

Lincoln-Sudbury Regional High School Committee
Lincoln-Sudbury Safety Review Subcommittee
Minutes for April 26, 2018
Conference Room B

Present

Craig Gruber, LS School Committee member; Patty Mostue, LS School Committee Member; Peter Elenbaas, LS Administrator; Caroline Singler, LS Faculty; Lori Hodin, LS Coordinator of Safe Schools Initiatives, Thomas Kenney, Sudbury resident; Aida Ramos, Director of Student Services, Christine Granahan, Sudbury Resident; Jane Stewart, Lincoln Resident; Paul Joseph, Boston resident; Allison Kim, LS Student Representative; Lieutenant John Perodeau, Sudbury Police; Chief Steven Carter; Lincoln Fire Department; Paul Hambelton, Resident alternate; Carole Kasper, Member-Elect of LS School Committee, alternate; Kelly Finn, Resident alternate

Call to Order

The meeting was called to order at 7:02 pm

Discussion & approval of minutes

Discussion & approval of minutes

Tabled until next meeting

Shoot for Monday for draft of minutes out

Public comment

There was no public comment.

Presentation on Socio-Emotional Supports for Students, Faculty and Staff - Aida Ramos

Identification:

- **House Meetings:** The school is divided into four houses. Each house has an associate principal, two house guidance counselors, and a house assistant. Each house has a fraction FTE of a clinical staff, campus aides and nurses are also assigned to each house team. The house teams meet weekly to discuss students who are having behavioral, social-emotional, academic or attendance difficulties. House teams devise and implement interventions to further support these students. Some interventions may include: individual and/or small group counseling, request for testing, enrollment in Strategic Skills class, among others.

- **Guidance/Clinical Counseling:** Within each House at Lincoln-Sudbury, two school guidance counselors provide traditional guidance counseling. School guidance counselors provide academic and emotional support to students throughout their four years, culminating with the college admissions process, post high school education or employment. Each school guidance counselor monitors the academic progress of approximately 200 students. School guidance counselors communicate frequently with

parents and coordinate efforts to support their students who are experiencing emotional crises or lack of success in school. In addition to the traditional school guidance counselors, a limited number of clinical counselors provide therapeutic supports for the considerable number of students who experience emotional distress interfering with their ability to make progress in school. Clinical Counselors provide psychological services as required for some special education students on IEPs, as well as individual counseling for general education students who require short-term intensive and/or crisis intervention services. Clinical counselors also collaborate with outside treatment providers and programs in order to address students' school-based needs.

- **Student Support Team:** If a student's issues are not resolved at the house level, a student's case may be referred to the Student Support Team to recommend other supportive interventions. The SST meets bi-weekly. It is led by a school psychologist, and includes members from each academic department. A school nurse, or any other pertinent staff, are asked to participate in SST meetings on an as-needed basis. House guidance counselors present student case studies to the SST for consultation. At least one of the general education teachers that works with the student being discussed also attends the meeting. *(This structure is being revised for SY 2018-2019)
- Committee member asks - What is a 504 plan? Answer - Section 504 is under Americans With Disabilities Act. Students who only need accommodations, not services. Frequent breaks, extended time on testing. 504 is described more fully below.
- **Guidance Seminars: Small Groups:**
 - 9th Grade: 3 meetings in Quarter 2
 - 10th Grade: 2 meetings in Quarter 4
 - 11th Grade: 3 meetings in Quarter 3
 - 12th Grade: 1 meeting in Quarter 1

Example: Ninth Grade Curriculum Rationale

- Transitions are known to be difficult for some students and can place them at-risk for various academic, social, and emotional issues.
- A group setting creates an interactive way for students to share common experiences about transitioning to high school and offer helpful peer-to-peer feedback.
- Reiteration of what counselors provide as a resource allows students to be proactive in seeking out support.
- Counselors meeting with students throughout the year increases familiarity and connection with students and further establishes greater rapport.

Example: Tenth Grade Curriculum Rationale

- To provide students with data about stress from the MetroWest survey
- To introduce a number of stress reduction techniques
- To practice different techniques as a group

Example of Eleventh Grade Curriculum Rationale

- To help students to understand the importance of college visits and demonstrated interest
- To show how Naviance can be a useful tool in the college admission process
- To help students understand how to obtain a letter of recommendation

- **District Curriculum and Accommodations Plan (DCAP)**

The purpose of the DCAP is to provide standard guidance to:

- Assist associate principals in ensuring that all efforts have been made to meet student needs in regular education.
- Assist classroom teachers in analyzing and accommodating the diverse learning styles of all children in the regular classroom
- Assist regular education teachers with the implementation of appropriate services and support within regular education programming. These supports must include accommodations to address students' academic needs as well as behavioral supports.

