The Academy
at
Glenfield Middle School
do you have a dream?
Thank you

- Support from the MBOE
- Current Administration
- Glenfield Principal
- Glenfield Staff
- Community Members, Parents and Students
- National Youth Recovery Foundation
The Academy

The Academy is an intensive, clinical, school-based counseling program. Its mission is to provide emotional, behavioral, and academic supports to students who require a higher level of therapeutic intervention in a school setting. The Academy aims at fostering an environment both within and out of school that can successfully support at risk/in need students safely and effectively.
The Academy Population:

Students who participate in The Academy present with:

- Behavioral/conduct disorders
- Academic deficits
- High levels of anxiety and/or depression
- ADHD symptoms
- Intense emotional distress
- School refusal/phobia
- Attendance issues
- Legal involvement
- Self injurious/self harm behaviors
- Chronic family issues and/or peer conflicts
- Suicidal ideation
- Substance abuse issues
Student Services:

- Individual counseling
- Group counseling
- Drop-in counseling when needed
- Crisis intervention services as needed
- Alcohol and Drug Education, Prevention, & Intervention
- Individualized behavior management plans
- Behavioral incentive program
- Art therapy/music therapy
- Yoga/meditation
- Lunch groups
Family Services:

The Academy offers school based support to students as well as home based support to families. Families of students involved in The Academy can expect a collaborative team approach with staff in order to promote a positive environment, both in and out of school, which provides the emotional supports necessary for student growth and success. Families receive regular communication with information pertaining to their child’s functioning in school. Families are offered opportunities to attend family therapy sessions, as well as parent workshops. Assistance with connecting to community resources is also available.
Service Components:

- Bi-weekly administrative meetings held with Academy Staff, School Administration, School Counselors, School Nurse and CST to discuss current student roster and pending referrals.
- Collaboration with instructional staff on integrating and implementing effective strategies/techniques in the classroom.
- Collaboration with all outside service providers as a way to offer a seamless network of support to the student by maintaining consistent communication with all participating professionals.
- Student Safety Plan – Each student has a documented Student Safety Plan that is shared with select school staff in order to provide awareness of the student’s needs.
- Supervision – Academy staff receives clinical supervision twice a week by Academy Founder and District Mental Health & HIB Coordinator, Andrew Evangelista.
- Student Data Tracking – Student data and levels of functioning are tracked regularly to assess progress and development.
JUST A FEW BENEFITS OF COUNSELING

- Less anxiety
- Greater self-confidence
- Better relationships
- Regaining emotional balance
- Increased assertiveness
- Stress relief
- Ability to set boundaries
- Trauma resolution
Consultation with teachers to assist students
Program Components:

- The Academy Awards – Behavioral Incentive Program where students’ school behavior and academic performance is assessed and tracked. Students can earn points towards incentives and rewards.
- “Waiting Room” – If students request access to their Academy counselor but cannot safely or appropriately wait in class, they are offered the opportunity to wait in the main office, which is equipped with calming de-escalation materials from The Academy while they wait.
- Yoga – Certified yoga instructors facilitate group Yoga once a week to reinforce relaxation techniques and balance the mind, body, and soul.
- Art Therapy – Glenfield Art Instructors facilitate group Art Therapy sessions.
- Brag Board – Students are encouraged to post anything that makes them feel proud of themselves. Students are praised with a certificate of achievement for their accomplishments.
Program Components:

- Quote of the Week – Inspirational and motivational quotes are displayed each week to encourage positive thinking, emotional growth, and allow for opportunities of personal exploration.
- Positive Post It Board – Students are encouraged to post compliments and positive messages that can uplift themselves and their peers.
- Passion Board – Students outline what they love and what they are passionate about. This helps set goals, practice self care, and develop healthy and effective coping strategies.
- Help Desk – A space where resources, services, hotline numbers, and self help books are displayed for student use.
- Newsletter – The Academy issues quarterly newsletters to get the word out about recent events and informative content.
Administrative meetings twice monthly
Yoga: A mind body experience
Referral Process

- Students can be referred to The Academy by school staff or parents/families by filling out an Academy referral form.
- Additional Information is gathered from Administration, Guidance, CST, and instructional staff to further assess a student’s eligibility for the program.
- If a student is deemed appropriately eligible, information is shared with the guardian and parental consent to participate is obtained.
- A formal intake is held with the parent to gather student and family history.
- Once all identifying intake information is obtained, a need assessment is conducted in consult during Clinical Supervision to identify what services the student could best benefit from.
Please complete/return this confidential referral form to Andrew Evangelista or Leigh Ann Fossella.

