



## **State Safe and Supportive Learning Environments Grant Program: FY2008 Summary**

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**A summary of the 2007-08 school year activities supported  
by Massachusetts state line item 7061-9614 – Section B**

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## OVERVIEW

### **State-Funded Grant Purpose**

Per state legislation ([Chapter 194 of the Acts of 2004](#)), the purpose of this state-funded grant program (line item 7061-9614 – section B) is to assist school districts with the development and establishment of:

1. comprehensive programs to promote school safety and help prevent violence in schools from whatever causes; and/or
2. in-school programs and services to address, within the general education school program, the educational and psycho-social needs of students whose behavior interferes with learning, particularly those who are suffering from the traumatic effects of exposure to violence. (Students suffering from the traumatic effects of exposure to violence shall include, but not be limited to, those exposed to maltreatment, family or community violence, war, homelessness, or any combination thereof.)

### **Snapshot of the Grantees and Outcomes**

In Fiscal Year 2007-2008 (FY08), the Department of Elementary and Secondary Education awarded Safe and Supportive Learning Environment (SSLE) grants to a total of 25 districts. The 25 grantees that received SSLE funding were:

Academy of Strategic Learning Charter School, Amherst-Pelham Regional Schools (also supporting grant activities in Northampton and Ware), Athol-Royalston Regional Schools, Barnstable, Boston, Boston Day and Evening Academy Charter School, Bridgewater-Raynham, Chicopee, Dennis-Yarmouth Regional Schools, Fitchburg, Framingham, Lowell, Ludlow, Mashpee, Methuen, New Bedford, North Central Charter Essential School, Orange, Peabody, Pembroke, Quincy, Smith Leadership Academy Charter School, Somerville, Springfield, and Triton Regional Schools.

Grant awards ranged from \$11,826 to \$25,000. Grant awards were either focused on a specific school or schools or were implemented district-wide, at the discretion of the individual grantee.

Grant program outcomes for FY08 included:

- Grantees trained over 11,000 students in topics such as bullying and violence prevention, healthy relationship choices, peer mediation, and techniques to regulate emotions and behaviors.
- Grantees provided professional development to over 2,000 educators on topics including trauma's impact on learning, classroom management strategies, and approaches to create safe and supportive learning environments.
- Grantees provided specific student supports to over 2,000 students, including supports such as mental health services and small group skill development programming.
- Grantees provided services to nearly 1,000 parents or caregivers, including referrals to area organizations, family nights, and educational workshops.

### **Department Activities**

The Department of Elementary and Secondary Education (ESE) provided ongoing technical assistance to the 25 grantees and facilitated grantee meetings, which provided opportunities for SSLE grantees to network and learn about a variety of topics related to continuous program improvement. ESE staff also provided information and technical assistance to other school districts interested in a trauma-sensitive schools framework. This information and assistance was provided through an updated trauma sensitive schools website (<http://www.doe.mass.edu/tss>) as well as through responses to phone and email inquiries. The ESE also convened the third annual statewide trauma conference, attended by approximately 300 participants from across the state. The conference shared promising practices on implementing trauma sensitive schools with grantees and other interested districts.

### **Advisory Committee**

Per state legislative requirements, the ESE convened a Safe and Supportive Learning Environment Grant Advisory Committee. The SSLE Advisory Committee met five times during FY08. The total membership of 12 participants represented the following organizations:

- Boston Medical Center – Child Witness to Violence Project
- Children’s Hospital Boston – Child Protection Program
- Department of Elementary and Secondary Education
- Department of Mental Health
- Department of Public Health
- Jane Doe Inc.
- Massachusetts Advocates for Children

In FY08 the Advisory Committee focused on finalizing a new evaluation tool for SSLE grantees. This tool was piloted and fully implemented among all grantees for the first time in FY08. The Advisory Committee also concentrated on the need for guidance for schools on child abuse and neglect reporting and response protocols within the school community. As a result, the Advisory Committee formed a work group to draft this guidance. The work group included members of the Advisory Committee, as well as other interested professionals recommended by Advisory Committee members.