DCAP SOCIAL AND BEHAVIORAL ACCOMMODATIONS:

- Provide frequent and immediate feedback, including positive feedback
- Allow rest breaks
- Provide stress release activities
- Implement behavioral intervention strategies
- Provide clear, written criteria for behavior or expected work
- Use varied and positive reinforcement system (incentives)
- Provide circle of friends or peer buddies
- Provide individual and/or small group (lunch bunch, mediation, etc.) counseling
- Provide verbal and visual cues regarding transition
- Provide verbal and visual cues regarding directions or staying on task
- Allow daily check-in with house or clinical counselor or special education teacher
- Develop a safety plan
- Check in frequently with students
- Use nonverbal signals to cue attention or behavior

- **Depression Workshop: Mandatory for all 10th Graders**

The Depression Workshop is a program for 10th grade students designed to educate them about the signs and symptoms of depression and how to access support for themselves or someone they are concerned about. This program has been running at LS for 20 years.

The workshop is based upon the “Break Free from Depression” suicide prevention program developed by Children’s Hospital in Boston. Through a series of interactive questions, a documentary video, and reflection, students learn about depression. Examples of some of the activities in the workshop include: myth debunking, a film featuring actual students who have dealt with depression, presentation of the bio-psycho-social model of depression, discussion of possible student scenarios, and specific local resources.

The workshop is approximately 2 hours in length and is administered in classrooms by 11th & 12th grade student leaders who have been trained to share this important information through the carefully structured lesson plan. A counselor is present in every classroom and students are encouraged to seek out a counselor with concerns about self or others.

- **Signs of Suicide (SOS)**

Evidenced-based suicide prevention program that includes both education and screening. The program takes place in all Introduction to Wellness Classes (a required class for all 9th grade students). The SOS lesson is co-lead by the Wellness teacher and a Clinical Counselor. During this lesson students learn about depression as well as signs of suicide and how to take specific action steps (ACT - acknowledge, care, talk) if students are concerned about themselves or others. As a direct result of the SOS program, students will self-refer or refer a peer to the clinical staff or their guidance counselors to explore their concerns around depression, self-harm, and suicidal ideation.

- **Substance Abuse Prevention Group**

Group focuses on exploring the dynamics that lead to substance use, dependence, and addiction. The group meets weekly as a mandated group. Associate principals will refer students to this group, usually after learning that a student may be using illegal substances. Group is led by two Clinical Counselors.

- **Depression Exists Ask for Relief (DEAR)**

Peer support group run by students for students. DEAR meets weekly to discuss a range of issues including relationship and school stress, anxiety, and other difficult topics that teenagers may experience. There are members who meet regularly, but the group is open to "drop ins" as well. DEAR also hosts a yearly forum, where they share experiences, poems, stories and facts about mental health. DEAR has a goal of decreasing stigma around mental health and making support more accessible for students who are usually hesitant to reach out to adults. This group is affiliated with a Clinical Counselor.

Services and Supports

Beacon Program

The Beacon Program is a short-term transition program at Lincoln-Sudbury Regional High School that students may attend after extended absences due to illness, injury (including concussions), psychiatric hospitalization, or extended evaluations. Other students may access this program on a case-by-case basis. The Beacon Program helps students with their re-entry and re-integration into the school community by supporting their academic, social and emotional needs. This program is designed to minimize returning students' stress and anxiety, while encouraging academic progress.

Skills for Well-Being Class

This semester long general elective course is based upon the curriculum for Dialectical Behavior Therapy (DBT) which is a structured therapeutic program created by Marsha Linehan used to teach practical life-long coping skills. The course teaches the four core skills sets: core mindfulness, interpersonal effectiveness, emotion regulation and distress tolerance. The core mindfulness skills teach how to become more clearly aware of the present moment and to be able to stay in that moment. The interpersonal effectiveness skills focus on effective ways of achieving ones objectives with other people. The emotion regulation skills are ways of changing and regulating distressing emotional states. The distress tolerance skills are techniques for coping with these distressing emotional states with activities and discussions, completion of homework assignments, as well as weekly check-ins and journal entries during class time.

