

LEXINGTON SCHOOL COMMITTEE MEETING
Monday, March 21, 2016
Cary Memorial Building, Estabrook Hall
1605 Massachusetts Avenue

All agenda items and the order of items are approximate and subject to change.

6:30 p.m. Call to Order and Welcome (3 minutes):

Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

6:33 p.m. Superintendent Announcements:

6:38 p.m. School Committee Member Announcements:

6:43 p.m. Agenda:

1. Discussion of Town Meeting Articles (20 minutes)
2. Policy Subcommittee Recommendation Regarding: (5minutes)
 - a) JLDBA – Lexington Public Schools Intervention, Prevention, and Postvention Suicide Policy – Third Reading
 - b) JKAA – Restraint of Students Policy – Third Reading
3. School Committee Retreat Planning Update (10 minutes)
4. Resolution Calling for Full Funding of the Foundation Budget Review Commission’s Recommendations (5 minutes)

7:30 p.m. The School Committee will remain in session and relocate to Battin Hall for the purpose of participating in Town Meeting.

Policy AD: Mission/Vision of the Lexington Public Schools

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents, guardians and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

The next scheduled meeting of the School Committee is as follows:

- The next meeting of the School Committee is scheduled for Wednesday, March 23, 2016, at 6:30 p.m. in the Cary Memorial Building, Estabrook Hall, 1605 Massachusetts Avenue.

AGENDA ITEM SUMMARY **LEXINGTON SCHOOL COMMITTEE MEETING**

TODAY'S DATE:
March 14, 2016

ITEM NUMBER: A.1

REQUESTED MEETING DATE:
March 21, 2016

AGENDA ITEM TITLE:
Discussion of Town Meeting Articles

PRESENTER:
Dr. Czajkowski

SUMMARY:
March 21, 2016 - Special Town Meeting 2016

ARTICLE 2 APPROPRIATE FOR MIDDLE SCHOOL – ADDITIONS AND REMODELING

To see if the Town will vote to appropriate a sum of money for constructing, originally equipping and furnishing additions to the Clarke and Diamond Middle Schools and for remodeling, reconstructing and making extraordinary repairs to the existing Middle Schools, including original equipment and furnishings, and for the payment of all other costs incidental and related thereto; determine whether the money shall be provided by the tax levy, by transfer from available funds, by borrowing, possibly contingent on a referendum pursuant to MGL c.59, §21.C, or by any combination of these methods; determine if the Town will authorize the Selectmen to apply for, accept, expend and borrow in anticipating of state aid; or act in any other manner in relation thereto.
(Inserted by the Board of Selectmen at the request of the School Committee)

FUNDS REQUESTED: \$65,826,000

DESCRIPTION: It is anticipated that there will be two parts to the motion for this article. The first part will seek an appropriation for renovation work at Clarke and Diamond Middle Schools (Phase 1) that, due to existing enrollment, it is imperative that the work be completed this summer, before the beginning of the 2016/2017 school year. The second part will be for the design and construction of renovations and additions to Clarke and Diamond Middle Schools (Phase 2) to address anticipated school enrollments. Phase 2 work will be completed over the next 18 months for the Clarke School and 30 months for the Diamond School. While it is anticipated that both Phase 1 and 2 of this project will be included as part of a Debt Exclusion question submitted to the voters later this spring, Phase 1 work needs to be completed in time for the 2016/2017 school year. The contract for this work, therefore, will need to be signed the first week of April, before the likely debt exclusion vote. The contract for the Phase 2 work will go forward only if the debt exclusion vote is approved.

- **Bill Hurley** – Will make a motion to accept report and ask Moderator to recognize Pat Goddard
- **Pat Goddard** – Will make a Power Point Presentation

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

- for the first time, with a request that the School Committee vote at a subsequent meeting
or
- with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

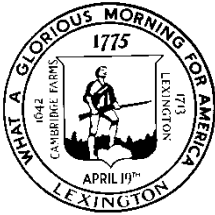
N/A

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

Memo to the School Committee dated March 10, 2016 – LSC 2016 Future Meeting Dates



Lexington School Committee

146 Maple Street ♦ Lexington, Massachusetts 02420
Bill Hurley, Chair, Jessie Steigerwald,
Judy Crocker, Alessandro Alessandrini, Eileen Jay