## **GRANTEE HIGHLIGHTS**

The remainder of this report briefly summarizes information gathered through the Safe and Supportive Learning Environment Self-Assessment Tool, completed by all grantees at the end of the fiscal year. The purpose of this Self-Assessment Tool is to enable Safe and Supportive Learning Environment grantees to keep track of and assess their activities, strengths, and areas of weaknesses in order to make the necessary steps for project improvement. The Tool is also intended to provide the Department with information on grantee progress to share promising practices throughout the Commonwealth and to assist with identifying topic areas for future technical assistance.

The following information does not include every promising practice or project highlight demonstrated by grantees in the 2007-08 school year. Rather it is intended to provide some brief examples of the types of innovative and quality activities grantees implemented.

### **School Leadership**

All of the grantees formed leadership teams or advisory committees to strategically plan how to incorporate trauma sensitive policies, programs, and activities into classrooms, schools, and/or the entire district. Many districts had a school or district administrator play a key role in the implementation of the grant activities, and this person helped communicate the goals of the grant and the importance of trauma sensitive practices for student success.

#### **Grantee Highlights:**

*Academy for Strategic Learning Charter School:* The school leader established a bi-weekly meeting to specifically discuss the implementation of practices to create a trauma sensitive school, to provide training on the impact of trauma on learning and development, and to conduct case conferences to equip staff with skills to better serve students. These meetings included specific agenda items and were facilitated by an experienced psychologist.

*Chicopee:* The school principal met weekly with counseling staff and an educational consultant to discuss on-going grant activities. Newsletters were sent out monthly to staff and parents that incorporated the values of creating a trauma sensitive school. The leadership philosophy of the

principal included using a systems approach whereby he coordinated several activities that related to building a positive school culture and meeting the needs of students. This included coordinating community service-learning activities, having school representatives on a Dropout Prevention Task Force, creating a credit recovery system, and improving graduation and MCAS results.

*Dennis-Yarmouth Regional Schools:* A principal of one of the targeted schools assisted in developing the implementation strategy for the Second Step curriculum, including helping to organize substitutes in order for all staff to participate in two half-day trainings. The principal also invited the program coordinator to attend staff meetings to update and support staff throughout the year, which was an effective way to monitor the program and reinforce the training.

*Fitchburg:* The SSLE Advisory Committee joined with the Alternative Education Grant Advisory Committee three times during the school year to give updates and receive information about the current status and future work of the grants. The City of Fitchburg's mayor participated in the Advisory Committee and voiced her interest in the students who benefitted from these grants. Members from this SSLE committee also met with the McKinney Vento Advisory Committee three additional times to coordinate efforts among these grants.

*Ludlow:* The principal of the targeted school facilitated the Trauma Sensitive Resource Team, which created a Vision Statement that detailed what the school would look like if it were trauma sensitive at all levels. The principal supported teachers with the implementation of instructional strategies and nonacademic interventions that fit with each teacher's comfort level, and worked individually with teachers to develop discipline procedures that were trauma sensitive and tailored to students' needs.

*Mashpee:* "Positive Behavioral Interventions and Supports" (PBIS), one of the key focus areas of the district grant implementation, became part of the everyday culture in the elementary schools. Principals were active members of meetings and events at each school endorsing positive discipline. The principals also participated in training sessions and parent workshops related to implementing PBIS.

*Orange:* The superintendent either participated in or led the Child Advisory Committee meetings held throughout the academic year. He ensured that the goals of trauma sensitive work were communicated to the administrative team on a regular basis. The superintendent was a consistent and persuasive proponent of appropriate policy development, service to families, and academic instruction and discipline practices that were cognizant of the complicated home environments of many students. This message was also conveyed in monthly public school committee meetings.

*Quincy:* A senior district administrator worked to bring the grant goals to the forefront of the school system by providing training on the impact of trauma for all new professional staff. Grant-related initiatives were frequently a topic at principal meetings and district Student Support staff meetings. The grant advisory council worked to connect related programs together systematically as well as link to related community resources.

*Somerville:* The headmaster had ultimate accountability for the functioning of the Child Study Team at Somerville High School. Regular activities of the Team were implemented in partnership with staff that were co-managed by the K-12 Supervisor of Guidance and Testing and the Supervisor of Special Education. Both of these senior district staff participated in regular Team meetings, assisted with the planning and facilitation of trainings provided under the grant, and took responsibility for integrating grant activities with other district efforts to implement a comprehensive guidance curriculum at Somerville High School and to reduce unnecessary Special Education referrals.

