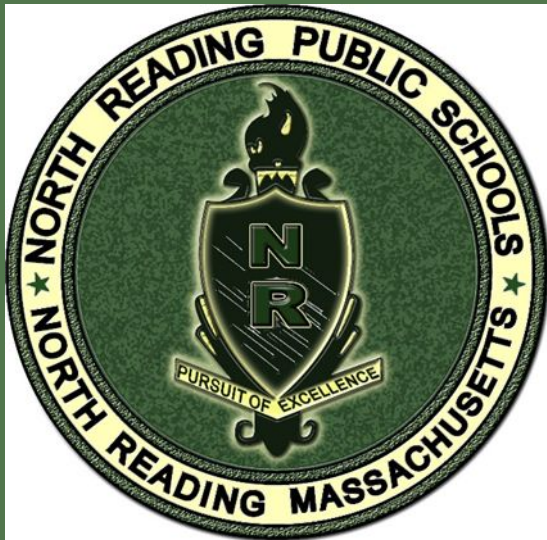


WELCOME



**SCHOOL SAFETY SUMMIT
NOVEMBER 7, 2019**



Agenda

- **Welcome & Introductions**
- **Overview of Existing School Safety and Security Programs, Initiatives, and Supports**
- **School/District Policies and Legal References**
- **Overview of Student Wellness Programs**
- **Questions**
- **Conclusion**



School Safety Committee

- **Jon Bernard, Superintendent of Schools**
- **Barry Galvin, Deputy Chief, North Reading Fire Department**
- **Joseph Hehn, Assistant Principal, North Reading High School**
- **Sean Killeen, Principal, L. D. Batchelder Elementary School**
- **Paul Lucci, Detective and School Resource Officer, North Reading Police Department**
- **Michael Maloney, Assistant Principal, North Reading Middle School**
- **Michael Murphy, Chief, North Reading Police Department**
- **Sean O’Leary, Detective, North Reading Police Department**
- **Donald Stats, Chief, North Reading Fire Department**



School Safety Committee

For several years, a School Safety Committee has been in existence in our school district and the composition of the committee includes school and public safety personnel.

Since 2016, a primary responsibility of the School Safety Committee has been to update the school district's Emergency Operations Plan.

The School Safety Committee continues to meet regularly for the purpose of evaluating school safety and security needs and working to address these needs.



Safety and Security Programs

The following school safety and security programs are in place across the school district:

- Envoy Visitor Monitoring System
- Emergency Operations Plan
- Controlled Access to Schools
- Security Cameras
- Interior Door Locks
- Communications Systems
- School Resource Officer (SRO)
- ALICE Protocols
- Security assessments; NRPD and NRFD
- Anonymous Reporting System

+ Envoy Visitor Monitoring System

An electronic sign-in/sign-out system, Envoy is in place at all five schools and in the District Administration office. Envoy is a technology-based system that is used to monitor visitors to our five schools and the District Administration office. All visitors are required to utilize this system, located at the main entrance of each campus, so that their presence in our schools can be monitored. Signing in to a school using the Envoy system prompts a conversation with a staff member who then issues the visitor a “Visitor” badge on a lanyard, clearly displaying their authorized presence. Envoy was implemented at all schools and the District Administration office in 2016.



Emergency Operations Plan

The school district's Emergency Operations Plan (EOP) has been completely updated to reflect the new initiatives that have been put into action at our five schools and other school safety and security upgrades. Two years in its development, the EOP is the result of a collaborative effort among school district and public safety personnel.

The new EOP was presented and adopted by the North Reading School Committee at a public meeting held on January 22, 2018. All faculty and staff of the North Reading Public Schools attended a presentation on the new EOP on January 31, 2018 so as to familiarize them further with the final document. School-based meetings with faculty and staff are conducted annually to highlight the contents of the EOP and to answer questions of faculty and staff. The EOP is also reviewed annually by the members of the School Safety Committee.



Access to Schools

Controlled access to all of the schools in our district is through an electronic, controlled access system.

Security Cameras

All of the schools in our district are equipped with security cameras that are directly accessible to the North Reading Police Department.