Lexington School Committee

email: school-com@comet.ci.lexington.ma.us
(781) 861-2580 ext. 68041

TO: School Committee Members

FROM: Paula McDonough, Executive Assistant to the School Committee

DATE: March 10, 2016

RE: Lexington School Committee – 2016 Future Meeting Dates

<u>Date</u>	<u>Time</u>	<u>Location</u>
Monday, March 21, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue
Wednesday, March 23, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue
Monday, March 28, 2016	6:30 p.m.	Lexington High School Library Media Center 251 Waltham Street
* 7:15 pm - Seniors Recognition Night – Jay Kaufman		
Wednesday, March 30, 2016	6:30 p.m.	Lexington High School Library Media Center 251 Waltham Street
Monday, April 4, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue

<u>Date</u>	<u>Time</u>	<u>Location</u>
Wednesday, April 6, 2016 Cancelled 3.7.16 –due to Article 34	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue
Monday, April 11, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue
Wednesday, April 13, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue
Monday, April 25, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue
Tuesday, April 26, 2016 *Regular SC Meeting	7:00 p.m.	Lexington Town Office Building Selectmen’s Meeting Room 1625 Massachusetts Avenue
Wednesday, April 27, 2016	6:30 p.m.	Cary Memorial Building Estabrook Hall 1605 Massachusetts Avenue

ARTICLE 2

APPROPRIATE FOR MIDDLE SCHOOLS
– ADDITIONS AND REMODELING

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- **Pat Goddard** – Will make a Power Point Presentation

**March 28, 2016
Town Meeting**

ARTICLE 4

APPROPRIATE FY2017 OPERATING BUDGET

(PRESENTATION OF FY2017 SCHOOL OPERATING BUDGET WILL BE MADE UNDER ARTICLE 2)

To see if the Town will vote to make appropriations for expenditures by departments, officers, board and committees of the Town for the ensuing fiscal year and determine whether the money shall be provided by the tax levy, by transfer from available funds, by transfer from enterprise funds, or by any combination of these methods; or act in any other manner in relation thereto.

(Inserted by the Board of Selectmen)

FUNDS REQUESTED: See Appendix A

DESCRIPTION: This article requests funds for the FY2017 (July 1, 2016–June 30, 2017) operating budget. The operating budget includes the school and municipal budgets. The operating budget includes requests for funds to provide prospective salary increases for employees, including salaries to be negotiated through collective bargaining negotiations. The budget also includes certain shared expenses. Appendix A lists, by account, FY2014 and FY2015 actual expenditures, FY2016 current appropriations and the preliminary FY2017 appropriations recommended by the Town Manager. Please note that figures for FY2016 have been restated to reflect the funding of negotiated salary agreements.

- **Carl Valente** –Municipal budget/report
- **Mary Czajkowski** –Operating budget for Schools
 - Power Point presentation

**TBA – April 2016
Town Meeting**

ARTICLE 13

**APPROPRIATE FOR SCHOOL CAPITAL PROJECTS
AND EQUIPMENT**

To see if the Town will vote to appropriate a sum of money to purchase additional equipment, furniture and systems for the schools, and to maintain and upgrade the schools' technology systems; determine whether the money shall be provided by the tax levy, by transfer from available funds, by borrowing, or by any combination of these methods; or act in any other manner in relation thereto.

(Inserted by the Board of Selectmen)

FUNDS REQUESTED: \$1,384,087

DESCRIPTION: For a description of the proposed projects see Section XI: Capital Investment section of the FY2017 Town Manager's Preliminary Budget and Financing Plan dated January 11, 2016 found at <http://www.lexington.gov/fy17capital>.

- **Ian Daily** –Presentation of Capital Projects - Technology
 - Power Point Presentation

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

Feb 25, 2016

ITEM NUMBER:
A.2.a

REQUESTED MEETING DATE:

March 21, 2016

AGENDA ITEM TITLE:

Policy JLDBA Intervention, Prevention, and Postvention Suicide Policy

PRESENTER:

Judy Crocker

SUMMARY:

SC Policy JLDBA Intervention, Prevention, and Postvention has been reviewed and revised by the Director of Guidance Val Viscosi and Social Worker Stacy Glickman, Superintendent, counsel, and the School Committee Policy Manual Subcommittee. The revised draft Policy is ready for its third reading and adoption by the School Committee.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

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- for the first time, with a request that the School Committee vote at a subsequent meeting
or
- with the request that the School Committee take action immediately

SUGGESTED MOTION:

Motion to Adopt Policy JLDBA Intervention, Prevention, and Postvention Suicide Policy and rescind its prior policy.

