

HANOVER PUBLIC SCHOOLS SCHOOL COMMITTEE HEALTH AND WELLNESS UPDATE

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Highlights: Health and Wellness

- MDPH Essential School Health Services Partnership
- Update resource manual/best practices (continual)
- Vision/hearing Process (Spot Vision Screening)
- Massachusetts Immunization Information System
- Safety: AED upgrades, bleeding control stations, medical emergency response drills
- Coverage – Substitute School Nurses
- Substance Use Prevention – SBIRT Results
- Racial Equity/Low Incidence Populations
- Medication Delegation
- Social and Emotional Health



SBIRT

Screening, Brief Intervention
and Referral to Treatment





M.G.L. Chapter 71, Section 97

- Verbal tool to screen for substance use disorders (SBIRT)
- Annually
- 1 grade in Middle School, 1 in High School
- Parents notification – prior year
- De-identified aggregate results to DPH
- Pupil or parent/guardian may opt out (writing)
- Responses confidential unless immediate medical emergency or student consent
- Referral to in-house staff with student written consent
- No identifying documentation
- Protection from liability for person conducting screening



SBIRT Protocol

- Implemented by school nurses and school psychologists/adjustment counselors
- Screening, Brief Intervention and Referral to Treatment
- CRAFFT
 - Part A: during the past 12 months, on how many days did you use ...
 - Part B: if any days of use ask the remaining CRAFFT questions
 - If no days of use, only as “car” question



SBIRT (continued)

- Brief Intervention: motivational interview, education, positive reinforcement for good decisions
- Referral to Treatment:
 - Always with consent unless medical emergency
 - In house: school psychologist, guidance/adjustment counselor, school nurse
 - Out of school referral: Youth Central Intake, Help Line



SBIRT Implementation 2017 - 18

- Screening
 - All students in 8th Grade November 8, 2017
 - All students in 9th Grade March 8, 2018
- Letter to families
- 1:1 Brief Intervention
 - Motivational Interview
 - Positive Feedback for healthy choices
 - Referral to guidance if needed *with* student consent
 - Referral to guidance *without* consent if immediate risk to health or safety of student
 - Research-based information
 - Identify Trusted Adult
- Aggregate results to MDPH



SBIRT – Results 2017 - 2018

- HMS
 - 200 8th grade students participated
 - 194 screened negative – “no use”
 - 6 screened positive – all were “very little use”
- HHS
 - 184 9th grade students participated
 - 159 screened negative – “no use”
 - 25 screened positive – mostly “occasional” or “:very little use”
- Interventions
 - Positive feedback for healthy choices
 - Discussion about risks of adolescent drug/alcohol use
 - Research-based information
 - Student asked to identify reasons “not to use”
 - Resources, contact information
- No referrals for treatment
- Positive feedback from both staff and students

GENDER, RACE, SEXUALITY, RELIGION

Equity in Schools





Equity in Schools

- Racial Equity Workshop
- Study Group
 - Race
 - Religion
 - Sexual Orientation
 - Gender Identity
 - Internal Bias
 - Inclusive language and policies
 - Resources
- Education for school community

MEDICATION DELEGATION BEFORE/AFTER SCHOOL PROGRAMS AND FIELD TRIPS

Policy Update





Delegation

- Register every two years with MDPH
- Oral medication only (except Epinephrine)
- At the discretion of the school nurse
- Properly trained school staff
- Parent permission required
- Only for before/after school and field trips
- School nurse must be on duty at all times in the district

SOCIAL/EMOTIONAL WELLNESS

Susan Egan, CAGS
School Psychologist
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Social and Emotional Wellness

Social/ Emotional Learning is the process through which children acquire and apply the knowledge, attitude, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. (CASEL, 2018)



Social and Emotional Curriculum

- Direct Instruction in the classroom taught by both counselors and teachers
- School Wide Assembly presentations
- District wide and school based initiatives and practices that foster inclusion and emotional safety
- Targeted programs and interventions for identified students



High School: Freshman Seminar

Freshman Seminar: Adjustment counselors, Guidance Director, and School Psychologist go in to freshman classes to work in small groups with students teaching social/ emotional wellness topics.

