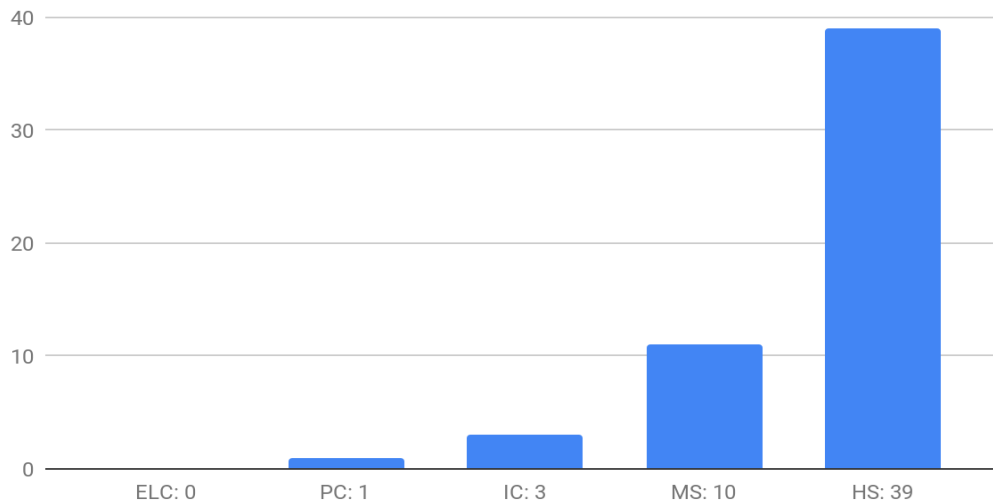
**Figure 2: Disability Status**



Individual Education Plans under Individuals with Disabilities Education Act cover students who qualify for Special Education. Section 504, a name which represents Section 504 of the Americans with Disabilities Act, covers students who don't meet the criteria for special education but who still require some accommodations. Both ensure that students with disabilities have access to a free and appropriate public education (FAPE).

**Figure 3: Section 504 Plan in MHASD (2021-2022)**

District 504 Data



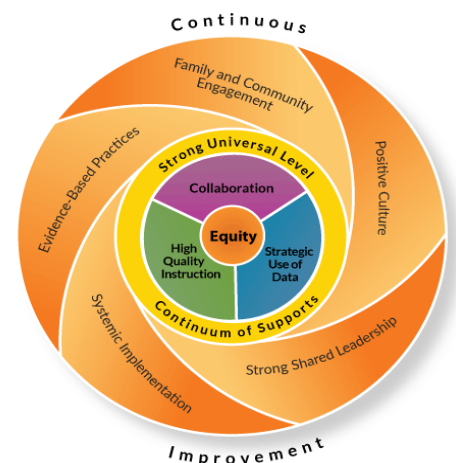
**How is the Mount Horeb Area School District addressing academic, social, and emotional readiness levels?**

In addition to meeting with Problem Solving Teams (PSTs), Student Services Teams (SST), Student Wellness Team, and PBIS Team meetings on a weekly basis, meeting with students 1:1 on a daily basis, small groups, and classroom academic interventions, our student services staff performs the services (not an all inclusive list) in the tables, below.

The initiatives listed in the tables focus primarily on Tier, I instruction as well as Tier II, and Tier III interventions. As a reminder, Tier I is universal instruction, with its primary focus on the core classroom instruction. Tier II is targeted small group instruction, with its primary focus on targeted instruction for small groups of individuals. Tier III is intensive individual intervention with its primary focus on specific students and teaching targeted skills.

Post-pandemic, staff training has transitioned back into traditional professional development. The training has focused on co-teaching, instructional practices, and overall mental health and behavioral supports. A key focus shift for this past year has also been on supporting the social and emotional wellness of staff. The District has implemented training from “Cup of Counseling”, K-2 has implemented “Second Step for Adults”, and Sara Erthum, Coordinator of Human Resources, has organized multiple wellness and mental health activities.

Sarah Straka, Director of Instruction, Dr. Salerno, and I are working with the Wisconsin RtI Center, CESA 2, on developing an overall Multi-Tiered Systems of Support district-wide. We have recently implemented a district-level team with all of SLT, Principals, and Assistant Principals. We have designated time during multiple AdminCouncil meetings to provide learning, leadership, and growth.



The goal is to always have a strong universal (Tier 1) so that it will continue to negate the need for Tier 2 and 3 support. However, we were lucky to receive ESSER funds that will specifically focus on additional Tier 2 and 3 supports and also support coaching and reinforcing our Tier 1 supports.

The continuous improvement model represents the need to constantly evolve. The model also represents this District's core beliefs around equity. This year, our work has become integral to our Board's Strategic Plan and part of the administration's "big rocks."



(click to play video)

***Table 1: Tier I, II, and III Initiatives in Grades PreK-2nd Grade***

	Academic Readiness	Social Readiness	Emotional Readiness
In K-2, they talk a lot about identifying our feelings, the feelings of others, and empathy. The school counselor teaches many coping strategies and problem-solving techniques for various situations. Many of the lessons focus on building a positive self-concept. The school counselor uses various curriculums; such as Kelso’s choices, Welcoming Schools, and a variety of supplemental materials.	X	X	X
The student services team provides resources and support to parents and guardians with mental health concerns. Sometimes this might mean providing information about therapy in the region, and other times it could be providing guided mindfulness videos for parents to use at home for a student who, for example, struggles to fall asleep due to their anxiety.			X
At the 4K level, we are implementing the Pyramid Model within all 4K sites.		X	X
Students requiring additional social-emotional support may receive daily check-ins from a student services team member to increase their skills in identifying feelings, regulating their emotions, and solving problems.		X	X
The school counselor uses the Second Step Curriculum as well as the Social Thinking Curriculum (Social Explorers and We Thinkers). With our students with disabilities, we also teach them (and their classmates) Zones of Regulation.	X	X	X
The school social worker and school counselor meet with all new students K-2 that enroll during the school year.	X	X	X
Student Services offers the following groups: peer connections, Worry Warriors, family change, and confidence at the universal level. At Tier 2, Student Services offer Check In Check Out (CICO). If a student is not successful on CICO alone, they add a Social		X	X

