

**WOBURN SCHOOL COMMITTEE**  
**REGULAR MEETING**

**January 9, 2019**

A Regular Meeting of the Woburn School Committee was held on January 9, 2019 at the Joyce Middle School Conference Room, 55 Locust Street, Woburn, MA beginning at 7:00pm.

**ROLL CALL**

Ms. Chisholm-Present, Ms. Crowley-Present, Mr. Demers-Present, Mr. Kisiel-Present, Mr. Metters-Present, Dr. Wells-Present, Chairman Mulrenan-Present.

**APPROVAL OF RECORDS**

There were none.

**STUDENT REPRESENTATIVE REPORT**

Representative Ryan Qualey updated the committee on happenings at WMHS.

January 22-25, 2019 High School Mid-Year Exams.

The Drama department has been rehearsing for this year's play GREASE.

AP Mass Insights work continues.

**CITIZEN PARTICIPATION**

There were none.

**CITY COUNCIL LIAISON**

Mr. Concannon was present and extended best wishes on behalf of the City Council to Chairman Mulrenan and the School Committee. He commented that last night's address from the Mayor was innovative, creative and realistic. Mr. Concannon felt this is the best budget he has seen since he has been on the Council. Chairman Mulrenan, on behalf of the school committee, sent his thanks to Mr. Anderson for becoming the Chair of City Council. Mr. Concannon will remain the City Council Liaison the School Committee.

## **REPORTS**

### **WMHS Program of Studies/Curriculum Update**

Principal Callanan presented the 2019-2020 WMHS New Course Proposals.

Superintendent Crowley commended Principal Callanan and her department for providing opportunities for all students. We have added around 40 classes since Principal Callanan joined the high school.

Principal Callanan wanted the committee to know that some of her proposed classes are merely shifting from one department to another to make room in some departments and a few have name changes.

Theatre is moving to Fine art as Drama I and Drama II.

The AP computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course.

There are several classes within Fine Arts she would like to add to continue to grow that department. Freshman Band and Freshman Chorus are run concurrently and sometime freshman can't fit it into their schedule. If we add a different course name they are able to continue on or start in band and chorus. For our freshman this would be a half year. She would like to roll the Tech Crew into a Stage Management course in conjunction with Theatre and Drama through the Fine Arts Department. Building the set and working the technical of the set. This will eliminate Tech Crew and move it into Stage Management. In the Business Department, a few name changes were made to align the courses. College Accounting I and College Accounting II. Financial Literacy was offered in the Math department will now change to Personal Finance and will be a half year course. Ultimately she would like all students to take this course. Without mandating this right now, Ms. Callanan wants to make sure students can fit all of the things we are asking them to do into their schedule while still being able to have some choices in the courses they take.

The Science & Tech department added a new course named Recombinant DNA Biotechnology; this will be an exciting new class. A parent reached out to Ms. Callanan who works with a corporation that is named in the course description and they are working with a community partner donor who is donating a lot of the supplies. We have a teacher who has worked in this arena outside of education and she has taken full charge

of writing and preparing the curriculum and working with our outside partner. It will be real time information of things that are going on in the industry.

Forensics will be available to seniors only. We require 4 years of science and she feels that Forensics will be a class that will be high in demand and give the students some choice.

Last year the Biology Curriculum was broken into two years for EL's and some freshman. For those students who have been taking Bio I as ninth graders we need to add the second half of that, Bio II. They will take this as 10th graders and in that year they will take their MCAS.

Lastly, there is an Irish History elective. Usually juniors and seniors would take that.

One of the teachers is very excited to teach this and has proposed this course.

There are certain courses students have to take. When you add a lot of different choices some run and some do not. It does not mean we eliminate them from the course list or program of studies. You run what students elect to take when it comes to the non-required courses.

### **Assistant Superintendent for Curriculum**

Ms. Sprague provided a Curriculum Department update to the committee.

Using Rubicon Atlas; Stage 1 - mapping using the standards and Stage 2 moving into that assessment and performance task phase is happening right now.

