

Millbury Jr/Sr High School
Executive Summary Standard 6
School Resources for Learning
Presented and Approved (67-0) on January 9, 2018

Millbury Memorial Junior Senior High School has timely, coordinated, and directed intervention strategies to ensure that all students achieve the school's 21st century learning expectations. There is close coordination of services among support, counseling, and health personnel. Families, especially those most in need, are informed of the comprehensive range of counseling, health, and other support services available. Health personnel provide preventative and direct intervention health care services, use an appropriate referral process, and conduct ongoing student health assessments. A wide range of materials, technologies, and other information services support student achievement of curriculum learning standards. Identified students are provided a range of programming from small group to fully inclusive services and support services personnel routinely consult with teachers, counselors, and other service providers to enable all students to meet the school's 21st century learning expectations.

Section 504 Plans are effectively designed for identified students using the 504 procedures in the Millbury 504 Manual to provide services and accommodations to allow equal access to the curriculum. District Curriculum Accommodation Plan (DCAP) accommodations are implemented by teachers to support student learning for students in need. The formal overarching DCAP document is not currently available to the public and needs to be reviewed, updated and shared to reflect current practices and supports available to all students. Student Individual Curriculum Accommodation Plans (ICAPs) provide specific accommodations, instructional supports and strategies, that are implemented for the identified student by teachers.

The Instructional Support Team (IST) is comprised of Administration, Guidance Counselors, the School Nurse, Social Worker, School Psychologist, and Team Chairperson/ Special Education Department Head. There are separate Jr. High and High School ISTs that meet bi-weekly to review identified student needs and decrease the impact of barriers to effective progress for students. Referrals to IST may be made by teachers, counselors, administrators or other IST members. Referring teachers are invited to share their specific concerns as part of the referral process. The Crisis Intervention Team is comprised of Staff and Administration and meets regularly to anticipate and address crisis situations facing the school community. Health Services are provided by the School Nurse, who serves on the above mentioned teams as well as the SBIRT (Screening, Brief Intervention, and Referral to Treatment) Team, which implements universal verbal screenings, using evidence-based practices, to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

English as a Second Language (ELL) Services are provided using both direct support in a small group setting and inclusion support from an ELL tutor. French River Educational Services are contracted to provide necessary Speech/Language, Occupational Therapy, Physical Therapy, and Assistive Technology Services for identified students who need these services to access education. Tutoring services are provided to students in response to medical or other factors that impact attendance. The Guidance Department arranges Peer Tutors as recommended or requested to support students in mastering content. Teaching staff remain after school at least one day per week to support student academic progress, and a “late bus” is offered one day per week, to allow for students needing transportation to stay for extra help. Students may also access assistance from teachers during Common Directed Study (CDS), daily. An Athletic Trainer has been hired this year to support students in areas related to health, wellness, injury and recovery. The School Resource Officer (SRO) is assigned to the school to provide intervention, safety, and crime prevention services in the school environment.

Alternative Education Support is available for identified students requiring intervention. At the Junior High School this program is staffed by one Alternative Education classroom teacher and one Instructional Assistant. At the high school the program is staffed by one Alternative Education classroom teacher, who also provides one block per day of Inclusion Support in the History department, for students identified as requiring this service through the Alternative Education Program. These programs provide flexible and individualized academic services to facilitate school success in supportive environments. There are tiered intervention services to support each student’s behavioral and academic needs, and supplemental classes that focus on social skills, academic skills, and basic job/vocational skills. The building-based Administrative Team meets with the Alternative Education Teachers, Guidance Counselors, Clinical Support members (Social Worker, School Psychologist and Behavior Specialist) and Team Chairperson to identify the students requiring support; the type of support needed, and the level of intervention for individual students. Data is collected on a spreadsheet, shared and updated, at program planning meetings.

An adequate number of guidance counselors and certified/licensed personnel and support staff engage in individual and group meetings with students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and maximize each student’s achievement of the school’s 21st century learning expectations. However, it has been noted within the Endicott Survey that there is a need for an additional adjustment counselor/guidance counselor to help support both the social emotional well-being of our students, and increased accessibility for academic and college/career planning.

Clinical Meetings are held weekly to share the progress of students who have been referred for clinical support. Both the school psychologist and school social worker, who is also our Community Health Link (CHL) liaison, facilitate these meetings and work closely with our community partners to provide additional support services for students in need.

Recommendations and changes to service delivery are addressed, based upon student progress. Attendees include the School Psychologist, Social Worker, Guidance Department Head, Team Chairperson/ Special Education Department Head, and the School Nurse.

The Guidance Department's school counseling program addresses the academic, career, and personal/social needs of all students and is committed to supporting every individual's unique abilities and to valuing diversity. The Naviance College and Career Readiness curriculum is utilized in conjunction with class presentations, information sessions provided at Parent's Nights, field trips to local colleges, and College and Career Fairs. The majority of guidance counselor time is allocated to individual counseling sessions with a focus on academic, college, and social-emotional wellbeing. Guidance counselors have also increased their presence in classrooms to educate students about how they may proactively use guidance services. The BCBA, School Psychologist, and Social Worker meet with identified students, as needed, per their individualized plan/s, as well as for crisis intervention. When a student requires more intensive services and support, counselors partner with local area mental health and social services agencies.