EXCEL Program:

Students assigned to the EXCEL Program typically have experienced depression, have needed hospitalizations, or are dealing with emotional issues that impede their ability to make progress in their classes without therapeutic support. EXCEL students typically receive learning skills support eight blocks in a 10 day cycle, individual counseling, group therapy, and the students participate in a small group therapeutic English (grades 9-10) or Psychology (grades 11-12) class within the program.

ACE Program

ACE is an alternative program with a mix of students with and without IEPs. The ACE Program aims to provide students with a safe and nurturing student centered environment so they are better able to acquire the necessary academic, social, and emotional skill sets that will help them to successfully access the mainstream environment and to be able to seamlessly transition beyond the ACE Program. Students in the ACE Program benefit from a small student to staff ratio and one-to-one mentoring, access to clinical supports and counseling groups, academic support in a small group setting with organizational and study skills instruction, and small English and History classes.

Discussion

Committee member question - Can kids self refer? Usually they are recommended for the course, but students can choose to go. The two teachers have also taught it for staff over the past three summers.

Committee member question - Is disability the term we use for all these students or the vernacular? No, it is the term. The students are diagnosed with a disability: physical or mental. So, if a student is out for two months with depression it's a disability. Yes. So they are labeled forever with a disability. Is it safe to say here that we are talking about is a diagnosis? Yes. That is why I am concerned, there is a stigma attached to a disability.

Craig Gruber asks the student member a question, how are the classes with this curricula?

Alli Kim - The counselors are really supportive. It's a small number of students who go there and they get the help they need. I think some students do not go because they do not want to be labeled

Carole Kasper - So DEAR is intriguing because the student leaders self refer and the student members too? Yes, Lori Hodin describes DEAR as a club that meets and has faculty liaisons and student members

Jane Stewart - Are there easily available options for you to go totally confidentially without other students present?

Aida Ramos - That is why they created the counseling suite

Lori Hodin - There is also the peer mediation room

Peter Elenbaas - Multiple students per week to House offices

Paul Joseph - One thing I notice in Boston, where they are not these surveys, is there first move is to call 911, some of these things go on for years

Other Services Contracted by the District:

Projective Testing Evaluator: This test is designed to reveal hidden emotions and internal conflicts via a subject's responses to ambiguous stimuli. Instead of being scored to a universal standard as with an objective personality test, content from projective tests is analyzed for meaning.

INTERFACE Referral Service: Collects and categorizes a wide range of valuable resources related to mental health and wellness for the benefit of the general public — children, adults and families — as well as educators and mental health professionals.

This is a free, confidential referral service for individuals across the lifespan living in participating communities. Callers are matched with licensed mental health providers from our extensive database. Each referral meets the location, insurance, and specialty needs of the caller. (<https://interface.williamjames.edu>). Interface can also be accessed by any staff member at L-S.

Safety Assessment Evaluator: This assessment is rarely requested, and is available to the district for students that either the staff or parents are seriously concerned about the student's ability to keep themselves, others and/ or the environment around them safe.

Quarterly Consultation with a Board-Certified Child/Adolescent and Adult Psychiatrist: The counseling Department Staff has access, at least four times a year, to this professional. Any staff member may present a "case" to be studied by the group.

Supports for Staff and Adults

Employee Assistance Program: An Employee Assistance Program (EAP) is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. EAP counselors also work in a consultative role with managers and supervisors to address employee and organizational challenges and needs. Many EAPs are active in helping organizations prevent and cope with workplace violence, trauma, and other emergency response situations.

Section 504 Accommodations Plan: The [Americans with Disabilities Act of 1990](#) (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in State and local government services, public accommodations, transportation and telecommunications. This booklet explains the part of the ADA that prohibits job discrimination. This part of the law is enforced by the U.S. Equal Employment Opportunity Commission and State and local civil rights enforcement agencies that work with the Commission.

Clinical Support: Staff may access short term, immediate supports from school clinical counselors.

Monday Meditation: During 1st lunch, created by a Clinical Counselor.

Yoga: Monday afternoons

Interface: Services are also available to all L-S staff and their families.

Skills for Well-being Adult/Staff Course

This course is based upon the curriculum for Dialectical Behavior Therapy (**DBT**). DBT is a structured therapeutic program created by Marsha Linehan used to teach life coping skills. DBT teaches skills that are life-long practical strategies that focus on four core areas: core mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance. Participants will learn practical strategies to enhance coping and stress reduction using the DBT curriculum. They will be introduced to the four modules of DBT via small group instruction, and practice.