Performance tasks are being rolled out in each area. As we are doing this, staff members understand better how standards fit and how that mapping works.

They are looking at the performance task. We are looking at learning activities and resources which is the stage 3 we are slowly into. Curriculum is a living breathing document, we are constantly looking at what the students are getting, what they aren't getting. What do we change for activities and what do we change for instructional practice.

Our Curriculum Coordinators are in classrooms each day. They are modeling student centered learning. They are whole heartily engaged in this process. The conversations they have are so rich; it is amazing what is happening and what their existence has allowed us to do already within our schools.

STEMScopes continues. A couple of folks are going to a cross district group that has been working for a number of years now. There are 14 other districts that are participating in looking at the new standards. They are trying to see which is our priority,

where the activities come in place, creating lessons, essential questions, learning, assessment and then the resources.

History -There is a change in History standards for grade 8. For the remainder of this year will be working with at least one other district closely. Ms. Sprague has been talking to her counterpoint to look at how we can realign to the civic standards that are in place. This is something we need to look at for this coming year which ultimately next year will need to work with the high school to look at their 9th and 10th grade offerings to see what shifts happen because of the shifts that were made in the middle school.

Ms. Sprague commented on the amazing job all of the Curriculum Coordinators are doing. They have Elementary principal meetings every other week, talking about enrichment coaching for our STEM coaches. We are working on different ways of getting the principals engaged so they can go back to their staff in their building to let them know the why of the change. Keep moving forward. Letting teachers know they are good at what they do and they can be better. We can all be better. We just need feedback and support to do that.

Coaches - Have made connections with teachers in each building, been in classrooms, work on PD day, created scope and outline for lesson plans, there has been co planning and co teaching. A team drive they share with all of the teachers around the STEMScopes lessons so there are resources for all of the lessons, text set of books have been put together for the teachers, modeled scope lessons, brought supplies. Currently they are applying for a WCEF grant to bring Robotics in. They have been researching lessons, if we get the grant we can purchase these things and they will bring lessons out to elementary level. This will be a lending library. Classes that want to do things will have lessons to support that they can bring out at the elementary level to improve that.

Our STEM coaches are currently in a coaching cycle with several staff members that volunteered to be a part of this. The coach works in conjunction with the teacher.

### **Assistant Superintendent for Student Services**

Dr. Crowley commented that this is a new position and has added great value to the school system. Always keeping the best interest of the students in mind.

Dr. Baldassarre presented 3 topics to the committee.

- 1.) GAIN Program - GAIN transforms the school lives of children who are facing complex emotional, behavioral, and other challenges that have served as

impediments to their learning. In the therapeutic milieu of GAIN, students will gain confidence, skills and pride so that they may be included with their peers to the maximum extent possible.

2.) Community Health Initiative Grant Proposal

TCIS - Therapeutic Crisis Intervention for Schools. This training teaches how to engage with kids in tough situations.

a.) TCIS 21 hour - how we listen to kids at all times and how we teach kids coping skills

b.) TCIS 28 - and additional 7 hours - if you have to put your hands on kids, how do you do this so no one gets hurt

3.) 100 Day Report - The purpose was to obtain an all-encompassing view of student services in the Woburn Public Schools.

## **SUBCOMMITTEE REPORTS**

### **Finance Subcommittee**

Dr. Wells said they will be meeting before the next school committee meeting.

### **Resource Utilization Subcommittee**

Mr. Kisiel said they will be meeting on Monday the 14th at 8:00am

### **Personnel Subcommittee**

Ms. Chisholm said they will be meeting on Friday the 18th at 8:00am

Dr. Wells would like the Personnel to look at succession planning.

### **Curriculum and Professional Development Subcommittee**

Mr. Demers said they have not met.

A meeting will be scheduled before the January 23rd meeting.

### **Policy Subcommittee**

Ms. Crowley said they met tonight at 6:00 pm.

A draft proposal for a meal debt support and collections policy was distributed to the committee tonight. A copy of this draft proposal is included with these minutes.

This has been a heavily debated topic for a long time.