Student: ___________________________ Age: _______ Grade: _______ House: __________

Has the parent been contacted regarding your concerns? Yes: _____ No: ______

Priority: Low________ Medium________ High________ Emergency________

CST: _____ IR&S: _____ RTI: _____ 504: _______ Other referrals: __________________________

Low: (could use the extra support during school); Medium: (needs the structure and therapeutic component); High: (could not exist in school without the services); Emergency: (crisis/see now)

Please check any behaviors of concern that you have observed:

☐ Aggression  ☐ Poor academic performance
☐ Dramatic change in behavior  ☐ Poor homework completion
☐ Bullying—victim  ☐ Poor study skills
☐ Bullying—bully  ☐ Poor organizational skills
☐ Daydreams/fantasizes  ☐ Impulsivity
☐ Poor peer relationships  ☐ Always tired
☐ Poor social skills  ☐ Inattentive
☐ Family concerns (illness, divorce)  ☐ Disruptive
☐ Suffering from grief and/or loss  ☐ Worried/anxious
☐ Cries easily/often for age  ☐ Scared/fearful
☐ Low self-image/self-confidence  ☐ Sad
☐ Poor personal hygiene  ☐ Withdrawn/shy
☐ Lying  ☐ Depressed
☐ Stealing  ☐ Defiant
☐ History of behavioral problems  ☐ Receiving “out of school” counseling
☐ Other  ☐ Difficulty making friends

Additional Comments/Explanation of Concerns:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Is there any suspected form of abuse? If so, please provide additional information below:

____________________________________________________________________________________
____________________________________________________________________________________
The Academy at Glenfield Middle School
Intake Form

Student Name ____________________________ Date of Birth ____________ Age ____________

School ____________________________ Grade ____________ Date of Intake ____________

Name of person(s) completing intake form ____________________________ Relationship to Student ____________________________

I. General Background
What is your primary concern /reason for the referral?
___________________________________________________________________________________________

As the parent or guardian, what goal or outcome do you wish your child to receive from counseling?
___________________________________________________________________________________________

Who lives at home with the student?
Guardian: ____________________________ Natural Parent Foster Step Adoptive Other
Guardian: ____________________________ Natural Parent Foster Step Adoptive Other

Other Family Members in the home:
Name: ____________________________ Age: _______ Sex: M F Relation: ____________
Name: ____________________________ Age: _______ Sex: M F Relation: ____________
Name: ____________________________ Age: _______ Sex: M F Relation: ____________
Name: ____________________________ Age: _______ Sex: M F Relation: ____________

If applicable, is the non-custodial parent involved (if he/she does not reside in the home)? Y / N
Amount of time spent per week with non-custodial parent: ____________________________

II. Student’s Medical History
Does the student have any current health problems?
___________________________________________________________________________________________

Is the student taking any medications? If “yes”, list the medications:
___________________________________________________________________________________________

Reason the medication was prescribed?
___________________________________________________________________________________________

How does the medication affect behavior (sleep, appetite, mood, attention, hyperactivity, etc.)?
___________________________________________________________________________________________

Is the student currently receiving or have they received counseling services in the past?
___________________________________________________________________________________________

III. Psychiatric and Counseling Background
Does the student currently have a Psychiatrist and/or counselor? Please List:
___________________________________________________________________________________________

Psychiatrist/counselor ____________________________ phone ____________________________
Psychiatrist/counselor ____________________________ phone ____________________________
Parent Engagement

- Regular Communication – A supportive relationship is built between The Academy counselor and the parents of students in the program to promote a strong link between home and school.

- Family Therapy Sessions – Family sessions are offered in hopes of increasing appropriate communication and connecting families in a healthy, constructive way.

- Parent Workshops – Parent support groups and family workshops are offered in the evenings.

- Parent Contract – Parents pledge their commitment to bridging the gap between home and school and providing the best level of care, support and supervision at home.

- Parent’s Assessment – Parents are asked to complete an assessment scale on how they perceive their child’s functioning. The student is asked to complete a student version of the same assessment about themselves.
Dear Parents and Families,

The school/home connection is an important factor in your child's success. A seamless network of support provided by both school professionals as well as parents/guardians promotes a positive response in students. The Academy aims to provide wraparound services to all students involved to aid in the development of academic, behavioral, and social-emotional growth.

