



Panel 2: Social-Emotional Learning

Dr. Dawn Bentley, *Assistant Superintendent for Student Services*

Larry Dorey, *Principal, Acton-Boxborough Regional High School*

Andrew Shen, *Principal, R.J. Grey Junior High School*

Lynne Newman, *Principal, Paul P. Gates School*

Pam Smith, *Special Education Director*

Keith Campbell, *School Resource Officer*

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Long-Range Strategic Plan



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

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Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

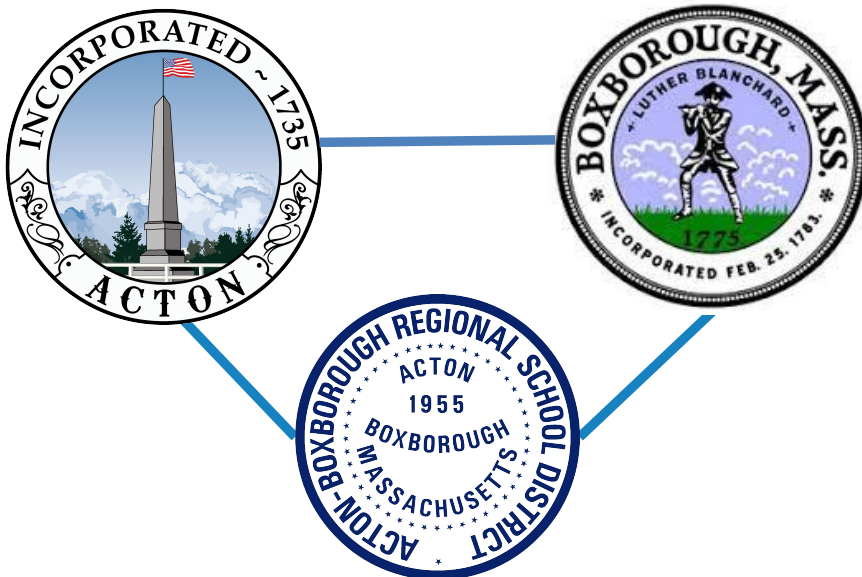
Goal #1: Respond to our students' social-emotional needs

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Our Larger Community Context

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Our Larger Community Context

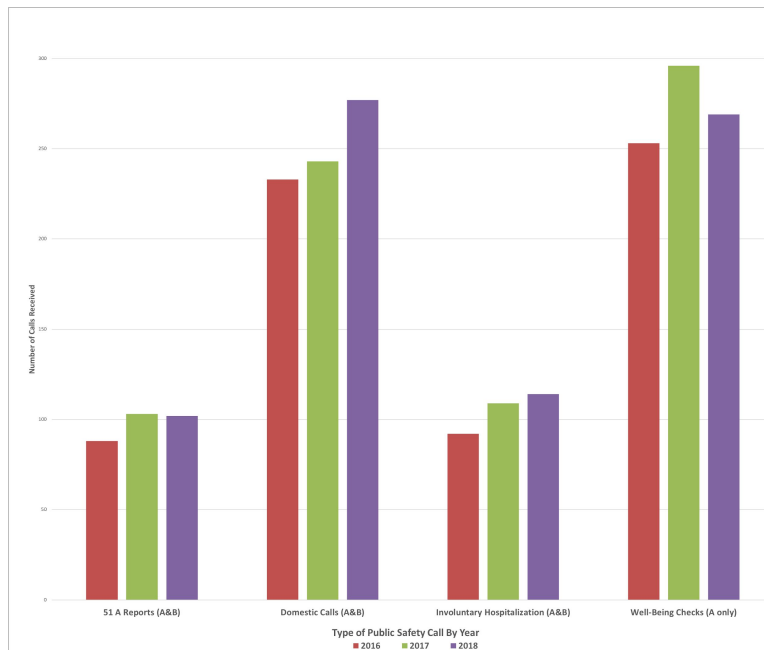


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Acton & Boxborough Public Safety Data