Interior Door Locks

The school district received a state grant of \$175,000 to be used for school safety and security upgrades. A portion of these funds were used to install interior door locks in all classrooms and offices at the three elementary schools in the district. Interior door locks exist at the Middle/High School as well.



Communications Systems

Each of our five schools and the District Administration Office has a two-way radio for immediate communication with local public safety personnel. Other, technology-based communications systems are in place.

In addition, the North Reading Police Department and the North Reading Public Schools, and the Middlesex County District Attorney's office have, for many years, endorsed a "Memorandum of Understanding" that provides for the coordination of efforts and the sharing of information to promote a safe and nurturing environment in the school community.



School Resource Officer (SRO)

The main objective of the position of a full-time School Resource Officer (SRO) is to enhance communications and coordinate efforts between the North Reading School Department and the North Reading Police Department in order to create a learning environment that is safe with a focus on prevention and early intervention activities. The SRO provides valuable resources to school staff and develops strategies to resolve problems affecting our youth.

The School Resource Officer has three main functions:

As a law enforcement officer, the SRO helps to maintain a safe and secure school environment in which students feel safe to learn and teachers feel safe to teach.

As an educator, the SRO conducts classroom presentations pertaining to law-related topics and in doing so, informs students and promotes positive attitudes regarding the role of police in society.

The SRO also acts as an informal “advisor” to students, parents, teachers, and staff on issues related to law enforcement, substance abuse, delinquency, and other law related topics.



ALICE Protocols

In 2016, the North Reading Public Schools implemented the ALICE program. ALICE, which stands for Alert, Lockdown, Inform, Counter, Evacuate, is a nationally recognized program that “...is a list of options that can be used to stay safe in the highly unlikely event of a violent intruder” (ALICE Training Institute). The program has received the support of the International Association of Chiefs of Police, the Department of Education, the Department of Justice, the Department of Homeland Security, and the Department of Health and Human Services. The ALICE program was formally introduced to the school district’s faculty and staff in April of 2016 and has now become an integral part of our work to ensure that our schools are safe and secure. Trainings and drills with students and staff have been conducted and will continue to take place during each school year so as to maximize the efficacy of our school safety efforts. Doing so will also help to ensure that staff and students are familiar with the related protocols. Certified trainers are on staff in the school and police departments. If you should wish to learn more about the ALICE program, please visit www.alicetraining.com.



Security Assessments

The North Reading Police Department and the North Reading Fire Department conduct on-going, regular assessments of the four school campuses in the school district.

Anonymous Reporting System

An anonymous reporting system is available as a feature that allows for the anonymous reporting of critical concerns. This system was introduced in the fall of 2018 and is available through the school district's APP.



School/District Policies and Legal References

- **Due Process for M.G.L. c. 71, §§ 37H and 37H 1/2 Offenses: Dangerous Weapons, Drugs, Assaults on Staff and Felony Matters Short-Term Suspension, M.G.L. c. 71, §§ 37H and 37H ½** For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of ten (10) consecutive days or less pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing. Long-Term Suspension/Expulsion, M.G.L. c. 71, §§ 37H and 37H ½. For offenses that fall within M.G.L. c. 71, §§ 37H and 37H ½ a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The procedures below apply to M.G.L. c. 71, §§ 37H and 37H ½ suspensions that exceed ten (10) consecutive days. Dangerous Weapons, Drugs or Assaults on Staff (1) Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension and/or expulsion from the school or school district by the principal. Building principals or designees are required to report to the police department the presence of any weapon on school premises. (2) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to long-term suspension and/or expulsion from the school or school district by the principal.



School/District Policies and Legal References

- **Due Process for M.G.L. c. 71, § 37H 3/4 Offenses: Any Offense other than Dangerous Weapons, Narcotics, Assaults on Staff or Felony Matters Emergency Removal, M.G.L. c. 71, § 37H 3/4. A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.** In such a case, the principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall: (a) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2); (b) provide written notice to the student and parent as provided in 603 CMR 53.06(2); (c) provide the student an opportunity to have a hearing with the principal that complies with the requirements for a short-term suspension or long-term suspension, as applicable, and as set out below, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent; and (d) render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension, as set forth below, whichever is applicable. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.