FOLLOW-UP:

Replace the newly adopted version of the policy in the School Committee Policy Handbook and post electronically to the School Committee website under Section J.

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

5 minutes

ATTACHMENTS:

Second Reading DRAFT SC Policy JLDBA Intervention, Prevention, and Postvention Suicide Policy

The revised draft Policy is ready for its third reading and adoption by the School Committee.

File: JLDBA

Lexington Public Schools Intervention, Prevention, and Postvention Suicide Policy

The Lexington Public Schools recognizes its role in promoting the health and well-being of all students and staff, and assisting students and staff in dealing with the suicide of a student. The suicide of a student has an impact on the whole school community. In support of this policy, Lexington Public Schools has developed procedures to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- (a) recognizes that physical, behavioral, and emotional health are integral components of a student's education,
- (b) recognizes that suicide is a leading cause of death among young people,
- (c) has a commitment to take a proactive approach in preventing suicide, and
- (d) acknowledges the schools' role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide, and one that helps to foster positive youth development.

This policy covers actions that take place at school, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, on social media, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including all district staff, and volunteers.

As part of the Lexington Public Schools Intervention, Prevention and Postvention Suicide Policy and Administrative Guidelines, access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. School-based mental health professionals (counselors, social workers, psychologists and nurses) work to provide services that are high quality, effective, and appropriate to the school context. These professionals can support both instructional leaders' and teachers' abilities to provide a safe and supportive school environment for all students.

Having school-based mental health professionals as integral members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the individual needs of their students. Improving access allows for enhanced collaboration with community providers to meet the more intensive clinical needs of students.

* The Superintendent will follow the *Administrative Guidelines* associated with this policy.

Legal Ref: MGL c. 69 s. 1P
Revised: 01/27/2016

MGL c. 71 s. 37Q

Lexington Public Schools Intervention, Prevention, and Postvention Suicide Administrative Guidelines

Section 1. PARENT NOTIFICATION AND INVOLVEMENT

Parent/guardian involvement will take place as per the Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols*.

Section II. PREVENTION

1. **District Policy Implementation:** The Superintendent or designee shall be responsible for planning and coordinating implementation of this procedure for the school district.
2. **Staff Professional Development:** Staff will be provided information and training on the *Intervention, Prevention, and Postvention Suicide Policy* and the *Self-Injury and Suicidal Ideation Response Protocols*.
3. **Youth Suicide Prevention Programming:** Students will be provided developmentally appropriate, student-centered education materials integrated into the K-12 curriculum. The content of these age-appropriate materials will include the importance of safe and healthy choices and coping strategies. Support is also provided for students through counseling services, student programs and collaborative partnerships with town and community organizations.

Section III. ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal (e.g. talks about being suicidal, presents overt risk factors such as agitation or intoxication, or an act of self-harm occurs), or a student self-refers, or referred by a peer, the Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* will be implemented, including but not limited to calling 911. *

Section IV. IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* will be implemented, including but not limited to calling 911.

Section V. RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g. self injury, suicide attempt, or psychiatric hospitalization), the *Self-Injury and Suicidal Ideation Response Protocols* re-entry protocol will be implemented.

Section VI. OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian, the principal and the Director of Counseling.

If a student contacts a staff member from an out of school location and expresses suicidal ideation, the staff member should try to maintain contact with the student while enlisting the assistance of another staff member to contact the police. Parent/guardian, principal and the Director of Counseling will be notified.

Section VII. POSTVENTION

1. Development and Implementation of an Action Plan: The crisis team will develop an action plan to guide school response following a suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide. The action plan may include the following steps:

- a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider other recent traumatic events within the school community and the time of year of the suicide.
- c) **Share information.** Before the death is officially determined as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that the cause is unknown. Inform the faculty that a sudden death has occurred. Write a statement for staff members to share with students. The statement should include the basic facts of the death (without providing details of the suicide method), known funeral arrangements, recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. With permission and input from the Parents/Guardians, the crisis team may prepare a letter to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another suicide. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed according to the *Suicidal Ideation Response Protocol*. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental health providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
- f) **Develop memorial plans.** The school should not create on-campus physical commemoration (e.g. photos, flowers, jerseys, plantings, benches), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral; however students choosing to attend the funeral should be excused from school on that day. Any school-based events (e.g. small gatherings) will include a focus on how to support and prevent future suicides, and prevention resources will be available.