Discussion

Jane Stewart - In view of the article on the front page of the Globe today, how are students supported?

Aida Ramos and Ms. Hodin gave supports today, it comes in a variety of ways

Thom Kenney - How does the feedback happen?

Aida Ramos - When we see a need--usually from Associate Principals, Guidance Counselors, Clinical Counselors--they come to me and we make a plan. Students change, whatever worked two years ago may not work now.

Steve Carter - the programs are great and most criminals are not the ones identified by this an anonymous type of network

Lori Hodin shares about Safe Schools Initiatives

MVP program (Mentors in Violence Prevention) and Peer Mediators - based on premise that students know more about their peers. They are in the locker rooms, at parties, on Snapchat. Train students to be upstanders.

52 MVP trained (NU sport & society) students 10-12th graders. Our students are leaders in Kraft/Healey partnership. Students are taught warning signs, gender box, pyramid of abuse. Malcolm Astley comes to speak at our trainings. Students report it is life changing. Little things are big. Be your sisters keeper. We host assemblies and panels throughout the year. We meet every other Wednesday. Recently there has been sexting issues. There are nine adults on the team. Clinicians, coaches, teachers. They do the 8th grade welcome in spring to talk about how to have a healthy relationship. Have put on programming for other schools in area. Our students lead breakout sessions at MPY seminar. There have been disclosures. Lori advertises the big event. May 10th - healthy relationships and escalation training, mandatory “One Love” and breakout sessions for all seniors. Purpose - to identify warning signs.

Kelly. Finn - Is “see something, say something” communicated to general population?

Lori. Hodin - We do that in our workshops. We do that in our 9th grade diversity workshops. We ask students to be upstanders. There are many ways to intervene.

Lori describes **Peer Mediation Program** - student centered program, forty trained peer mediators 11-12th graders. Full day training. Also 10 adults who are trained. Peer mediators are called in for a variety of events. Welcome back assembly, counseling seminars, there are probably one mediation per week. Trends in mediation - social media disputes, 9th grade relationships & boundary setting, social pragmatics practice - feelings, social interactions. Mediation is always voluntary, students can choose to bring a trusted adult. Can be between students & adults. Can be between adults & adults.

Flowchart of the work Lori Hodin referred to in her presentation:

Racial Climate Organizational Flowchart

METCO	STUDENT-FOCUSED/SCHOOL-WIDE	ADULT-FOCUSED
<p>Metco Student Council Faculty Advisor: Caroline Han Meets biweekly, discuss issues, present to AC, METCO Student Council video.</p>	<p>Intersections club Advisors: B. Wimberly, A. Jacobs, L Hodin Meets biweekly to plan programs and trainings, IDEAs student leader conference</p>	<p>Visions Visions trainers- conduct training for 2nd year staff, facilitate PD and faculty discussion Visions <u>team</u>- monthly meetings Visions Inc. consultants- lead annual summer ED&E, and in the past facilitated group meetings. 2017-2018 timeline</p>
<p>I.A.S.</p>	<p>MLKAP Community Service including Senior Day</p>	
<p>Homework Club</p>		

Advisors: Jamal Jackson, Kevin Greene	of Service. Raising awareness about social justice work- annual MLK celebration and award, AB connector decorations.	EDCO/IDEAS Consultant: Karen Thomsen, course work. PD - Karen Thomsen and Leslie Smart
Tenacity Challenge Faculty Advisor: Caroline Han	ASPIRE Club Advisor: V Caburian, C Han, B Wong, Asian Sisters Participating in Reaching Excellence	ED&Es Improvement Community: Leslie Patterson Promoting dialogue in Politically Divisive Times: S. Crawford, C. Han and L. Hodin American Promise: C. Han and L. Hodin
AP Psychology Scholars Faculty Advisors: Chris Herbert, Lori Hodin	Asian Cultures Club Faculty Advisor: V. Caburian meet ACAs	Faculty Meeting Time
METCO potluck Jamie Silberzweig and Amy Jacobs	Ninth grade Diversity Workshop Committee: JK Park, M Shen, T Burke, A Cox, S Shields, J Garfield, M Wall. Three hour workshop, 2-3 student leaders and 1 adult in each group. Visions Youth Trainers: help facilitate full day student leader training. Fall retreat for returning 12th grade leaders.	Wednesday PD Visions classroom case studies: C Han, T. Lopez, L Hodin METCO students experience in the classroom Carmen Rodi, C Han, T. Lopez, L Hodin Hearing student Voices: A. Cox, L Hodin
Metco Advisory Group Chair: Sandra Walters Meet monthly	Courses: Making and Remaking Race, Post-Colonial Literature, African History, Race Politics and Identity, History of Racism in US	2014-2015 Ferguson Timeline
METCO Senior class dinner/METCO Awards Ceremony	Project LS Committee Class assemblies, classroom lessons, Alex Cook mural,2016-2017 timeline	
Past programs: Mentoring Young Minds, Sister Circle, Axe, CIGs (Cultural Identity Group seminar), diaspora luncheon, retreat, ski trip.		