Academic Instructional Group (SAIG) or mentor and/or modify CICO depending on the needs of the student.			
Student services offer individual counseling.		X	X
All classrooms added a “take a break” spot in their classrooms to help support students' self-regulation skills.	X	X	X
Building Bridges	X	X	X
MHASD Suicide Risk Assessment (SRA) Protocol			X
Zones of Regulations: Start to building a universal program	X	X	X
Oregon Mental Health		X	X

**Table 2: Tier I, II, and III Initiatives in Grades 3-5**

	Academic Readiness	Social Readiness	Emotional Readiness
The school counselor uses the Second Step curriculum in the classroom that covers empathy and skills for learning, emotion management and problem-solving. In partnership with all families, they were given an online access key: Second Step Parent SSP4 FAMI LY74 (4th-grade sample) to explore and follow-up at home.	X	X	X
Student services staff are meeting with students both individually and through support groups if they have been identified by a parent or teacher as needing support. Some of our group topics are grief, anxiety, anger management/self-regulation, problem-solving, family changes, and friendship.		X	X
Positive Behavior Intervention Supports (PBIS) efforts are also aimed at teaching students appropriate behaviors,	X		X

problem-solving skills, and relaxation strategies. For instance, mindfulness practices every week in the classrooms, which can serve as a strategy to help students struggling with stress, anxiety, and/or depression.			
School-wide implementation of Morning Meetings to build classroom and school community. The curriculum is used by all grade levels and designed to build community, develop social skills, and explore equity issues and other relevant topics.	X	X	X
School counselor facilitates 12 Welcoming Schools lessons school-wide yearly (4-per grade level).		X	X
The school psychologist, school social worker, school counselor, and dean of students work together to solicit referrals from staff and families to facilitate small groups two to three times per year.	X	X	X
Ensuring that all students (and staff) know and practice the Second Step Problem-Solving Steps through the guidance curriculum.	X		X
The school counselor and school social worker meets with students who are new to the district to gauge their level of connectedness to the school.	X		X
Proactive Breaks. Self-regulation breaks for students based on data. Used with zones of regulation and designed to support student success.	X	X	X
Check-In/Check-Out (part of PBIS)	X		X
Oregon Mental Health		X	X
Building Bridges	X	X	X
MHASD Suicide Risk Assessment (SRA) Protocol			X



Social, Academic, Emotional Behavioral Risk Screener (SAEBRS): This year, the Intermediate Center administered the SAEBRS to 4th graders and followed up with teachers for students who scored above the cut score.			X
--	--	--	---

**Table 3: Tier I, II, and III Level Initiatives: Grades 6-8**

	Academic Readiness	Social Readiness	Emotional Readiness
Building-wide Positive Behavioral Intervention and Supports (PBIS) lessons and activities to teach expectations	X	X	X
Building-wide Social-Emotional Lessons weekly with evidence-based curriculum, Second Step	X	X	X
Daily connections during Viking Hour to build relationships and positive culture as well as promote organization, study skills	X	X	X
Mental health screener- SAEBRS- given to select grade levels (6,7)	X	X	X
Small groups with teachers to focus on academic skills	X		
School counselor provides universal lessons (Academic and Career Planning (ACP) and Social and Emotional Learning (SEL)	X	X	X
Academic intervention for select students based on need	X		
Group counseling provided by Student Services members to address various student needs such as: friendship, self-esteem, stress management, mindfulness, family change, and grief		X	X
Restorative Circles are facilitated by Student Services members		X	X
Individual counseling based on student needs to be provided by Student Services members			X

Oregon Mental Health		X	X
Building Bridges	X	X	X
MHASD Suicide Risk Assessment (SRA) Protocol			X
Peer Tutoring	X		X
Virtual Calming Space			X
SAGA: Started 2021-22 School Year		X	

**Table 4: Tier I, II, and III Level Initiatives: Grades 9-12**

	Academic Readiness	Social Readiness	Emotional Readiness
The school psychologist co-teaches mindfulness every Friday in two P.E. classes. An app is used called Smiling Mind, which guides each lesson and focuses on things like managing emotions, not letting our thoughts or feelings control our actions, and being in the present moment.	X		X
Student Wellness Committee members work with the school's administrative team to promote the Board of Education's "Well-Being" Strategic Plan goal.	X		X
Daily connections during STAT to build relationships, positive culture, and academic support.	X	X	X
Xello lessons in STAT to support Academic Career Plan (ACP) goals and personal development.	X	X	X
Course registration support to develop students' Academic and Career Plan.	X	X	X

Digital Citizenship Lessons in all STAT classes.	X	X	X
Monthly MoHo Wellness Minute Videos in STAT discussing topics including coping skills to manage difficult emotions, the brain and stress, and healthy habits.	X		X
Individual counseling provided by student services staff members for all grade levels.	X	X	X
Collaboration between the administration and student services to review attendance data in an effort to remove barriers from student access to education.	X	X	X
Operate Wellness Committees (both students and staff).			X
Oregon Mental Health	X	X	X
Youth Frontiers (not done this year due to pandemic)	X	X	X
MHASD Suicide Risk Assessment (SRA) Protocol			X
Mental health screener - SAEBRS - given to freshmen students.	X	X	X
First annual Wellness and Equity Institute on 3/14		X	X