2. External Communication: The Superintendent or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the Director of Counseling and school principal informed of school actions relating to the death.
- b) Prepare a statement for the media regarding postvention plans, interventions, and resources that are available for students and faculty. A referral will be made to the Town of Lexington Human Services Department, who will provide resources to support families and community members.

For more detail, please refer to the Lexington Public Schools *Intervention, Prevention, and Postvention Suicide Policy*.

Section VIII. DEFINITIONS

1. At risk: A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the *Self-Injury and Suicidal Ideation Response Protocols*.

2. Crisis team: A multidisciplinary team of primarily administrative, mental health, and safety professionals, whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery, and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis

protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to disseminate factual information after a suicide, reduce the risk of suicide and suicide contagion, provide support needed to help survivors cope with a suicide, and address the social stigma associated with suicide.

5. **Assessment:** This is completed by appropriate school staff (e.g. counselor or social worker) and is designed to elicit information regarding the student's intent to die by suicide, previous history of any suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and other relevant risk factors. This assessment is not a mental health assessment to assess whether or not the student is considered to be "suicidal."

6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to end his/her life by suicide. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries.

10. **Suicidal behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others.

12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior, which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

* The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* were developed during 2014-2015 by a multidisciplinary committee comprised of members from the Counseling, Special Education, Nursing and METCO departments in coordination with our district consulting psychiatrist and school attorney.

* This Policy was amended from *The Model School Policy*. *The Model School Policy* was developed in partnership by The American Foundation for Suicide Prevention, The Trevor Project, American School Counselor Association, and National Association for School Psychologists. *The Model School Policy* is research-

based and outlines comprehensive model policies and best practices resulting in a national framework for school districts to follow to protect the health and safety of all students.

Revised: 01/27/2016

Adopted:

**RECOMMENDED REVISION OF FIRST READING ON 2.2.16 IN RED pg2
- SECOND READING 2.23.16**

File: JLDBA

Lexington Public Schools Intervention, Prevention, and Postvention Suicide Policy

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Legal Ref: MGL c. 69 s. 1P
Revised: 01/27/2016

MGL c. 71 s. 37Q

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2. Inform the student's parent or guardian, the principal and the Director of Counseling.

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- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider other recent traumatic events within the school community and the time of year of the suicide.
- c) **Share information.** Before the death is officially determined as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that the cause is unknown. Inform the faculty that a sudden death has occurred. Write a statement for staff members to share with students. The statement should include the basic facts of the death (without providing details of the suicide method), known funeral arrangements, recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. With permission and input from the Parents/Guardians, the crisis team may prepare a letter to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another suicide. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed according to the *Suicidal Ideation Response Protocol*. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental health providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
- f) **Develop memorial plans.** The school should not create on-campus physical commemoration (e.g. photos, flowers, jerseys, plantings, benches), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral; however students choosing to attend the funeral should be excused from school on that day. Any school-based events (e.g. small gatherings) will include a focus on how to support and prevent future suicides, and prevention resources will be available.

2. External Communication: The Superintendent or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the Director of Counseling and school principal informed of school actions relating to the death.
- b) Prepare a statement for the media regarding postvention plans, interventions, and resources that are available for students and faculty. A referral will be made to the Town of Lexington Human Services Department, who will provide resources to support families and community members.

For more detail, please refer to the Lexington Public Schools *Intervention, Prevention, and Postvention Suicide Policy*.

Section VIII. DEFINITIONS

1. At risk: A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the *Self-Injury and Suicidal Ideation Response Protocols*.

2. Crisis team: A multidisciplinary team of primarily administrative, mental health, and safety professionals, whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery, and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis

protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to disseminate factual information after a suicide, reduce the risk of suicide and suicide contagion, provide support needed to help survivors cope with a suicide, and address the social stigma associated with suicide.