Year	51 A Reports (A&B)	Domestic Calls (A&B)	Involuntary Hospitalization (A&B)	Well-Being Checks (A only)
2016	88	233	92	253
2017	103	243	109	296
2018	102	277	114	269

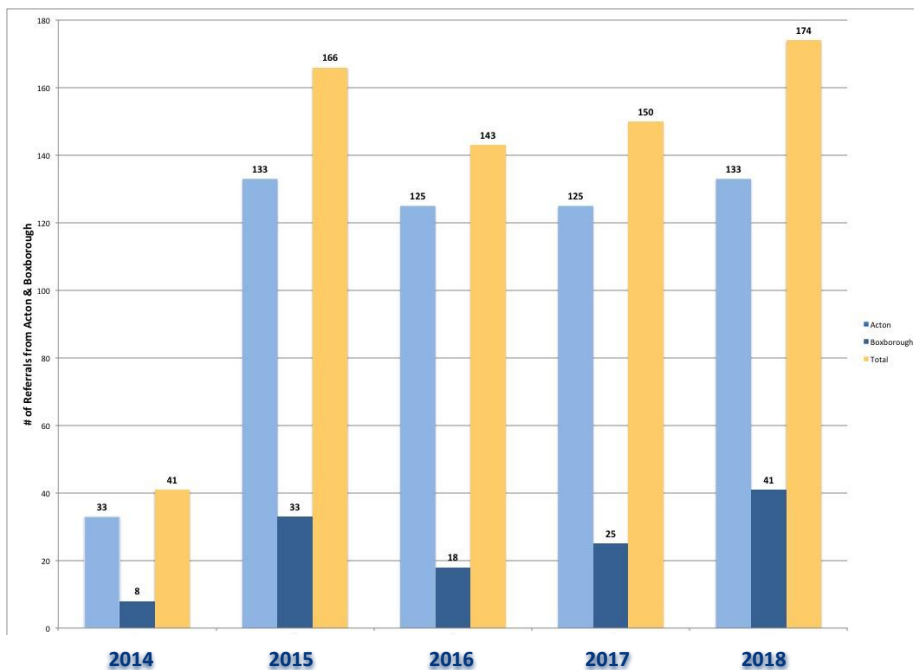
Acton & Boxborough Public Safety Data



Mental Health and Wellness Data

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William James Interface: 2014-18 Acton and Boxborough Referrals



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William James Interface Referral Service- 2018 Data

Top 3 Referral Sources:

- Parent (56)
- ABRSD (45)
- Self (17)

Top 3 Reasons for Referral:

- Anxiety (35)
- Depression (32)
- Family Issues (17)

Top 3 Ages of Clients Referred

- Teenagers age 13-17 (33)
- Adult age 24-59 (19)
- Children age 6-12 (15)