Families of students involved in The Academy can expect a collaborative team approach with staff in order to promote a positive environment, both in and out of school, which provides the emotional supports necessary for student growth and success. Families will receive regular communication with information pertaining to their child’s functioning in school. In turn, we welcome the same level of communication and support from families.

Listed below are some friendly reminders of habits that are important to practice and reinforce at home with your child:

- Stress the importance of school attendance and academic achievement
- Support participation in extra-curricular activities that interest your child
- Encourage a healthy lifestyle
- Monitor internet, cell phone and TV use
- Maintain a consistent routine/schedule at home
- Communicate clear expectations to your child regarding behavior
- Provide consistent discipline when necessary
- Get to know your child’s friends and the parents of your child’s friends
- Enforce an appropriate curfew – know where your child is at all times
- Communicate regularly with your child’s school
- Take time to check in and talk with your child about their school day and what’s going on
- Assist with academic/homework assignments if needed
- Reach out for help when needed and encourage your child to do the same

We welcome and encourage your participation as an integral part of your child's treatment team. We look forward to making it a great year!

__________________________________________   __________________________
Student Name (print)                                      House Name

__________________________________________   __________________________
Parent Signature                                         Date

__________________________________________   __________________________
The Academy, Staff Signature                            Date
Parent’s Assessment

Social/Emotional Assessment for Education Counseling

Please check YES, NO, or SOMETIMES on the line next to the following personal descriptions that you feel best describes your child.

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<tr>
<th>FEELINGS</th>
<th>YES</th>
<th>NO</th>
<th>SOMETIMES</th>
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<tbody>
<tr>
<td>He/she usually keeps their feelings to themselves</td>
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<tr>
<td>He/she is more serious than most people their age</td>
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<tr>
<td>When he/she is angry, they show it</td>
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<td>He/she shows happiness very easily</td>
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<td>He/she is very sensitive</td>
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<td>He/she’s feelings are easily hurt</td>
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<td><strong>EMOTIONAL</strong></td>
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<td>He/she often feels nervous and tense</td>
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<td>He/she tends to get irritated when things go wrong</td>
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<td>People think he/she has a bad temper</td>
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<tr>
<td>He/she loses his/her temper easily</td>
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<td>It’s hard for him/her to relax and enjoy him/herself</td>
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<td>If he/she is really mad, he/she can hit people, throw things, or use</td>
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<td>pretty rough language</td>
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<td>He/she always feels like they are under pressure</td>
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<td>He/she handles pressure well</td>
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<td>He/she sometimes feels depressed</td>
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<td>He/she tends to worry a lot</td>
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<td>He/she gets angry for no reason</td>
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<td>He/she cries over simple things</td>
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<tr>
<td><strong>SOCIAL</strong></td>
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<td>He/she makes friends easily</td>
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<td>It’s hard for him/her to talk to strangers</td>
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<td>It’s hard for him/her to talk in front of a class</td>
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<td>His/her friends often turn to him/her for their opinion</td>
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<tr>
<td>It’s easy for him/her to convince people to do things their way</td>
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<td>If someone starts a fight, he/she fights back</td>
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<td>He/she gets angry if someone breaks a promise to him/her</td>
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<td>He/she often feels left out of activities with friends</td>
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<td>He/she is considered popular</td>
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<td>He/she is considered a helpful person</td>
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</table>
Hi, Leigh Ann. Thank you for asking for feedback; I’m very happy to send my thoughts about The Academy. I am extremely grateful for the support, guidance, and comfort you’ve been providing to both my daughter and me.

My daughter is having such a harrowing time right now, and getting to school is an immense struggle for her every single day. I really don’t think she would have been able to get herself in the door of Glenfield at all after the first day of eighth grade if you weren’t there as a haven and encouragement to her. You have shown her such understanding and warmth, and you have also been a very significant resource for me as I’ve struggled to figure out the right approach to take with my daughter. You’ve so quickly shown yourself to be a trusted advocate and mental health expert who cares deeply. You have spent so much concentrated time with both of us, truly prioritizing my daughter’s needs above and beyond what I could have hoped for.

And my daughter does absolutely need the resources that you’re providing. I am certain that the existence of The Academy and your great skill and care are what keeps my daughter from functioning at all during the school day. The counseling combined with the ability to retreat to your office for a breather when things become too stressful in the classroom or lunchroom are hugely helpful, and I’m hopeful that future group sessions will also provide my daughter with a new belief that she’s not entirely alone among her peers. The fact that you’ve put a basket of comfort items at the front desk for times when kids can’t use your office is further proof that you understand the needs of your students and are thinking deeply about how to help.