5. **Assessment:** This is completed by appropriate school staff (e.g. counselor or social worker) and is designed to elicit information regarding the student's intent to die by suicide, previous history of any suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and other relevant risk factors. This assessment is not a mental health assessment to assess whether or not the student is considered to be "suicidal."

6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to end his/her life by suicide. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries.

10. **Suicidal behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others.

12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior, which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

* The Lexington Public Schools *Self-Injury and Suicidal Ideation Response Protocols* were developed during 2014-2015 by a multidisciplinary committee comprised of members from the Counseling, Special Education, Nursing and METCO departments in coordination with our district consulting psychiatrist and school attorney.

* This Policy was amended from *The Model School Policy*. *The Model School Policy* was developed in partnership by The American Foundation for Suicide Prevention, The Trevor Project, American School Counselor Association, and National Association for School Psychologists. *The Model School Policy* is research-

based and outlines comprehensive model policies and best practices resulting in a national framework for school districts to follow to protect the health and safety of all students.

Revised: 01/27/2016

AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

Feb 25, 2016

ITEM NUMBER:
A.2.b

REQUESTED MEETING DATE:

March 21, 2016

AGENDA ITEM TITLE:

Policy JKAA Restraint of Students

PRESENTER:

Judy Crocker

SUMMARY:

School Committee Policy JKAA Restraint of Students has been reviewed and revised by the Massachusetts Association of School Committees, Director of Special Education Ellen Sugita, Superintendent, counsel, and the School Committee Policy Manual Subcommittee. The revised draft Policy is ready for its third reading and adoption by the School Committee.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

- for the first time, with a request that the School Committee vote at a subsequent meeting
or
- with the request that the School Committee take action immediately

SUGGESTED MOTION:

Motion to Adopt Policy JKAA Restraint of Students and rescind its prior policy.

FOLLOW-UP:

Replace the newly adopted version of the policy in the School Committee Policy Handbook and post electronically to the School Committee website under Section J.

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

5 minutes

ATTACHMENTS:

Second Reading DRAFT SC Policy JKAA Restraint of Students

RESTRAINT OF STUDENTS POLICY

The Board of Education for the Commonwealth of Massachusetts adopted regulations governing Physical Restraint (603 CMR 46.00), hereinafter referred to as the "Regulations," effective April 2, 2001. In distributing the Regulations, the Board of Education, through the Department of Education (DOE) has described its goal of working in partnership with local educational agencies to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. The Lexington Public Schools complies with the Regulations to the extent required by law. This policy provides a brief overview of the Regulations.

The Regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable Regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

The Lexington School Committee's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Lexington Public Schools program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

Methods and Conditions for Implementation

School staff may use physical restraint¹ only (1) when nonphysical interventions are ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others, or (2) pursuant to a student's Individual Education Plan or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Chemical and mechanical restraints may not be used². Seclusion³ is prohibited.

¹ Physical restraint is the use of bodily force to limit a student's freedom of movement. It does not include touching or holding a student without the use of force for the purpose of directing the student.

² Exceptions may be made when explicitly authorized by a physician and approved by a parent or guardian. Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement. Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. It does not include a protective or stabilizing device ordered by a physician.

³ Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff. It does not include the use of "time out" procedures during which a staff member remains accessible to the student.

Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

The Regulations do not prevent a teacher, employee or agent of the Lexington Public Schools from using reasonable force to protect students, other persons or themselves from assault, or imminent serious physical harm, or from restraining students, as otherwise provided in the Regulations.

Staff Training

In the first month of each school year, all school staff will receive training with respect to the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. New hires during the year will be trained within the first month of their employment.

Additionally, each school will identify specific staff to serve as school-wide restraint team to ensure proper administration of physical restraint. These individuals must participate in an in-depth training with respect to restraint and implementation of the Regulations.

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations.. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The report must also include information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to Department of Elementary and Secondary Education (DESE) along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

The revised draft Policy is ready for its third reading and adoption by the School Committee.

File: JKAA

Complaints

To file a complaint regarding a restraint please contact:

Ellen Sugita
Director of Special Education
Lexington Public Schools
146 Maple Street
Lexington, MA 02420

A description of the list of physical restraint methods generally used in the Lexington Public Schools is available in each school building through the school Principal.

Regulations of the Commonwealth of Massachusetts governing Physical Restraint (603 CMR 46.00) can be obtained at: www.doe.mass.edu/lawsregs/603cmr46.html.