The policy subcommittee is recommending that this policy be put on the table.

Ms. Crowley wants the public to know two things:

1. This policy does not permit administration to deny children food in any way shape or form for having a lunch arrears. This allows administration to report a person who is past due on their lunch debt, 60 days, to be reported to a collection agency.
2. A child will never be denied food or be given a substitute meal. We are abolishing a reduced lunch; you will now receive a free lunch. If you are qualified for reduced lunch, you will now get free lunch.

We will be offering to create a fund for families that are experiencing difficulty.

Assistant Superintendent for Finance and Operations wanted to note that no student has ever been refused a lunch.

Mr. Demers asked Mr. Elia if he could provide a document that shows annually how we have come across, whether we have had a surplus in the food program for the last several years. Mr. Demers knows we cannot pay off the debt, but does this allow us to help subsidize making everybody free as opposed as reduced. Mr. Elia will check into this.

Mr. Kisiel brought up the collection agency; this is another piece that needs to be looked at. Looking at what their procedure would be. Mr. Elia believes we would contact a few schools to see who they use and then enter into negotiations with the one they choose.

A motion was made to table the draft of the meal debt support and collections policy as is for 30 days.

Motion was seconded, all in favor. Motion passed 7-0

Implementation day can be added after, once it is removed from the table.

The policy on overnight travel was reviewed.

Ms. Crowley reported no changes are being recommended for the policy subcommittee at this time. No changes are being made and we will continue to review overnight travel on a case by case basis.

Dr. Wells asked for a clearer explanation if they want to run programs to go overseas.

Dr. Crowley said any overnight or out of state travel needs to be approved by the school committee.

Ms. Crowley said they did not have to make any changes because the current policy covers what is in the best interest of Woburn Public Schools, nothing needs to be changed. We will continue to review overnight travel on a case by case basis.

Dr. Wells said this is frustrating to him. He does not want students to be eager for international travel if we are getting this signal that maybe we shouldn't be approving these. If it works its way through the process then ultimately the school committee votes. If our organization is saying it is not in the best interest for the school committee to approve these things, essentially

what it is doing is putting the burden on the school committee and in that sense it looks like we are the bad guy. In essence we are just trying to protect the school system based on the advice of our organization.

Ms. Crowley said administrators will relay to the staff what our policy is and inform them the school committee is not going to approve any international travel.

Dr. Wells said thank you, now it is clear. There was never any indication to him that we were not approving any international travel until he heard that statement from Ms. Crowley.

Mr. Kisiel has a concern for those that are going to go through the process. If we are not going to approve it, why don't we put that in the policy so it says so?

Mr. Kisiel also asked about private trips, if a teacher decides they want to take kids on a trip.

Ms. Crowley said yes, a teacher can take kids wherever, but the school committee is not stamping it.

Mr. Metters wants the public to know when Dr. Wells refers to "our organization" he means the Massachusetts Association of School Committees.

Mr. Metters also concurs with Dr. Wells. By saying Out of State but not saying International that is a huge loophole. He might feel very comfortable sending the band up to Wells, Maine for a competition but he will not feel comfortable sending them outside of the United States of America based on the MASC recommendation itself.

The other thing Mr. Metters brought up is he knows that people can work around rules. We also need to be clear about what the Woburn Public Schools will or will not do for anyone affiliated with Woburn Public Schools. They are free to offer anything they want, on their time, on their dime, using whatever means they have. This does not necessarily mean they can use Woburn Public Schools facilities, mechanisms, email, bulletin boards, etc.

Ms. Crowley said our policy actually lays that out. Again, we are not recommending any changes at this time.

Mr. Demers had one clarifying question with regard to our current policy and the MASC recommendations. Has our school attorney looked at the liability structure in our policy that deals with liability, would we be liable if a teacher decides to run a trip during February or April vacation even though they are doing it on their own time outside the building through a private vendor?

Ms. Crowley answered that's a hypothetical cannot be answered. We can say however, that we are the entity that approves things. If we don't approve, we are not liable.