K-12 Hospitalizations for Mental Health Reasons

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



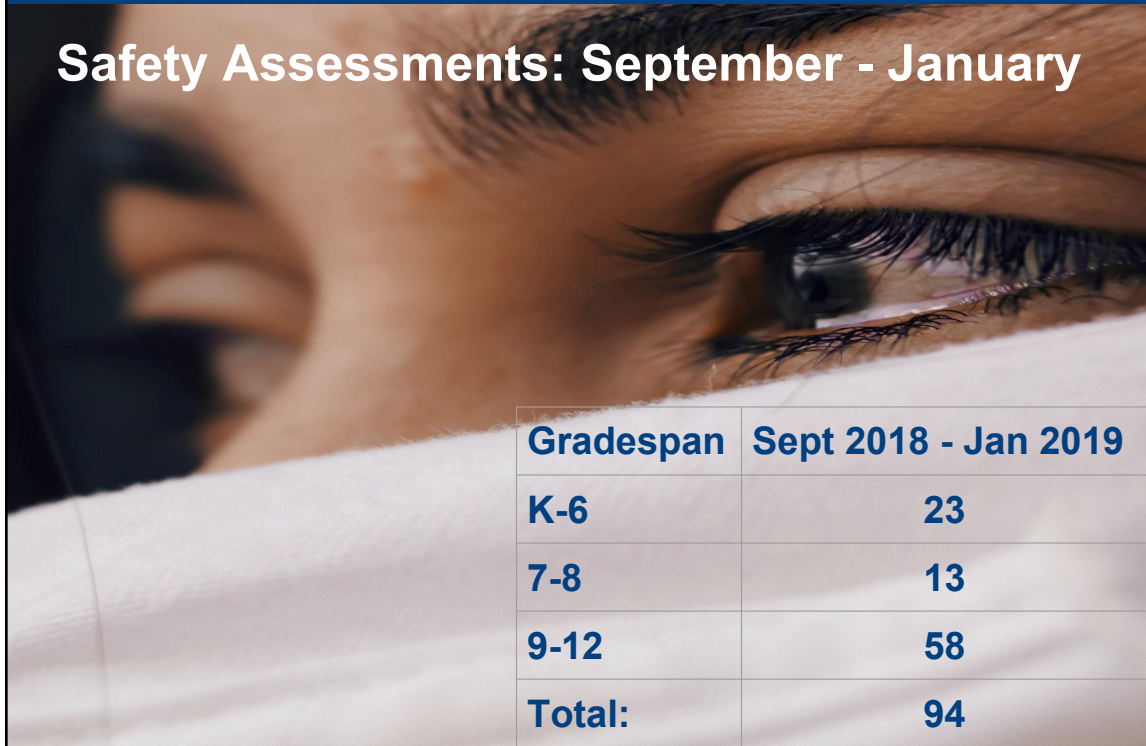
School Year	# of Students Districtwide
2017-18 <i>(Full Year)</i>	54
2018-19 <i>(9/5/18-1/15/19)</i>	45 <i>(year to date across 4 months)</i>

Signs of Suicide (SOS)



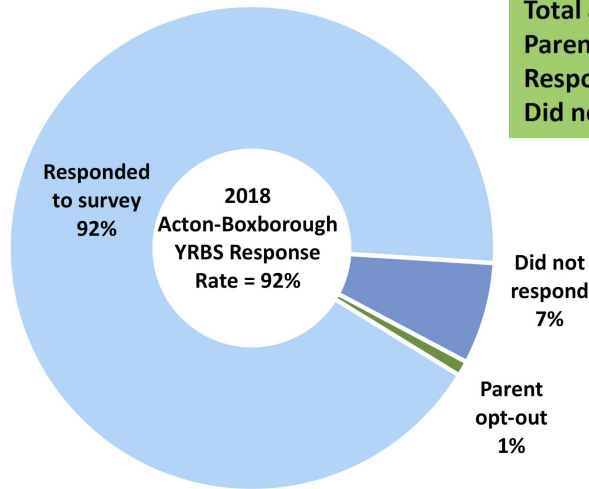
School Year	JH: Screened In	HS: Screened In
2016-17	24 <i>(1 grade)</i>	70 <i>(2 grades)</i>
2017-18	11 <i>(1 grade)</i>	74 <i>(2 grades)</i>