Due Process

A student has the right to be heard prior to any imposition of suspension. Prior to the imposition of discipline, a student will be given an opportunity to receive notice of, and respond to, the allegations or charges against them (except in cases of extreme emergency). Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H1/2.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.



Due Process

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense in subsections (a) or (b) of M.G.L. c. 71, § 37H or 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed, except in accordance with M.G.L. c. 71, § 37H or 37H ½.

Note: *The content of slides 13, 14, 15, and 16 are excerpted for use in this presentation; interested parties are urged to review the complete text of the legal references noted herein and/or school district policy handbooks*



Student Confidentiality

Federal and state laws are explicit about the privacy rights of students, and this is particularly the case as it relates to student records, of which disciplinary consequences are a part.

When a student is disciplined under school policy and/or the law, the disposition of such consequences cannot be made known to the public.



Student Wellness Programs

The following student wellness programs are in place presently:

- Social Emotional Learning Task Force
- Mindfulness Study Group
- Student Sleep and Stress Committee
- Wellness Committee
- Positive Behavioral Interventions and Supports/Behavior Rubrics (P.B.I.S.)
- Counseling/Student Support Services



Student Wellness Programs

Our school community has approached the intersecting opportunities to address the social and emotional education and wellness of our students and staff by bringing together the members of our various task forces and committees under one umbrella. On four occasions throughout the school year, participants meet as a large group to plan for the future and share the outcomes, challenges, and successes of the various subgroups. Included in the following slides is a description of all of the related committees that meet during the school year and brief summaries of their purpose and goals for the school year. These wellness initiatives serve a primary purpose to create healthy students--emotionally, mentally, and physically.



Social Emotional Learning Task Force

Formed in 2016 and led by Cynthia Conant, Director of Student Services, this group is exploring the topic of social emotional learning in our district. In preparation for a district-wide focus in the coming years, this committee is exploring the tools that will provide teachers the supports needed to meet the social and emotional needs for our students.



Mindfulness Study Group

Led by Middle School Principal Catherine O'Connell, this group has explored the concept of Mindfulness for staff and students. Dr. O'Connell has lead a study group through an analysis of the book *Mindful Schools* by Kevin Hawkins. Teachers and administrators continue to learn and explore Mindfulness practices for students and staff at all schools in the district.



Student Sleep and Stress Committee

Nicole DiSpena, a nurse at the E. Ethel Little Elementary School, has been working with our school district's physician, Dr. Meghan Tramontozzi, on this committee. This group has explored the data from our previous sleep and stress studies, discussed the impacts of many factors on student sleep, and has implemented a pilot sleep lesson for elementary school students.



Wellness Committee

Our school district's Wellness Committee is led by our Director of Student Services, Ms. Cynthia Conant, and includes our school district's physician, school nurses (one full-time nurse at each school), Health and Physical Education teachers, Food Services Director, the YMCA leadership, and others. Among their objectives is to review our North Reading Health and Wellness Plan. There is always an opportunity to involve more stakeholders in this process.

School nurses monitor the readiness of AEDs, lead the implementation of the SBIRT (Screening, Brief Intervention, and Referral for Treatment) model at the middle school and high school, and have been trained in the administration of Narcan.



Positive Behavioral Interventions and Supports/ Behavior Rubrics (PBIS)

Led by Joline Pepper, a School Psychologist at the E. Ethel Little Elementary School, this group is building upon the information learned from the reading of the book *Schools Where Everyone Belongs* by Stan Davis and Julia Davis Adams. This group has been developing Positive Behavior Intervention Supports (PBIS) rubrics aimed at the elementary school level and plans to work with school and community partners to provide a consistent common language.



Counseling/Student Support Services

Licensed School Adjustment Counselors and/or School Psychologists are in place at each of the district's five schools, and a School Nurse is also on staff at each school. The range of services provided by these professionals is varied; the overarching role of the School Adjustment Counselors and School Psychologists is to provide needed support to students and their families, and in a proactive approach as may be appropriate.

In addition, school staff work closely with the Community Impact Team (CIT) and the Town's Mental Health/Substance Abuse Clinician, Ms. Laura Miranda.



Questions