Millbury Memorial Junior Senior High School has one MA DESE Certified, Nationally Certified School Nurse, who provides comprehensive health services, including ongoing disease management, preventative services, and direct care throughout the school day, to the entire school population. Nursing assessments and Individual Healthcare Plans are generated for students needing health and nursing interventions throughout the school day. All students have access to the school nurse. There is a consistent and effective health services referral process. Resources are given to families as necessary, to include medical, dental, vision, and specialty provider lists, as well as local free clinics and the process to obtain free vision exams, hearing exams, and/or vouchers for glasses. Changes are made, as deemed needed, by the School Nurse, as a result of the annual student and parent feedback surveys. More expansive Health Education programs have been implemented as a result of data from the Regional Youth Health Survey and student needs. Review and revision of health services' procedures and protocols are conducted, based on data collection, a review of best current practices, and new medical evidence to support changes.

Millbury Memorial Junior Senior High School has one DESE Certified Library Media Specialist who manages all library/ media center operations effectively and efficiently. Her general duties

include the daily operation of the Library/Media Center, including the budgeting, ordering, circulation, shelving, and management of all library resources. She consistently assists students in the use of library resources and collaborates with individual teachers or teams of teachers on projects and initiatives. Library staff are available to students and teachers from 7:15 am until 3pm on school days.

Special Education Services at Millbury Memorial Junior Senior High School include a range of service delivery models unique to individual students' needs. There is a transition program staffed with two special educators, five ABA technicians, one 1:1 aide, and one job coach, for students requiring daily living skills; direct social and vocational instruction; and access to the curriculum through applied learning across settings, including community-based instruction. Other special education services are provided by six special educators who implement small group instruction and inclusion support, in conjunction with fourteen instructional assistants, to provide IEP services for identified students. A Team Chairperson/ Special Education Department Head coordinates services and facilitates meetings for at-risk and identified students. Counseling services and other student support staff members include a School Psychologist, a School Social Worker, 3.6 Guidance Counselors, a Board Certified Behavior Analyst (BCBA), and two Alternative Education Teachers. Community Healthlink is an agency that Millbury Public Schools provides office space for, to allow students to access counseling supports during the school day, as a means of eliminating barriers to clinical services. A variety of inclusive opportunities are offered for all students. Anti-bullying intervention activities and events are ongoing but not currently documented as a written collection accessible to the staff and community. The Special Education and Guidance Departments utilize Aspen/X2 for IEP and 504 development and electronic dissemination to teaching staff. When assessment data indicates an IEP needs to include an assistive technology device (Ipad, laptop, etc.) as a 1:1 device, appropriate apps are loaded to facilitate access to the curriculum. For some identified students, as indicated, daily and/or frequent email communication between school-based team members, in conjunction with the use of Google Docs/Sheets and Rethink! to monitor and track progress, is used. Changes made based upon data and feedback received to improve support services include the Transition program development, based upon NASET self-assessment results; staff increases, based upon demographic data; increased workplace and community opportunities for students; new IEP goal data collection systems, and increased professional development on IEP development.

Therefore, the School Resources for Learning Committee agrees that Millbury Memorial Junior Senior High School currently meets this Standard at the ACCEPTABLE level.

Strengths:

- ★ Strong Clinical supports available to students including outreach to agencies providing services at MJSHS and direct access for students to guidance counselors and other appropriate support staff, as needed
- ★ A broad range of individualized student program service delivery models for students with identified special needs
- ★ Ongoing communication and development of Alternative Education programming at the Junior and Senior High School level/s
- ★ Consistent and effective health services process in place

Needs:

- Review, update and share Millbury Public Schools District Curriculum Accommodation Plan (DCAP). Related Individual student plans will then be labeled as Individual Curriculum Accommodation Plans (ICAPs), consistent with the revised, overarching Millbury Public Schools DCAP.
- Clearly explain and disseminate information regarding all available student supports, including but not limited to anti-bullying initiatives and guidance resource accessibility, using varied means, to effectively reach all students and parents.
- Develop an alternative means of providing classroom coverage beyond the use of Instructional Assistants, who are otherwise assigned to students with identified needs
- Consider additional ELL supports/ teacher on site

Respectfully Submitted by the Millbury Woolies 2017 NEASC Indicator 6 Committee

Julie Almstrom, Special Educator

Jason Avakian, Behavior Specialist

Angela Avramidis, School Nurse

Rose Flaherty, Librarian

Devyn Jackson, Special Educator and Liaison to Indicator 6 Committee

Brad Koprowski, Special Educator

Kim Pine, Mathematics Teacher

Timothy Rucho, History Teacher

Keri Vokes, Social Worker

Christine Warren, Team Chairperson and Spec Ed Department Head, Committee Chairperson