Mr. Demers asked Ms. Crowley if we could get a memo from our school attorney, he would appreciate it. He wants to make sure the liability for the school district is covered, should this happen.

### **Student Services and Achievement Subcommittee**

Mr. Metters said they are looking to get a series of dates for the next three months for meeting dates. Tentative selections have been made; there will be one in January. There will be a SEPAC meeting on next Tuesday night at 7:00 pm.

### **Communication and Community Relations Subcommittee**

Chairman Mulrenan said they have not met.

Dr. Wells asked for a presentation update on the new school logo. Ms. Thifault had a roll out plan and has done a lot of work on this.

Dr. Crowley said part of what they are working on relative to the blueprint is a communication plan which would tie directly to the request from Dr. Wells.

Subcommittee meeting dates -Dr. Wells suggested talk among your committees to come up with some ideas to streamline this process.

Mr. Mulrenan and Ms. Sprague have met and discussed this earlier this evening and she has some thoughts and ideas to share with the committee.

### **CORRESPONDENCE**

The Woburn Public Library hired a new teen librarian.

Chairman Mulrenan has reached out the library staff and will invite them to a future meeting.

### **UPCOMING EVENTS**

Sunday, February 10th is the 2nd annual polar plunge.

The WCEF grants program is open and online.

### **FUTURE AGENDA ITEMS**

Mr. Kisiel - invite different clubs/teams or high school group to come before the committee to highlight their programs

Invite the Woburn Public Library staff

Invite our new State Rep. Mr. Haggerty

Mr. Battle -Assistant Principal of the Year Award

AP Test Costs (Dr. Wells)

Dr. Wells - School Start Time; Dr. Crowley was going to evaluate the process in different communities

School Calendar - first day of school

### **EXECUTIVE SESSION**

For the purpose of a Level 3 Grievance from WTA.

A motion was made to enter into executive session.

Motion was seconded, all in favor. Motion passed 6-1-0

Roll Call:



Ms. Chisholm-abstained, Ms. Crowley-yes, Mr. Kisiel-yes, Mr. Metters-yes, Mr. Mulrenan-yes,  
Dr. Wells-yes, Chairman Demers-yes

No vote was taken in executive session.

A motion was made to return to regular order of business  
Motion seconded. Motion passed 6-0

**ADJOURNMENT**

A motion was made to adjourn.

Motion was seconded, all in favor. Motion passed 6-0.

Respectfully submitted,



Jean MacLeod

Recording Secretary

# ***GAIN***

*Skills, Confidence & Pride*

## **Mission Statement**

The social and emotional wellness of our students is our first priority. *GAIN* transforms the school lives of children who are facing complex emotional, behavioral, and other challenges that have served as impediments to their learning. In the therapeutic milieu of *GAIN*, students will gain confidence, skills, and pride so that they may be included with their peers to the maximum extent possible.

## **Core Values**

Student Centered	The wellness of our students is the foundation of all decisions
Safety	The safety of our students drives the day-to-day operation of <i>GAIN</i>
Respect	We serve as role models by showing our students and all members of the school community respect every moment of every day
Relationships	We see our relationships with our students as deciding factors in their success
Inclusion	We seek opportunities for our students to return to the mainstreamed learning setting
Individualization	Individual plans for learning and safety are a key component of <i>GAIN</i>

## **5 Components of a Successful Therapeutic Program**

1. *Leadership and Administrative Support* – Our Central Office administrators and School Principal are fully informed and supportive of our crisis management and prevention system. *GAIN* is provided with sufficient resources including adequate and qualified staff in an organizational culture that puts the safety and wellness of students first.
2. *Social Work and Clinical Services Participation* – Social work and clinical services play an important role in *GAIN*. Every student in *GAIN* receives at minimum weekly individual, goals based counseling services and group counseling to focus on age appropriate, pro-social behavior and skills.