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³ *Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff. It does not include the use of "time out" procedures during which a staff member remains accessible to the student.*

RECOMMENDED REVISION – SECOND READING 2.23.16

File: JKAA

Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

The Regulations do not prevent a teacher, employee or agent of the Lexington Public Schools from using reasonable force to protect students, other persons or themselves from assault, or imminent serious physical harm, or from restraining students, as otherwise provided in the Regulations.

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RECOMMENDED REVISION – SECOND READING 2.23.16

File: JKAA

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Ellen Sugita
Director of Special Education
Lexington Public Schools
146 Maple Street
Lexington, MA 02420

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AGENDA ITEM SUMMARY

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:
March 15, 2016

ITEM NUMBER: A.3

REQUESTED MEETING DATE:
March 21, 2016

AGENDA ITEM TITLE:
School Committee Retreat Planning Update

PRESENTER:
Bill Hurley

SUMMARY:
Alessandrini, Hurley and Dr. Czajkowski will provide feedback relating to conversation with Rob Evans of the agenda topic.

WHAT ACTION (IF ANY) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

- No action requested, this is a short update or a presentation of information.
- Request input and questions from the School Committee, but no vote required.
- Request formal action with a vote on a specific item.

If formal action is requested, please check one:

This item is being presented

- for the first time, with a request that the School Committee vote at a subsequent meeting
or
- with the request that the School Committee take action immediately

If formal action is requested:

Include a suggested motion or let _____ know if you need assistance preparing a motion.

SUGGESTED MOTION:

FOLLOW-UP:

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

ATTACHMENTS:

LIAISON REPORT

LEXINGTON SCHOOL COMMITTEE MEETING

TODAY'S DATE:

March 14, 2016

ITEM NUMBER:
A.4

REQUESTED MEETING DATE:

March 21, 2016

AGENDA ITEM TITLE:

Resolution Calling for Full Funding of the Foundation Budget Review Commission Recommendations

PRESENTER

Judy Crocker

SUMMARY:

The Suburban Coalition is compiling a list of board and committees that have passed the Resolution Calling for Full Funding of the Foundation Budget Review Commission Recommendations. The Suburban Coalition is a statewide organization of local officials that advocates for the resources, funding and support at the state level to sustain thriving communities throughout the Commonwealth. It provides input to the state about local services, state funding and state regulations. The Suburban Coalition is the only statewide organization that brings together Selectmen, School Committees and Finance Committees and other local officials to jointly advocate for our communities.

The House Ways & Means version of the FY17 Budget will likely be released around April 13 and will be debated the week of April 25. Many legislators are expressing concern that the 1.6% increase in Chapter 70 proposed in the Governor's budget is too low and all are aware that the proposed budget does nothing to address the recommendations of the Foundation Budget Review Commission. By passing the Resolution, boards can send a strong message to Beacon Hill about the importance of Chapter 70 aid for our communities.

SUGGESTED MOTION:

- Accept report – can be on consent agenda.**
- No motion required**
- Request School Committee take action as follows: (Insert Motion Language Here)**

SUGGESTED MOTION:

That the Lexington School Committee pass the Resolution calling for full funding of the Foundation Budget Review Commission recommendations.

AMOUNT OF TIME REQUESTED FOR THE AGENDA ITEM:

5 minutes

ATTACHMENTS:

- 1) Chapter 70 Funding Resolution
- 2) Chapter 70 Resolution Background
- 3) List of Boards passing the Resolution as of March 1, 2016

FOLLOW-UP: None



Suburban Coalition
PO Box 103
Concord MA 01742
Phone 781-326-2473
www.suburbancoalition.org

Resolution Calling for Full Funding of the Foundation Budget Review Commission’s Recommendations

Whereas the Massachusetts Foundation Budget Review Commission identified two areas (employee health insurance and special education) where the Massachusetts Foundation Budget significantly understates the true cost of educating students in the Commonwealth and has failed to keep pace with rising costs;

Whereas this underfunding means the cost of providing a quality education has increasingly been borne by local communities, most often at the expense of other vital municipal operations;

Whereas investing in education today leads to higher incomes, and thus less investment in police, prisons, subsidized health care, low income housing, welfare, etc. in the future;

Whereas state and local economies are most effectively strengthened “by investing in education and increasing the number of well-educated workers.”