Safety Assessments: September - January



Gradespan	Sept 2018 - Jan 2019
K-6	23
7-8	13
9-12	58
Total:	94

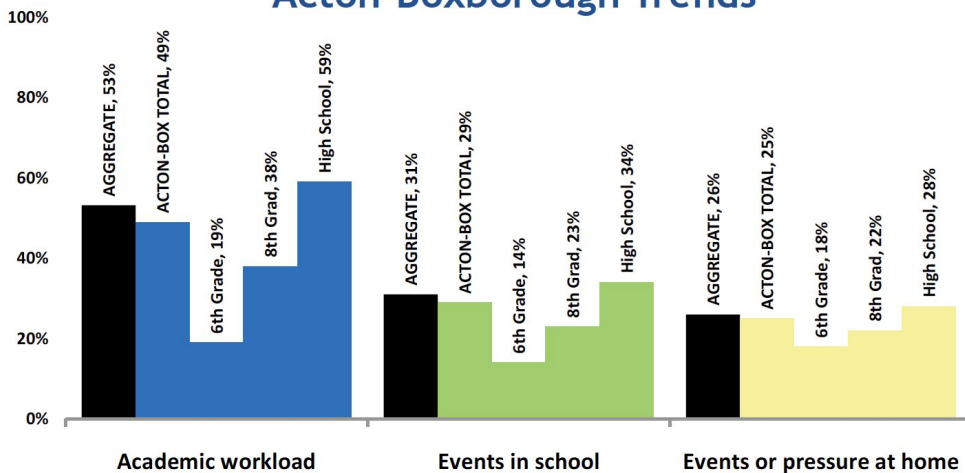
2018 Youth Risk Behavior Survey



Acton-Boxborough YRBS Response Rate:
 Total attendance on day of survey: 2,727
 Parent opt-out: 27 (1%)
 Responded to survey: 2,513 (92%)
 Did not respond to survey: 185 (7%)

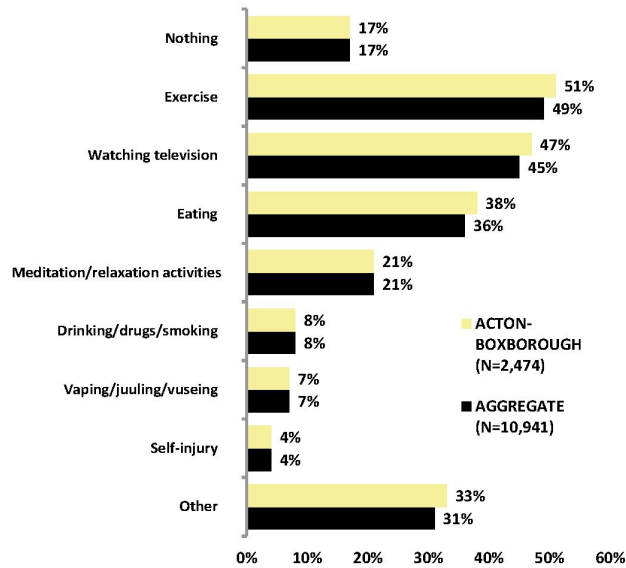
YRBS Data

Percent of Youth Experiencing “Somewhat” to “Very High” Stress Due to Academics, by Grade (2012-2018), Acton-Boxborough Trends



2018 YRBS Data: Strategies to Manage Stress

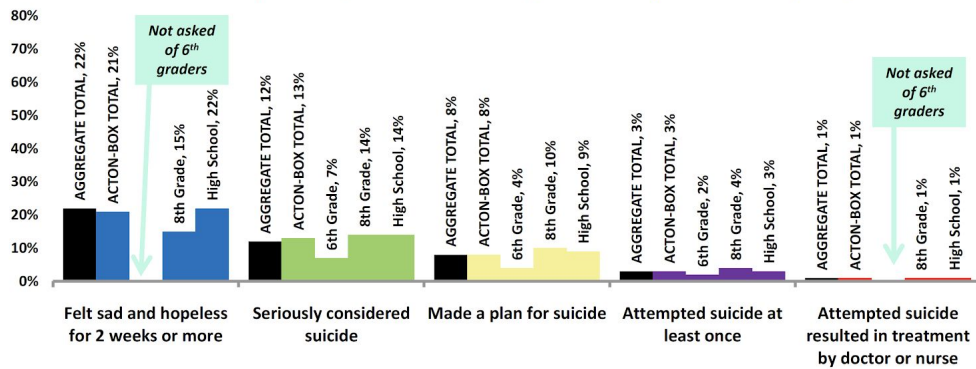
Strategies Used Most Often to Deal with Stress (2018)



