

COMMACK UFSD BOARD OF EDUCATION PUBLIC MEETING

ADMINISTRATIVE REPORT
March 8, 2018

Tonight's Agenda

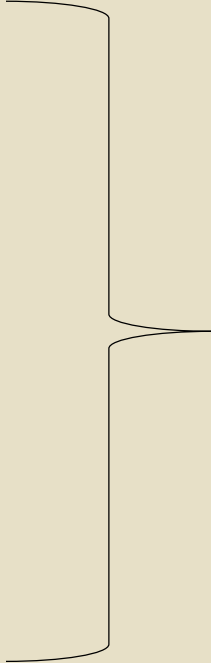
(March 8, 2018)

Commack's Framework
for a Safe and Secure
Learning Environment

Relationships,
Social and Emotional
Learning, and
Student Support Services

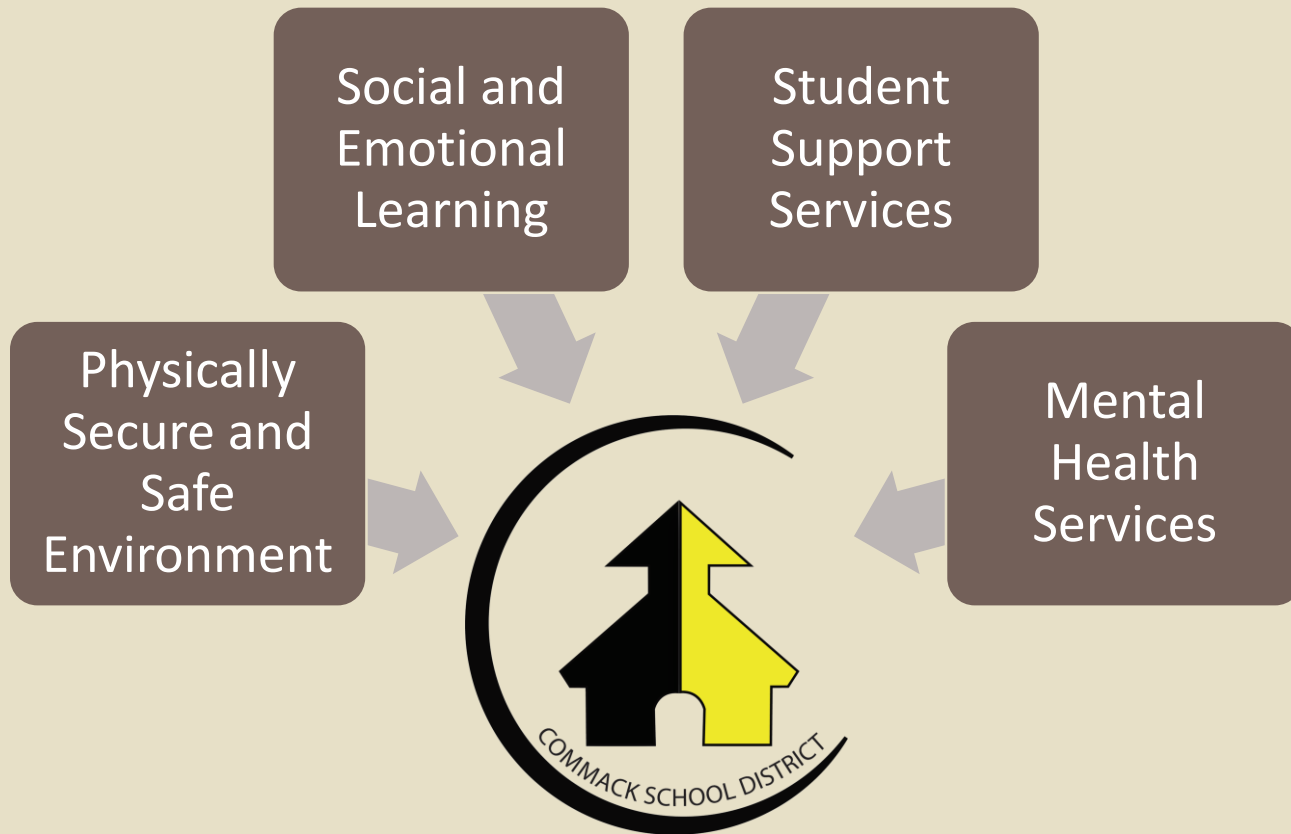
Security Infrastructure
and Design

Summary and
Recommendations



Our Practice:
A Continuous Improvement Culture

A Comprehensive Framework for School Safety and a Safe Educational Climate



“In Commack, all students have the right to a safe and supportive school environment where they can develop into social and emotionally healthy individuals.”

-Dr. Donald James
Superintendent of Schools

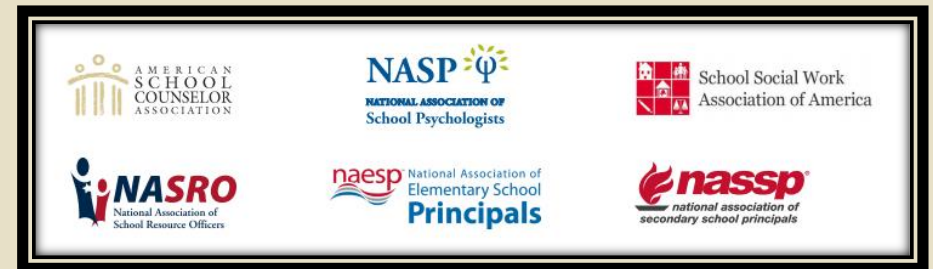
What the Research Says About Creating Safe and Successful Schools....

8 Best Practices for Creating Safe and Successful Schools

1. Integrate learning supports (e.g., mental health, and social services) with instruction and school management
2. Implement multi-tiered systems of support
3. Improve access to school-based, mental-health supports
4. Integrate ongoing positive climate and safety efforts through crisis training and plans
5. Balance physical and psychological safety to avoid overly-restrictive measures and instead combine reasonable physical security measures with efforts to build trusting relationships, and encourage students and adults to report potential threats
6. Employ effective, positive school discipline
7. Consider the context of each school and District
8. Acknowledge that sustainable and effective change takes time

A joint statement issued by:

- American School Counselor Association
- National Association of School Psychologists