### **School Policies, Procedures, and Systems**

Many of the grantees established policies, procedures, and systems to support efforts to create trauma sensitive environments at the classroom, school, and district levels. These policies, procedures, and systems gave teachers and staff guidelines for issues related to discipline infractions, referrals to support services for students, as well as student case reviewing and confidentiality of student information.

#### **Grantee Highlights:**

*Athol-Royalston Regional Schools:* Expanded the Crisis Response Policy for the district and developed one format for all of the schools – elementary through high school. In addition, the district identified members for each individual school's crisis response teams, developed procedures and protocols for various scenarios, and established community based organizations to contact in the case of a crisis situation.

*Chicopee:* The school targeted by the grant implemented a number of policy changes to respond to the disciplinary referrals and student behavior. An in-school recovery room ("Process Room") was implemented and staffed to accommodate a new model for students not adjusting to the demands of school. A progressive discipline system and the implementation of a counseling processing protocol were established for students referred to this room. The result was a reduction in disciplinary referrals, a more systematic method of assisting students to effectively communicate their issues, and the creation of a climate that was assistive rather than punitive.

*Framingham:* In partnership with the Assistant Director of Special Education and the Family Success Partnership through Assabet Valley Collaborative, the district developed a tiered referral system for screening and identifying the needs of students with known or suspected trauma histories including homelessness. The initial referral form asked basic screening questions and offered a variety of services available through the Safe and Supportive Learning Environments grant, the McKinney-Vento grant, and the Family Success Partnership.

*North Central Charter Essential School:* Developed a discipline protocol, "MIRA" (the Make It Right Approach), that recognized trauma and its role in difficult behavior management as an inherent aspect of restorative justice. In addition, a number of specific protocols were added to the Crisis Response Manual, including Self-Injury and Suicide protocols. All written school documents/policies were independently reviewed by a member of the Safe and Supportive Learning Environments advisory team over the course of the year and discussed regularly at meetings.

*Somerville:* Reviewed the Child Study Team process as a vehicle for trauma assessment and response. The district enhanced the Child Study Team process by: 1) improving the alignment of support service referrals to the assessed needs of students, 2) developing systems for circling back and reviewing actions taken by students/families to access services and to assess the quality of the referrals for the student, and 3) creating a system for informing the referring staff member of the actions being taken to address the interests and needs of the student.

### **Student Trainings, Interventions, and Skill-Development Programs**

Many grantees implemented programs or small-group interventions to help students develop skills in regulating or modulating their behavior and emotions and to foster healthy relationships with their peers and staff. Anti-bullying and violence prevention curriculums (e.g. "Second Step," "Steps to Respect," and "Positive Behavioral Interventions and Supports") were implemented among several grantees to train students and staff how to recognize and respond appropriately to bullying, and to gain a better understanding of the effects of bullying, harassment, and violence on others.

#### **Grantee Highlights:**

*Barnstable:* Implemented "Challenge Day," which included sensitivity training that covered issues such as diversity, beliefs, attitudes, and behaviors to establish a foundation of trust and relational

viewpoints among students and staff. Students took on leadership roles to maintain the positive momentum throughout the school year as members of the “Be the Change Team.” Barnstable also implemented a Peer Mediation Program designed to de-escalate situations before referral to the Prevention Specialist or Guidance Department.

*Boston Day and Evening Academy Charter School:* Provided a number of trainings for students, including understanding sexual exploitation, depression awareness, and peer mediation. The school also implemented an Advisory Program to facilitate student training and skill development programs. Students were provided a mix of health and wellness information, conflict mediation and de-escalation strategies, as well as career planning and workplace readiness skills during daily advisory classes.

*Bridgewater-Raynham Regional Schools:* Provided a topic-focused skills group, “CHOICES,” for high school students on the topics of stress management, conflict resolution, school motivation, anger management, and emotion regulation. The district also provided a grief group for high school students and offered two middle school assemblies – one on the topics of positive peer culture, responsibility, and conflict resolution and the other on school safety and anti-bullying.

*Dennis-Yarmouth Regional Schools:* Provided a two-day peer mediation skills training to incoming grades four and five students to help with conflict resolution during the school year. Peer mediation had a direct positive impact on the students who used it for conflict resolution. The students completed 63 mediations with no repeat occurrences. In addition, 16 grade five students developed their leadership skills to promote a safe and supportive school community through student council. Student council members met weekly to discuss ongoing projects and the effect on school climate.