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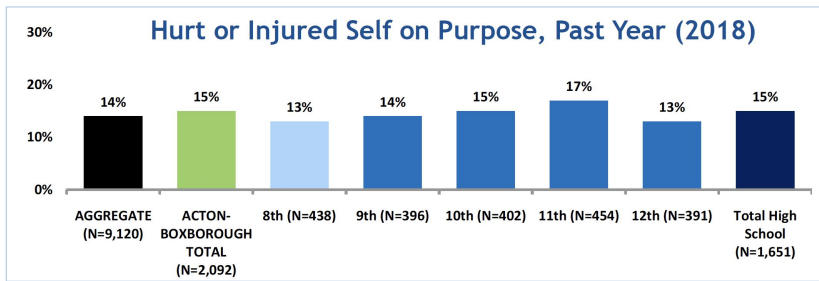
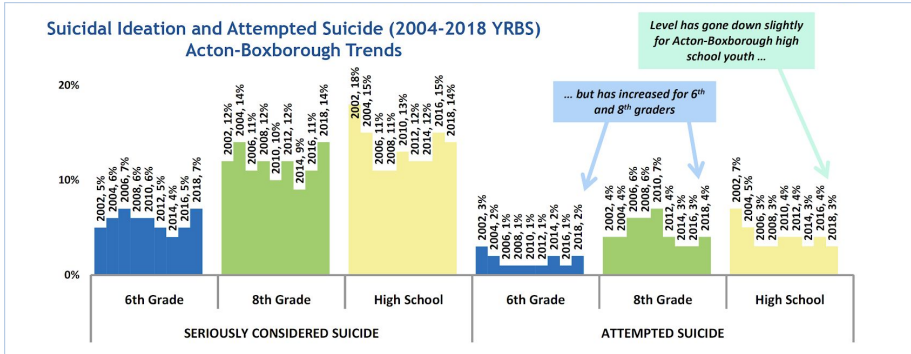
2018 YRBS Data

Depression, Suicidal Ideation, and Attempted Suicide (2018)



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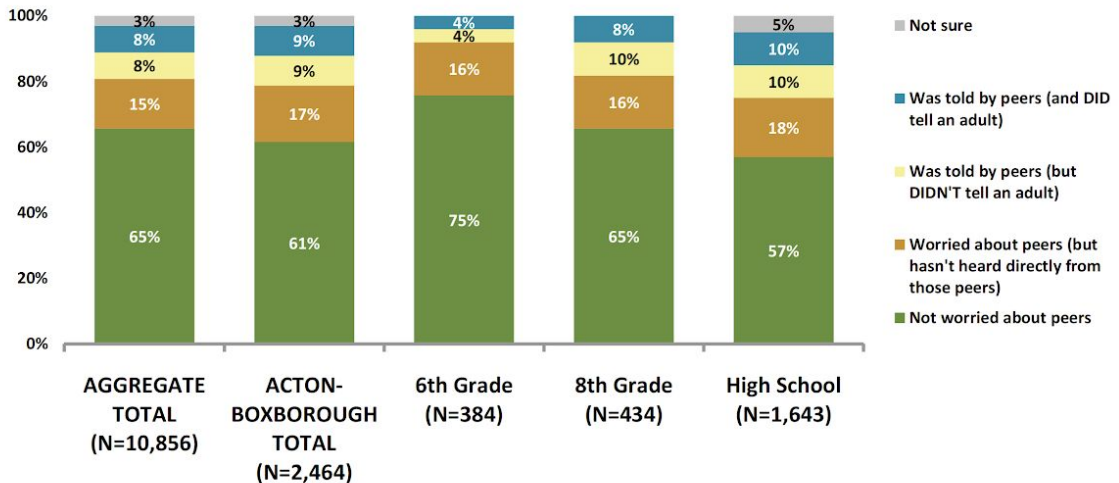
2018 YRBS Data



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2018 YRBS Data

Is Worried About Peers Harming Themselves or Attempting Suicide (2018)