3. *Supervision and Post Crisis Response* – Reflective and supportive supervision is built into *GAIN*. The Principal along with *GAIN* staff are fully trained in the Therapeutic Crisis Intervention for Schools System (TCIS) as administered by Cornell University. Our post-crisis response system ensures that all students and staff members receive immediate support and debriefing following a crisis along with a medical assessment, if necessary. Once a crisis has ended all staff involved deconstruct the incident to develop strategies for intervening in the future via the Individual Crisis Management Plan (ICMP).
4. *Training and Competency Standards* – *GAIN* faculty and staff are fully trained in TCIS. This 28-hour training is among the most comprehensive school crisis intervention and prevention programs in the world. *GAIN* social workers are fully licensed and further trained in the implementation of MATCH – ADTC, a modular approach to therapy for anxiety, depression, trauma, and conduct disorders. This research based program has been extensively tested and is proven to be effective in providing promising outcomes for students.
5. *Data Driven Incident Monitoring and Feedback* – Via the ICMP, every stressful incident is reviewed and changes in how adults prepare for and respond to student behavior are considered. *GAIN* students are also monitored hourly for their ability to be respectful of their peers, follow directions, complete tasks, and be respectful to adults. Students can earn up to 24 points each day, and this data when aggregated shows individual student and class growth over time.

### **Typical Student Served by *GAIN***

*GAIN* students present with a wide range of diagnostic criteria. The most important concern is their inability to access the curriculum as a result of their social/emotional needs and/or struggles with self-regulation and communication. Students are cognitively and behaviorally capable of accessing the curriculum and making effective progress within the support and structure of the program. Some characteristics of students referred to *GAIN* are:

1. Complex trauma
2. Mood instability
3. Impulsivity
4. Lagging academic skills as a result of social, emotional, or behavioral issues
5. Executive functioning challenges
6. Anxiety
7. Depression
8. Conduct disorders
9. Inappropriate and ineffective responses to real-life situations

### ***GAIN* Referral Checklist**

To ensure that students will have the best chance of success and growth in *GAIN* and so *GAIN* faculty and staff can properly prepare for student entry, it is imperative that documentation is carefully evaluated. Further, observations of the student and interviews with the student are important. Information gathered from this process will help administrators and staff learn if *GAIN* is the best option and/or prepare for thoughtful transition into the program.

- Observations by *GAIN* faculty and/or social worker
  
- Data collection check-list
  
- BASC – 3 and/or Conners – 3 assessments
  
- Any recent evaluations (from both internal and external sources)
  
- Preference Assessment

### **Entry and Exit Criteria for *GAIN***

*GAIN* is a special education program. Students enter the program in substantially-separate status via the Individualized Education Program. As students learn skills and obtain confidence they are integrated into mainstreamed settings slowly – usually starting with a 15 minute interval. Through thoughtful transition planning student time in the mainstreamed learning environment is gradually increased until such time as he/she is considered to be partially included, and then fully included in the mainstreamed learning environment. Upon reaching full-inclusion status the *GAIN* team will consider and make recommendations for students to remain at the Goodyear Elementary School or return to their home school with a thoughtful transition plan.

### **Staffing Pattern**

Each *GAIN* classroom is staffed with a full-time, fully licensed special education teacher as well as a full-time classroom paraprofessional. Two full-time fully licensed social-workers are also dedicated to *GAIN* for the implementation of goals based individual and group counseling as well as triage counseling services when needed. Students in *GAIN* benefit from a ratio of approximately one adult for every three students.

## **Academic Program Components**

*GAIN* is comprised of three classrooms in which students are grouped according to age, grade, and/or ability level, all within the 48- month age span as stated in Massachusetts Special Education Regulations. The school day is six hours, fifteen minutes in duration with academic instruction that focuses on reading, writing, and mathematical skills. In addition to core academics students may also participate in art, music, health, library, and physical education. *GAIN* students will be integrated into specials in accordance with their individual preferences, and ability to succeed in each environment. Related services personnel such as Occupational Therapists and Speech Pathologists provide individual and group support as it is outlined in student IEPs. The classrooms use a multi-modal approach of visual, verbal and kinesthetic supports, movement breaks, sensory diets and individualized behavior plans. Daily reports review each student's performance in class and are shared daily with parents/guardians.