*Lowell:* Provided an Expressive Therapy – Music Social Skills Group for targeted pre-kindergarten students that focused on social skills, turn taking, cooperation, impulse control, peer interaction, and increasing self esteem. These targeted skills areas were addressed while playing instruments, listening for changes in music dynamics, dancing, song writing, musical activities involving sequences, and learning some American Sign Language.

*Ludlow:* Offered a self-regulation group, individual counseling through internal and external mental health specialists, and a community morning meeting. The self-regulation group and individual counseling sessions focused on self-regulation, conflict resolutions, stress, and anger management. The morning meeting occurred each day for community-building activities.

*Methuen:* Implemented “Second Step” and “Steps to Respect” curriculums consistently in grades pre-kindergarten through grade five throughout the entire district (approximately 3,600 students). The “Second Step” curriculum focused on conflict resolution and anger management, and the “Steps to Respect” curriculum focused on impulse control, empathy, and social skills. The results of the post-training survey indicated that students felt more confident in their ability to act assertively when they were bullied and that they knew positive techniques to use when feeling angry. The district noticed a decrease in the number of students disciplined for bullying behaviors.

*Peabody:* Provided a “World of Difference Peer Training” where students were trained to teach other students about diversity issues followed by student-taught classes to promote respect and violence prevention. The World of Difference peer trainers went into classrooms and ran activities related to respect and understanding differences, including racial, ethnic, and sexual orientation diversity. The student feedback forms were positive and asked for more programs like this. In addition, students, in partnership with teachers and community members, performed “In Harm’s Way,” a production about family violence, teen dating violence, and bullying.

*Springfield:* Taught the “Steps to Respect” and “Second Step” curriculums to students in the targeted schools, training a total of more than 1,000 students. From that training, and through service team problem solving, particular students were identified to be in need of more specialized instruction. Small groups were created to provide more intensive support to those

students. The additional support included anger management, social skills, and emotion regulation programs.

*Triton Regional Schools:* Offered peer mediation training for students at Triton High School. In addition, students were trained in stress management skills during physical education, and a freshman mentoring program provided study, time management, and organization skills with the goal of reducing the percentage of grade nine retentions and students dropping out of high school.

### **Staff Training and Professional Development**

Staff training and professional development activities are the most common component among all of the Safe and Supportive Learning Environments grantees. In FY08, nearly 2,200 educators received training among the grantee districts, which represents a nearly 260% increase from the 850 training during FY07. Educators received training on topics such as the effects of trauma on learning and development, the signs of trauma, and classroom management strategies to create safe learning environments.

#### **Grantee Highlights:**

*Amherst-Pelham Regional Schools:* In partnership with the collaborating districts for the grant (Northampton and Ware), the district offered trainings on topics including the impact of trauma on children, the program “Brain Gym,” integrating social-emotional curriculum into classrooms, the occupational therapist perspective on support for traumatized students, and bipolar disorder in children.

*Barnstable:* A school psychologist at Barnstable Middle School gave a comprehensive training to the entire staff on the topics of: trauma’s effect on students, the impact of trauma on the school environment, and trauma sensitive strategies that may help students succeed in the school setting.

*Fitchburg:* Provided new staff with an overview on the topic of trauma and student learning during the first day of staff orientation, followed by a longer training in the spring. The Alternative High School also received a trauma related training during one of the district's professional development days. Fitchburg also offered a book study focusing on the *The Respectful School*. This was an online professional development opportunity and was widely appreciated by staff.

*Framingham:* Offered a 12 hour college credit course for teachers and specialists, “The Impact of Trauma on Children’s Learning.” Participants included pre-school through high school personnel and regular, special education, and language based classroom teachers. It also included nurses, speech/language, and guidance/ social work staff. Framingham modified the course to have a greater focus on working within the classroom and the various components that contribute to effective strategies. The concept of collaborative artmaking was also introduced so educators could integrate all the elements of the course and put themselves in their students' shoes with regard to their learning needs.

*Lowell:* The Early Childhood Department, in collaboration with the Student Support Service Department, held two full day trainings at the beginning and end of the year for pre-kindergarden through grade two teachers on the topic of the effects of trauma on learning. Over 132 educators participated in the training.