And so, a huge thank you for your work and kindness. I am so relieved that Glenfield is the school that received the pilot program.

Warmly,

Mother
To Whom It May Concern:
October 30, 2017

Please allow this letter to serve as documentation of the successful implementation of the Academy at Glenfield Middle School. Middle school age students encounter a myriad of social and emotional challenges. Anxiety, depression, self-harm, suicide, and eating disorders are only a few of the serious issues facing our students. Effective and well thought out interventions coupled with therapy and ongoing resources are imperative when addressing these issues, especially when they rise to a crisis level. In many school districts these services are simply not available.

The Academy at Glenfield, which started in September of 2017, replaced Effective School Solutions. At its onset, the Academy easily exceeded ESS services for critically needy students and families and had a carefully, well-established foundation prepared to welcome new candidates. It has been my pleasure to work closely with Andrew Evangelista, Montclair Mental Health Coordinator and Leigh Ann Fossella, Academy Counselor, to ensure the success and effectiveness of the program. Together we have created a meticulous procedure for identifying students, documenting their progress and system for communicating with all stakeholders.

I am not only impressed with the Academy’s design and effectiveness, but I am confident that its success can be replicated in other schools in Montclair. I see the Academy as a strong proactive measure that will support students within the school district. It serves as an intervention to promote better mental health for our students and is delivered by the people who know them best.

I look forward to assisting in the growth and development of the Academy program. As a Principal, I can honestly say that I can’t imagine Glenfield Middle School without this intervention.

Please feel free to contact me at Jputrino@montclair.k12.nj.us or (973) 509-4171.
Hello - Although my son is very new to the Academy, I'm happy to share my initial feedback. So far, amazing! I am so thrilled that a service such as this is being offered at Glenfield. I feel like my son finally has the sort of emotional support in place at school that he truly needs and I'm looking forward to seeing how this support benefits him. Not just one on one with him, but also the support between he and his teachers via Ms. Fossella and the support his family has already received (I personally feel VERY supported!) We couldn't be more pleased and look forward to seeing how this benefits my son this year. Thank you.

-Mother of Academy Student.

The Academy at Glenfield School has been a tremendous resource to the students, parents and families which I engage, as the McKinney Vento Education – homeless liaison for the district. The expertise of the staff is evident as counselling and outreach has, in this initial implementation, made a significant impact through the services and support that have been provided. The opportunity for a student to engage the counselor, and change spiraling negative behaviors, into positive social behaviors and emotional expressions has changed the student’s engagement in school as well as the opportunity for future academic success.

-Director of Operations and School Support Services

The Academy with Leigh Ann Fossella has been highly effective in picking up the cases that continued from last school year, as well as meeting the needs of new identified students in need of a therapeutic setting during the school day.

-Rebecca Weintraub, School Counselor Glenfield Middle School
Community Feedback

“The students at Glenfield are lucky to have a counselor like you to support them. The program is one that meets students where they are and helps them to function the best that they can within a public school setting.”

-Psychotherapist/LCSW
Current student issues:

- School refusal/school anxiety
- Non-suicidal self-harm
- Victim of sexual abuse (legal involvement)
- Runaways
- Depression
- Anxiety
- ADHD
- Social/academic withdrawal
- Homeless
- Grief/loss/recent death of family member
- Behavioral/conduct issues (at home and at school)
- Chronic family issues in the home
- Alcohol and drug use in the home
### Student Demographics:

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<thead>
<tr>
<th>Category</th>
<th>Active</th>
<th>Referrals</th>
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<tbody>
<tr>
<td>Male</td>
<td>3 active, 4 referrals</td>
<td>3 active, 4 referrals</td>
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<tr>
<td>Female</td>
<td>8 active, 4 referrals</td>
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<td>Black</td>
<td>7 active, 6 referrals</td>
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<td>White</td>
<td>4 active, 2 referrals</td>
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<td>CST</td>
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<tr>
<td>Reg. Ed</td>
<td>5 active, 6 referrals</td>
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### Student Days Absent

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<thead>
<tr>
<th>Student</th>
<th>Days Absent 16-17</th>
<th>Days Absent 17-18</th>
<th>Days Tardy 16-17</th>
<th>Days Tardy 17-18</th>
<th>Subject</th>
<th>Final Grades 16-17</th>
<th>Interim Grades 17-18</th>
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<td>Student 1</td>
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<td>Student 2</td>
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<td>Student 3</td>
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<td>Student 5</td>
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<td>Student 6</td>
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Questions and discussion