- **Team Building:** Development of team building skills, fostering cohesiveness, and learning to resolve conflicts.
- **Stress Management and Anxiety:** stress reduction techniques, coping skills, recognizing signs of a more serious anxiety disorder
- **Social Media:** Cyberbullying prevention and the safe use of technology/ social media.
- **Healthy vs. Unhealthy Relationships/ Consent:** How to recognize signs of an unhealthy relationships/ friendships. Consent: age of consent, legal implications



Guidance Seminars

Counselors present in Wellness/ PE to grades 9-12:

- **Depression and Suicide Prevention:** Recognizing “Signs of Suicide”, understanding normal sadness compared to depression and how to get help for yourself or a friend.
- **Substance abuse/ addiction prevention:** Hope House speakers in recovery/ treatment program spoke to students in grades 9-12 in wellness/ PE classes.
- **Eating Disorder Awareness:** Presentation in P.E. Class and “Mirrorless Monday”



Program Development

- **Transition Program:** Implementation of a transition program for students with acute or ongoing medical or psychological challenges that result in excessive absence from class and/or school. We partnered with the BRYT (Bridges for Resilient Youth in Transition) organization who helped us to develop and implement the program and provide us with professional development and ongoing program support.
- **Therapeutic Learning Center:** Implementation of a Therapeutic Learning Center to meet the needs of students with emotional/behavior disorders.
- **Partnership with South Bay Mental Health School Based Support:** This program has allowed us to connect our students with mental health support when the needs are beyond the scope of what can be provided in school.



Middle School

- Transition work with grade five and grade eight
- Decision making in class presentation
- Calm Classroom: All teachers and counselors have been trained. Mini meditations and other stress reducing techniques are utilized.
- Anchor Awards: Kindness, hard work, grit – drawing every week with gift card prizes (Secret Kindness Agents)
- 5th Grade Wonder Fair



Middle School (cont.)

- Inclusion Week
- Mix it up Lunch: Students sit in randomly assigned groups and are given conversation starters
- Be Better Club
- Diversity Club (partnering with high school)
- D.A.R.E.



Center/Sylvester

- “Kool to be Kind”: Tickets for acts of kindness, thinking outside of yourself. Award for “Kooolest”, kindest class
- Social Thinking
- Mindfulness (Calm Classroom) each week, each class
- Responsive Classroom (some classes)
- Second Step (some classes)
- Inclusion week: Wonder, inclusion discussion
- PBIS: Currently the “STARS” program for encouraging positive behavior. PBIS program being revamped for next year.



Center/Sylvester (cont.)

- Student advisory council
- DoJo: reward system for positive behaviors, bucket fillers
- Zones of regulation to foster self-regulation of emotions and behavior
- Buddy benches
- Snow Bowl, Field Day (prizes for kindness, sportsmanship)



Cedar School

- PBIS: School wide initiative to foster positive behavior includes classroom presentations on expected behavior in a variety of settings (K-4)
- PBS: weekly social/ emotional and social skills lessons (Pre K)
- Mindfulness/ Relaxation/ Stress Reduction: All teachers have been trained on Calm Classroom. Classroom presentation/ training sessions for all classes as well as weekly lesson for targeted/ high need classrooms
- Social Thinking: Early Childhood Social Thinking Curriculum taught in all Kindergarten classrooms as well as targeted/ high need classrooms
- Kindness Revolution
- 4th grade “Outreach Club”



Cedar (Cont.)

Varies by class:

- **Responsive classroom:** teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.
- **Second Step:** strengthening social-emotional skills of students and helping them reach their full potential.
- **Open circle:** proactively developing children's skills for recognizing and managing emotions, empathy, positive relationships and problem solving.



District-Wide

- **Sandy Hook Initiative:** We have partnered with the Sandy Hook Promise Organization and are working with a representative to implement initiatives next year that include training for all mental health staff that helps to identify high risk students, how to assess them and how to most effectively intervene.
- **"See Something, Say Something":** This is a presentation for students in grades 6-12 that talks them through how to recognize a concern and how to find a trusted adult to talk to about it. This will build upon our current reporting protocols.
- **"Start with Hello":** This program encompasses several different aspects, some of which include lessons that can be taught in class at the elementary levels. Resources will be provided for clubs like "Be Better" who are already working on some of these activities for implementation district wide.



District-Wide (Cont.)

- **Clubs that foster inclusion and emotional safety**
 - Be Better Club
 - Diversity Club
- **Professional Development for mental health staff. Different topics are focused on each year. This year's topics:**
 - Current Trends in mental health/ Adolescent Partial Hospitalization Program
 - PANS/ PANDAS and Lyme Disease
 - Social/ Emotional Curriculum Programming and Initiatives
 - Several staff attended Social Emotional Learning workshop through Youth Health Connection
 - Several staff attended South Shore FACTS substance abuse prevention training.
- **Ongoing work:**
 - **Student Intervention Teams:** meet weekly or bi-weekly to discuss at-risk situations. Working to improve upon and streamline processes and protocols.