*Mashpee:* Provided a six-hour “Positive Behavioral Interventions and Supports” (PBIS) training for each school team prior to the beginning of the school year. Over 1,000 students were impacted by the training that educators received on expected behavior norms in various settings, social competencies for getting along with others, and strategies for physical and emotional safety. In addition, crisis interventions trainings were offered as a two-day workshop on professional days, non-violent crisis intervention training was provided to staff across three sessions, and a training on behavioral issues in the classroom was offered several times. These professional development efforts assisted in developing a positive tone in the school buildings.

*New Bedford:* Offered a workshop to staff titled “Teen Parents & Anger: How to Foster Success,” which made a significant impact on staff perceptions and knowledge. The post-training surveys showed that the staff learned a lot and were interested in participating in additional information sessions regarding teen parents, their environment, and their need for safe and supportive environments.

*North Central Charter Essential School:* Provided training on the topics of signs of depression, self-injury, signs of suicide, and stress and life skills. Follow-up training on these topics was conducted through “Tiny Teaches.” Tiny Teaches were individual case studies of students with trauma histories that incorporated strategies into everyday classroom strategies and hallway management.

*Peabody:* Offered training on classroom behavior management and how trauma can affect classroom behavior. The training included some new strategies to try before behavior escalates. The training also provided some insight into what it might be like for traumatized students. The workshop received overall positive feedback from the completed staff surveys.

*Pembroke:* Provided five trainings by different experts on various topics for district staff. Trainings included the topics of: “Establishing trauma Sensitive Classrooms,” “School Based Interventions for Trauma and Attachment Impairments,” and “Neuro-Developmental Impact of Trauma: Understanding What May Get in the Way of Progress.”

*Springfield:* Each school participating in the grant program received two or three “extended day” trainings. These trainings varied slightly depending on the specific needs of the school staff. Topics included trauma sensitivity, bullying prevention strategies, teacher stress management and self-care, classroom behavior management strategies, and Steps to Respect and Second Step curriculums. Overall teachers responded very positively to the trainings and staff requested additional time to cover specific case situations. Feedback from teachers was used to modify future trainings over the course of the year.

### **Instructional Classroom Practices for Traumatized Students**

Grantees incorporated strategies within the classroom environment to improve academic instruction of traumatized children. These strategies included incorporating non-verbal teaching techniques into lesson plans, equipping teachers with classroom resources to help them create a trauma sensitive classroom, and activities to help improve students’ perceived level of safety in their classroom environments.

#### **Grantee Highlights:**

*Academy of Strategic Learning Charter School:* Teachers created instructional opportunities that gave students a significant amount of freedom to determine how competency would be achieved for projects and research. Interdisciplinary instruction exposed students to art as a therapeutic medium to develop student interests and to provide a venue for stress management. Students studied the topic of global and local child abuse prevention and explored themes that represented their impressions of the impact of trauma on children, particularly those exposed to family violence. The culminating event was the creation of a billboard that went on public display on a major highway in the area.

*Athol-Royalston Regional Schools:* Implemented the “Responsive Classroom” curriculum which provided structure and a framework for teachers and students. The morning meetings provided a predictable school environment to welcome students to the classroom daily and provide them information about the day’s schedule. In addition, the “STAR Program” provided positive reinforcements for children’s behavior in school – during transitioning periods, lunch, and recess. The program helped teachers focus on the positive behaviors in school.

*Boston:* LAB (Learning Adaptive Behavior) Classrooms included students who are most symptomatic of trauma backgrounds. The LAB Classes provided students with the skills to

behave appropriately in the school environment in order to make academic gains. These classes incorporated a specific behavior system and had weekly community meetings. The LAB Classes were supported by specialists and outside agencies to provide student support services and case consultation for teachers.

*Quincy:* The Jumpstart program provided an academic environment tailored specifically for middle school students with trauma histories. Regulation of emotion and behavior was an integral part of the program. Students were given time at the beginning of each day to discuss any issues that might interfere with their school day and to prepare for the day. Student questionnaires were used to ascertain the learning styles and interest of individual students. Students were involved in after school activities where they then had the opportunity to relate with the teachers in a more mentoring-type role. The program offered opportunities to engage students through hands-on and project-based activities.