Therefore Be It Resolved that the [insert name of local governing board here] calls on the Massachusetts Legislature and the Governor of Massachusetts to fully fund and adopt the recommendations of the Foundation Budget Review Commission in the immediate future.

Committee Name

Signature– Committee Chair

Printed name – Committee Chair

Date



Suburban Coalition
PO Box 103
Concord MA 01742
Phone 781-326-2473
www.suburbancoalition.org

Rationale: The Foundation Budget Review Commission (FRBC) was established by the Legislature in the FY16 budget and was charged with examining the Foundation Budget (Chapter 70) formula. The formula was first established as part of the Education Reform legislation in 1993 and has not been thoroughly reviewed or updated since that time. The FBRC found that the current formula understates costs significantly in two areas: Employee Health Insurance and Special Education.

If the recommendations of the FBRC had been implemented in the FY16 budget, state funding for education would have been about \$500 million more than it was. However, if Chapter 70 reflected the true cost of education, the number would be closer to \$2 billion.

Spending by school districts over the required Net School Spending amounts has increased, as a whole, for more than a decade, indicating that communities are using local property taxes and diverting funding from other portions of municipal budgets to fund their schools. In FY14, the total spending above Foundation in the state was \$1.7 billion. At the same time, the state's commitment to municipal aid has declined. Since 2001, unrestricted local aid has been cut by 43%. The net effect is a combination of cuts to local and school services and an increasing reliance on the regressive property tax.

The evidence overwhelmingly establishes the correlation between a well-educated workforce and higher income individuals. States that invest more in education have a higher paid workforce; also, states that increase the level of education of their population see greater productivity and higher wages over time. The link can then easily be made between higher paid individuals and less reliance on various forms of government assistance, as well as lower rates of crime.

A state's high school and college attainment rates are important factors in the state's overall economic strength. Additionally, investments in education can have significant long-term impacts on state and local economies, as well-educated individuals tend to stay relatively local and contribute tax dollars to the state and municipality in which they reside. In general, the taxes paid over time by these individuals are substantially higher than the cost of their public education.

Chapter 70 Resolution

The success of Massachusetts' economy is a result of dedicated commitment and strategic priorities. Beginning as the birthplace of public education in America and advancing to the 21st century, student achievement in Massachusetts is frequently cited, by various academic measurements, as the best in the nation. This enduring tenet is a key ingredient to the strength of our State's economy. Strong public schools provide the foundation for successful college students as well as a feeder system for bright, innovative future leaders in the workplace. If we do not take active steps to preserve our commitment to public education, other states will be glad to gain a marginal advantage. After acknowledging that the 1993 funding formula for Chapter 70 contains unrealistic and outdated factors, the Massachusetts Legislature commissioned a study group known as the Foundation Budget Review Commission in 2014. The task was to determine the cost of providing an adequate education in current times in Massachusetts. The results were released in two phases, one in June 2015 and the other this past November, and they confirmed what educators and local officials have long known to be true: the cost of educating the students of Massachusetts is severely underestimated by the existing funding formula.

As we prepare local FY17 budgets, the Suburban Coalition urges each town's Board of Selectmen, School Committee and Finance Committee or Advisory Committee to adopt the attached resolution that simply asks the Legislature and the Governor to fund the recommendations of the Foundation Budget Review Commission. Especially during the recession, the cost of an adequate education has disproportionately fallen on local taxpayers and the resulting strains on local budgets are not sustainable within the limits of Proposition 2 ½. The Suburban Coalition has chosen this specific area of focus because Chapter 70 is generally the single largest contributor to the bottom line of cities or towns' Cherry Sheets. Additionally, too many cities and towns have struggled with "minimum aid increases" for five or more years, and the timeliness of the Foundation Budget Review Commission's reports makes this the ideal budget cycle. With the release of the Governor's budget proposal, it has become clear that we need to stand together if we hope to see progress with Local Aid. We would like to track our progress, so please alert us at DorothyPresser@suburbancoalition.org after your boards have voted to send the attached resolution (see below) to Beacon Hill.