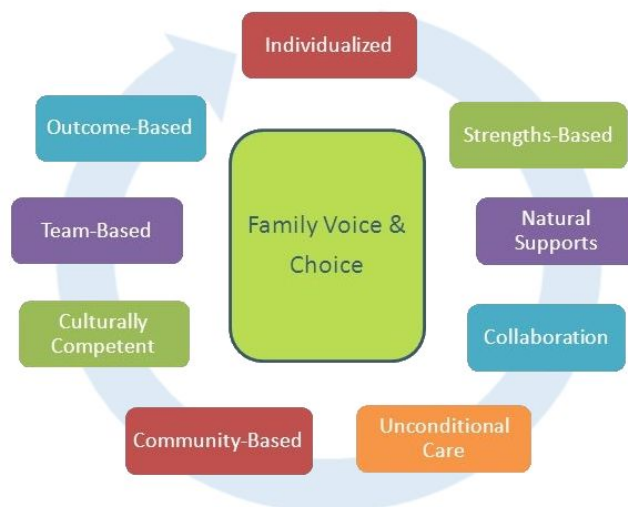
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Staffing Requests

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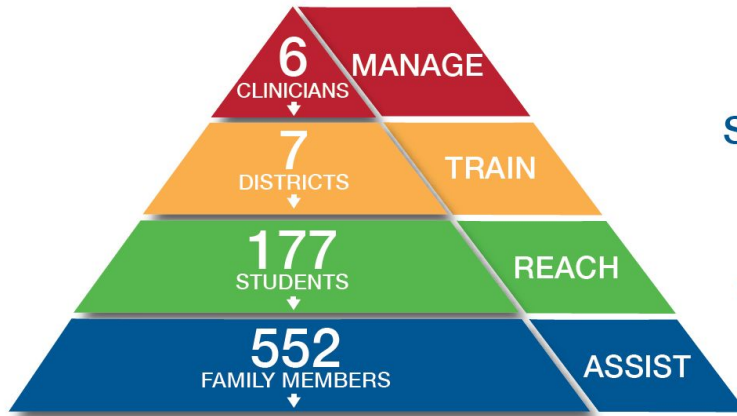
Wraparound Services Overview

- Puts the child or youth and family at the center
- Driven by the family's ideas and perspectives
- Goal- keep children in their communities



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Family Support Partner (FSP)



FSP wraparound is a **STRENGTHS-BASED STUDENT-CENTERED, COLLABORATIVE** support that assists schools in addressing non-academic barriers to learning.

- Licensed Mental Health Clinicians
- 20 family cases
- \$71,904/year



College Applications Processed by ABRHS Counseling Department

School Year	Total Applications Processed
1994-95	1000 applications (approx.)
2002-03	1520 applications
2010-11	3156 applications
2018-19	4654 applications



ABRHS Counseling Department



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IEP-Required Needs: BCBA

Board Certified Behavior Analyst (BCBA)- professionals certified in behavior analysis who provide behavior-analytic services and supervise ABA trainers

BCBA Positions	Current Caseload	Current # of Buildings	
BCBA 1 (1.0 FTE)	79	4	
BCBA 2 (0.6 FTE)	25	2	
BCBA 3 (0.4 FTE)	27	3	
BCBA 4 (PreK Teacher)	26	1	
BCBA 5 (1.0 FTE)	N/A	N/A	
BCBA 6 (0.4 FTE)	N/A	N/A	

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IEP-Required Needs

- **School Psychologist**
 - 0.6 RJGJHS
 - 0.4 Elementary
- **JH CLASS Program- Special Educator**

Special Education Team Leader: Multi-Year Buildout

Essential Responsibilities:

- Coordinate services and evaluate special educators
- Collaborate with special education teams and leaders
- Ensure special education programs are compliant and implemented with fidelity
- Support research-based practices in special education

Panel 2 Questions



Lunch Break

Panel 3 will begin at 12:30