*Smith Leadership Academy Charter School:* Instructed teachers to break up their 65 minute time period into smaller learning modules to accommodate various learning styles. Under the revised class schedule, students participated in a standard routine to begin each class followed by stations where students used different skills to learn the lesson planned for the day. Classroom lessons switched between stations, differentiation strategies, and a Socratic Method seminar to provide students with differentiated instruction opportunities.

### **School and Parent (Caregiver) Partnerships**

Grantees incorporated parent training and educational workshops to encourage parents/guardians to be more engaged in their children's learning and to provide information on issues that impact student achievement. Grantees also connected parents and guardians to appropriate community resources.

#### **Grantee Highlights:**

*Amherst-Pelham Regional School District:* Northampton (a partnering district on the Amherst-Pelham grant) provided a writing group which allowed parents and students to learn about how to use language to express their feelings and derive meaning from the events in their lives. In addition, an outreach social worker attended the Northampton Leadership Team meetings and was able to provide additional help to the families that needed the most support.

*Boston Day and Evening Academy Charter School:* Hired a full time Family and Community Engagement Coordinator at the start of the 2007-08 school year. The new position allowed the school to focus dedicated staff time on improving the involvement of parents and community members in school events and school leadership. The school also provided staff training on conducting home visits that helped teachers develop more personal relationships with students and their families. As a result of the training, teachers were equipped to conduct at least one home visit during the last trimester.

*Methuen:* Conducted outreach activities such as parent information nights on violence prevention; adding bullying information on the district website; and partnerships with local agencies for programming, mental health services, and support groups. The district also provided seminars for parents conducted by local service providers and mental health organizations.

*Orange:* The Home-to-School Liaison provided transportation assistance to school meetings and attended select IEP or behavior progress meetings as an advocate and support for parents. The Liaison also performed outreach through home visits. In addition, several Saturday programs were provided in order to facilitate and encourage parent participation in learning and school programs. Since a large number of parents were in need of outside resources and support, especially for mental health, financial, housing, fuel, food, and transportation needs, the district helped to match parent needs with local community organizations and agencies.

### **Community Partnerships and Collaborations**

Grantees engaged in activities to establish or maintain linkages between school staff and professionals both inside and outside the school environment. These activities included developing a referral system with community-based mental health and/or social service agencies; collaborating in consultations and case reviews of individual cases; and hiring professionals to provide training for school staff, parents, and students on issues related to trauma and learning.

#### **Grantee Highlights:**

*Boston:* MGH Charlestown Health Care Center was the main partner that consistently provided consultation and collaboration. MGH provided a social skills development training, where the trainer met with individual grade level teams, observed students, and repeated the meeting to provide strategies for use in classrooms. Training was also provided on the effects of trauma on students and their learning. In addition, the targeted school created a new partnership with the Robert F. Kennedy Foundation to support students that were traumatized by families with addiction issues.

*Bridgewater-Raynham Regional Schools:* Partnered with the Womansplace Crisis Center, the District Attorney's Office, and the Bridgewater and Raynham Police Departments to provide: staff training, student training, help with referrals, case consultation, and grant advisory committee participation.

*New Bedford:* One of several partners was The Women's Center, which provided staff training, student training, consultations, and accepted referrals. School staff conducted informal qualitative interviews with the participants after The Women's Center training and found students were more comfortable with discussing violence-related issues after the training.

*Pembroke:* Provided a coffee and tea reception for area mental health professionals to come to the district and network in order to facilitate updates to the district's community resource list. Community partners also provided free and convenient workshops and trainings for all district staff.

*Smith Leadership Academy Charter School:* Partnered with a variety of local and state experts and organizations to provide staff training, student training, and to accept referrals for students or families. For example, the Gay, Lesbian and Straight Education Network (GLSEN) presented a workshop on tolerance, specifically with gay and lesbian youth. Students also participated in programs with Urban Improv, a theatre group that focuses on the many social issues that students face today.

*Triton Regional Schools:* Partnered with a local counseling agency to provide on-site licensed mental health counseling for students with trauma histories. The counseling agency also provided support for school staff to confidentially discuss students, provide case management, and coordinate the school-based services with community mental health resources for students and their families.

For more information about this summary report or Safe and Supportive Learning Environments (Trauma Sensitive Schools), visit the state website, <http://www.doe.mass.edu/tss> or contact coordinator Jenny Caldwell Curtin at [jcurtin@doe.mass.edu](mailto:jcurtin@doe.mass.edu) or 781-338-6839.