Sincerely, Dorothy Presser President

Reference documents on our position:

Foundation Budget Review Commission Final Report

<http://www.mass.gov/legis/journal/desktop/2015/fbrc.pdf> "Cutting Class: Underfunding the Foundation

Budget's Core Education Program", Massachusetts Budget and Policy Center
http://www.massbudget.org/reports/pdf/Cutting_Class.pdf "Our Communities and Our Commonwealth: Partners for Progress and Prosperity", Massachusetts Municipal Association

http://www.mma.org/images/stories/NewsArticlePDFs/mma_news/mma_partnership_principles.pdf "A Preview of the FY17 Budget", Massachusetts Budget and Policy Center
http://massbudget.org/reports/pdf/FY17BudgetPreview_Final_1-21-2016.pdf "Building a Strong Economy: The Role of Education, Transportation and Tax Policy", Massachusetts Budget & Policy Center

<http://massbudget.org/reports/pdf/building%20a%20strong%20economy.pdf>
Massachusetts Municipal Association Testimony <http://www.mma.org/advocacy-mainmenu-100/letters-to-stateleaders/14517-mma-testimony-to-joint-committee-on-ways-and-means-urging-support-for-key-municipal-and-school-aid-programs>

Communities Supporting Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations

March 1, 2016 Suburban Coalition

Chapter 70 Resolution

The message is getting out. In just three weeks since we launched a Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations, seven School Committees have passed the resolution. Many other boards and committees, including Boards of Selectmen and Finance Committees, have it on their agendas for consideration. To date, we have been notified by the following that they have passed the resolution:

Board of Selectmen

- **Arlington**
- **Douglas**
- **Groton**
- **Harvard**
- **Lunenburg**
- **Northbridge**
- **North Reading**
- **Oxford**

Finance Committee:

- **Ashland**
- **Lunenburg**
- **Northbridge**
- **North Reading**
- **Oxford**

- **Walpole**

School Committee:

- **Amesbury**
- **Arlington**
- **Ayer Shirley**
- **Belchertown**
- **Blackstone-Millville**
- **Chelmsford**
- **Douglas**
- **Dudley-Charlton**
- **Fall River**
- **Framingham**
- **Hingham (this was a slightly amended version)**
- **Holliston**
- **Leicester**
- **Lincoln-Sudbury**
- **Marshfield**
- **Melrose**
- **Millbury**
- **Mohawk Trail Regional School District**
- **Needham**
- **Northbridge**
- **North Reading**
- **Norwood**
- **Oxford**
- **Peabody**
- **Quaboag Regional**
- **Revere**
- **Rockport**

- **Salem**
- **Silver Lake Regional**
- **Southeastern Regional Voke Tech**
- **Sutton**
- **Walpole**
- **West Springfield**
- **Wilmington**
- **Winchester**

Why is this so important? The Governor's budget for FY17 increases Chapter 70 by only 1.6%. It does nothing to recognize the findings of the FBRC regarding the systemic underfunding of the Foundation Budget in the areas of Special Education and employee health insurance. The estimated amount of this underfunding is approximately \$2 billion.

While the Governor's budget seems to honor the commitment to share revenue growth with municipalities by increasing Unrestricted General Government Aid (UGGA) by 4.6%, it ignores the fact that for most communities, the largest portion of local aid comes from Chapter 70. The issue of underfunding affects every aspect of municipal operations. When Chapter 70 aid is inadequate, municipalities must depend on the local property tax to make up the difference.

A strong system of public education helps drive and sustain a strong state economy. It does the same for our communities. Let your legislators know that we are looking to them to implement the recommendations of the FBRC beginning with the FY17 budget by passing the Resolution Calling for the Full Funding of

the Foundation Budget Review Commission's
Recommendations.

Here is a link to the resolution:

[Chapter 70 Funding Resolution](#)

The Suburban Coalition is a statewide organization of local officials that advocates for the resources, funding and support at the state level to sustain thriving communities throughout the Commonwealth. We work to ensure that every municipality has the resources to provide high-quality essential services of life safety, education and infrastructure maintenance to its citizens. We provide input to the state about local services, state funding and state regulations. By speaking with one voice, we can address mutual problems more effectively at the state level. The Suburban Coalition is the only statewide organization that brings together Selectmen, School Committees and Finance Committees and other local officials to jointly advocate for our communities.

For more information, visit suburbancoalition.org.

Questions? Contact Dorothy Presser
at dorothypresser@suburbancoalition.org.

Sincerely,

Dorothy Presser

President