## **Clinical Services**

*GAIN* provides individual, strength based services, including one individual weekly session with a licensed clinician, as well as weekly socialization groups. *GAIN* students learn skills that focus on the recognition of feelings, reasons for feelings, and how to better manage responses to those feelings. Two approaches are weaved into therapy sessions. Cognitive Behavioral Therapy (CBT) is an evidence based practice, which focuses on how thoughts lead to certain (sometimes maladaptive) behaviors. MATCH - ADTC is evidence based practice which focuses on enhancing flexibility that will teach students how to handle emotional roadblocks as they arise. In addition, during weekly group sessions, *GAIN* works to develop skills that will help students better navigate the tricky world of developing and maintaining healthy friendships with peers. Ongoing support in the classroom is also provided, as *GAIN* clinicians are integrated into classroom life and are at the student's side as they face challenges throughout the day.

## **Clinical Supervision**

To ensure *GAIN* students have opportunities to be engaged with the most promising clinical practices and methods, *GAIN* social workers will participate in bi-weekly clinical supervision. Clinical supervision is a formal and structured working partnership that is generally, but not necessarily, between a more experienced and a less experienced clinician. During this supervision, *GAIN* clinicians work with students is reviewed and reflected upon. The aims of this work are improving the *GAIN* clinicians work with students, ensuring student welfare, supporting the *GAIN* clinicians in relation to their work, and supporting their professional development.

## **The Life Space Interview**

*GAIN* seeks to develop an atmosphere where teaching and learning can occur. Students have a right to learn and teach others, to be listened to and have their ideas heard without mockery or put-downs. Building this type of community takes commitment from all participants to respect each other, take responsibility for their actions and participate in problem solving.

The Life Space Interview is a process in which any crisis can be turned into an opportunity for learning. This seven step process as spelled out in TCIS is a regular part of *GAIN*. In an effort to bring harmony into the lives of our students, parents and guardians interested in learning how to conduct Life Space Interviews at home will be provided with opportunities to learn this method.

## **Thoughtful Transitions**

Change can be a difficult process for any student. *GAIN* makes every effort to make this process as smooth as possible to reduce student anxiety and help ensure successful transitions.

Thoughtful transition planning will take place for any student entering *GAIN*, gradually being included in the mainstreamed learning environment, or departing *GAIN* to the full inclusion setting.

*GAIN* is committed to the following:

- Transition planning is an ongoing process with discussions occurring on a regular basis
- Plans must be developed with proper resources and time for implementation
- Meetings will occur as often as needed to ensure that all parts of the plan will be discussed, agreed to, and implemented
- Student entry to *GAIN* may include visits to the program without students, then with students present
- Student entry to *GAIN* may also entail partial day visits, gradually increasing time until a full school day is reached

## **Community Health Initiative Grant Proposal Woburn Public Schools**

### **Contact:**

Michael R. Baldassarre, Ed.D., Assistant Superintendent for Student Services  
[mbaldassarre@woburnps.com](mailto:mbaldassarre@woburnps.com)  
781-937-8233

### **1. Organization Overview & Mission**

The Woburn Public Schools (WPS) is a Massachusetts Public School District that serves as the Lead Educational Agency for more than 4,500 children and young adults between 3 and 22 years of age in the City of Woburn. WPS has committed in its newly revised mission, entitled the *Blueprint for our Future* to equity for all students, providing a consistent and rigorous curriculum, and improved professional practice (<https://www.woburnpublicschools.com/strategic-plan>).

WPS is perfectly positioned to implement this project. The WPS school committee's commitment to the mission of the organization can be seen in the allocation of resources in Fiscal Year 2019. The position of Assistant Superintendent for Student Services is new in the WPS. This position provides oversight, guidance, and development of social emotional programming for all students. Additionally the district has ensured that every school in the district is staffed with a full time school social worker, all of whom are overseen by a newly appointed Curriculum Coordinator for Guidance Services.