Christina Granahan - Can mediation be mandated?

Lori Hodin - Sometimes it is for re-entry after a fight

Paul Joseph - Is there a policy where the administration determines when law enforcement should be called in?

Peter Elenbaas - When there's a significant threat to safety or a crime has been committed.

John Perodeau - We are called more often recently, a lot of different people's opinions have brought us closer. Sudbury has a diversion program. Tuesdays and Thursdays a licensed clinician who rides with the police. Two months into program, very successful. I have done trainings with staff on exactly what evidence needs to be collected when a crime may have occurred.

Jane Stewart asks question about example of evidence.

Peter Elenbaas - if a crime may have been committed with a cell phone, power it down

Craig Gruber - Take my privilege as chair to diverge from agenda. Aida has started a tremendous document. And Lori, I'd like something similar from your programs and also the new program from the Sudbury Police. I'd like to ask Christina to do that and write that section and get Patty to edit it.

Christina Granahan - Can I ask question of Sudbury Police? Where do you get your training for working with youth & mental health issues?

John Perodeau - Part of the in-service training each officer in MA does each year (40 hrs/yr), SPD hosts trainings in the station and can send their officers free.

Steve Carter - Crisis intervention modality, something has escalated when we get called, we go in knowing there will be some level of crisis and managing that. Recommendation I'd like to slide into report is trainings for students for interacting with Fire and Police, especially Fire to become a friend with youngsters.

Craig Gruber - I'd like to know the call data for school for next week.

Patty Mostue - Why would you want to have that data? Is it just a background, reference?

Kelly Flynn - Yes, so we have a context and an idea of when police come and why.

Craig Gruber - Let's look at data next week and make it not individually identifiable in any way.

Steve Carter - Shouldn't we just look at general trends.

Craig Gruber - Part of what data can inform are what are new programs we need to look at and be proactive.

Patty Mostue - Recommendations go to School Committee, we can recommend that the School Committee study something.

Craig Gruber - I agree and I think we have an opportunity to make a more specific recommendation to the School Committee.

Patty Mostue - In light of Jane's great article on data, I am working with a school superintendent who's working with his parents on what they can do.

Paul Joseph - Summarizes teams they have available in Boston police and EMS. Swinging back to discipline data. At some point we have to decide "Do we have to do anything?" One thing I am curious about are "What disciplinary issues ought to be reviewed by police and district attorney?"

John Perodeau - We have been doing CBJ monthly.

Carole Kasper - Maybe look at some of the current trends and patterns in incidents and look at other ways to push on that and determine further ways to anticipate and address.

Christina Granahan - What seems so fundamental to this is relationships, kids feeling comfortable enough with adults to report and with other kids to notice or help friends. My kids have had one or two teachers every semester that they really talk to. Do you feel that's true

Alli Kim - Yes, we each have at least one teacher we can go to. Sometimes the issue is "ratting on your friends." Climate of not wanting to seem like a rat or "goodie two shoes." There are lots of issues where students see things on social media and don't report it.

Lori Hodin - Sometimes two students, or three students will come and talk, support in numbers.

Kelly Flynn - Invites student rep to give committee ideas for how to solicit getting teenagers to talk, to upstand with adults.

Craig Gruber - Is there anyone that hasn't said anything tonight that wants to chime in?

Craig Gruber - I am going to table the vulnerability discussion to next week. There is not a member of the public present, so we won't ask for public comment.

Thom Kenney - Asks to ask question about vulnerability assessment.

Meeting adjourned 8:50 pm

Unanimous vote

Respectfully Submitted,

Peter Elenbaas