### **2. Program Name & Description**

WPS seeks to fully implement Therapeutic Crisis Intervention for Schools (TCIS) and offer training to families in Therapeutic Crisis Intervention for Families (TCIF). Both programs are administered by the Residential Child Care Project, which is part of the Bronfenbrenner Center for Translational Research in the College of Human Ecology at Cornell University in Ithaca, NY.

TCIS is among the most comprehensive, research based intervention programs for schools. In the TCI Implementation Study conducted by Cornell University over an 18 month period in the mid 1990's, the following results were evident:

#### *Confidence*

- a. Staff members were more confident in their ability to manage crisis situations
- b. Staff members increased their confidence as a team in handling crisis situations

#### *Consistency in Approaching Children in Crisis*

- a. Staff members and supervisors indicated a more consistent approach to children in crisis

#### *Reductions in Incidents*

- a. Evidence of reductions in fighting, serious verbal abuse, restraints, and assaults was documented in all units that implemented TCI

- b. Statistically significant reductions in physical restraints occurred

*Increased Staff Knowledge and the Development of an In-House Training System*

- a. Staff members increased their knowledge of crisis intervention, and this increase in knowledge persisted long after the training was completed
- b. Selected supervisory staff members learned basic and sophisticated techniques to conduct effective and long-lasting training programs

The overall purpose of this project is to ensure that every Woburn Public Schools employee who works directly with children participates in the full 21 hour TCIS training, that selected staff members in the WPS participate in the full 28 hour TCIS training (for those who require certification to conduct physical restraints), and that parents have the opportunity to participate in the 21 hour TCIF program (no physical interventions). After school program staff at the North Suburban YMCA (Woburn) and the James L. McKeown Boys and Girls Club of Woburn will also have access to this training (no physical interventions).

The program goals are to have:

Up to 16 trained trainers of Therapeutic Crisis Intervention in the Woburn Public Schools  
2 trained trainers of Therapeutic Crisis Intervention at the North Suburban YMCA  
2 trained trainers of Therapeutic Crisis Intervention at the Boys and Girls Club of Woburn

Implementation of TCIS will achieve:

1. Overall reduction in students feeling stressed, isolated, or depressed in school
2. A unified approach to addressing high needs students in every school and after school program in Woburn
3. Opportunities for parents to learn skills that reduce anxiety, stress, tension, frustration, and anger in the home
4. Reduction in critical incidents across the Woburn Public Schools and after school programs
5. Reduction in disciplinary incidents, particularly those that lead to suspension from school
6. The adoption of a school culture in which students access immediate mental health first aid and support when it is needed
7. All staff will learn irrefutable methods for supporting students in crisis and using crisis as an opportunity for teaching children and young adults new coping skills

### **3. Rationale/Supporting Data**

The necessity of this program can be seen in the increased mental health needs of the children and young adults in our schools and community. This is seen in the growing out of district tuition budget in Woburn for students with emotional and behavioral disabilities. Now in excess of \$10 million annually (transportation included) the district has turned its focus to the creation of excellent internal programs to meet the needs of students in their home schools, rather than sending them to costly out of district placements that are miles and miles away.



Additionally the number of students receiving mental health counseling in schools has grown. The WPS now has 25.0 full time employees who provide 1:1 and group mental health counseling in school for all or part of their workday. In addition to this investment, 3 clinicians from the Home for Little Wanderers and clinicians from Arbour Human Services provide 1:1 and group counseling in school. Even with this concentration of staff, caseloads at several Woburn Schools are overflowing, with students waiting to be seen.

Unfortunately the work of the schools' adjustment counselors, social workers, and psychologists is impeded by the pre-existing expectation that they deescalate crisis. Where any trained person can effectively deescalate stressful situations this has not been the case in Woburn. As a result, goals-based mental health counseling has been constantly and continually interrupted when these professionals are called upon to provide triage support. For many years student behavior and emotional wellness has been managed in school, with little done to change behavior or improve emotional health. The implementation of the TCIS system will create conditions where stressful situations can be managed by any trained teacher, administrator, or staff person, thereby allowing licensed clinicians to conduct goals based counseling using a Modular Approach to Therapy for Anxiety, Depression, Trauma, and Conduct Disorders (MATCH-ADTC). The district has already invested in the MATCH-ADTC program.

#### **4. Target Population**

*Age* – This program will serve children between the ages of 3 and 22 years old

*Location* – Woburn, MA as well as communities served by the YMCA of Greater Boston, which includes Reading, MA

*Reach* – 4,500 children annually

*Health Inequities* – The proposed strategy is targeted toward all children and young adults, but will most frequently serve those with Anxiety, Depression, Trauma, and/or Conduct Disorders. These children have a higher likelihood of suspension and drop-out that can be impacted through the proper training all staff in TCIS.

#### **5. Impact/Outcomes**

- a) The projected improved health outcomes are:
  - a. Reduced number of behavioral incidents in school or at after school programs
  - b. Reduced number of student suspensions from school or at after school programs
  - c. Reduced number of calls to mobile crisis from school or at after school programs
  - d. Reduced number of ambulance services at school due to mental health
  - e. Reduced dropout rate for students with mental health conditions
  - f. Reduced number of 51A reports for families that participate in the training
  - g. Improved student attendance for students with mental health conditions
  - h. Improved grades for students with mental health conditions
  - i. Improved graduation rate among students with mental health conditions

- b) Results will be measured by:
  - a. Pre and Post analysis of
    - i. Disciplinary referrals (frequency)
    - ii. Suspension rate
    - iii. Calls to mobile crisis
    - iv. Ambulance requests for mental health reasons
    - v. Dropout rate
    - vi. 51A reports for families that participate in training
    - vii. Attendance rate
    - viii. Grades
    - ix. Graduation rate
- c) This project does address the root causes of the mental health issue in schools. Too often stressful situations with students are exacerbated by the way they are handled by the attending teachers or staff. When faculty and staff perform at their highest level of training the negative impact of mental health issues among our students will be minimized.

## **6. Implementation Plan**

Cornell University has rigorous training standards for trained trainers in the TCI system. Funding from this grant will allow for the following to be implemented:

Onsite Train the Trainer Program – 20 participants will participate in the full 5-day train the trainer TCIS program (40 hours) as it is administered by Cornell University. This training will take place in the City of Woburn during the summer of 2019. Up to 16 participants will be from the Woburn Public Schools, 2 participants from the James L. McKeown Boys and Girls Club of Woburn, and 2 participants from the YMCA of Greater Boston will participate. These participants will earn the Level 3S training certificate from Cornell University, which will allow them to conduct full trainings for staff in their respective organizations.

Professional Development Offerings – As soon as trainers are authorized to conduct training by Cornell University, the process of training all staff will begin in the fall, 2019. Workshops will take place during the school day, in the evenings, and over vacations, ongoing until all Woburn faculty and staff have been trained. This multi-year effort will be ongoing as new staff that enter the system will also be trained. It is projected that up to 200 people per year will participate in the full TCIS training.

## **7. Promotional Plan**

Notification of the opportunity to be trained as a trainer of TCIS will be made available to all staff. The Superintendent of Schools or his designee will select staff based upon their education, experience, position, service to the Woburn Public Schools, and ability to train colleagues. TCIS training will be requirement of all Woburn Public Schools staff once the district has the necessary trained trainers.

## **8. Budget**

5-day TCIS onsite training by Cornell University:	\$33,500.00
\$500 Stipend for each participant (20):	\$10,000.00
<b>Total</b>	<b>\$43,500.00</b>

## **9. Sustainability**

The TCIS system will become part of the fabric and help define the ethos of the Woburn Public Schools. With a cadre trained trainers within the district TCIS can be taught to faculty and staff on an ongoing basis for many years to come. Cornell University's recertification guidelines require trainers to attend a shorter refresher workshop every two years. The district will assume this responsibility in its Fiscal Year 2022 budget.

## **10. Collaborations**

- a. North Suburban YMCA  
137 Lexington St.  
Woburn, MA 01801
  
- b. James L. McKeown Boys and Girls Club of Woburn  
Charles Gardner Lane  
Woburn, MA 01801