- School Social Work Association of America
- National Association of School Resource Officers
- National Association of Elementary School Principals
- National Association of Secondary School Principals



Integrating Learning Supports (mental health and social services) with Instruction and School Management

Commack, either embedded in the academic curriculums of ELA, Mathematics, science, and social studies or as a stand-alone program, offers a well-rounded, developmentally-appropriate program that exceeds State mandates and focuses on locally-determined expectations.



Elementary School Social, Emotional, Service, Active Learning, and Other Curricular Learning Activities

- Social, Emotional, and Active Learning**
- Second Step
 - Health Smart
 - “Have You Filled a Bucket Today”
 - Spirit Days
 - Peaceful Playground/Recess
 - Peaceful Bus
 - Building-Level Town Meetings, Gatherings, and Assemblies
 - Arts-in-Education
 - Principal’s Character Ed. Book
 - Character Traits

- Service Learning and Clubs**
- FutureCorp
 - Visiting Senior Citizen Program
 - Community Outreach
 - Student Council Events
 - Charity Events

- Other Curricular Learning Activities**
- Proactive Academic Support (K-2) and Enrichment Opportunities (3-5)
 - The Arts
 - Physical Education
 - Music
 - Science Lab
 - Computer Lab
 - Library

These are not all inclusive lists.



Secondary School Social, Emotional, Service, Active Learning, and Other Curricular Learning Activities

- Social, Emotional, and Active Learning**
- SEL embedded into the Classroom for All Disciplines
 - 15-Minute Homeroom
 - Senior Support
 - Professional Development relative to creating an inclusive school/classroom for LGBTQ students
 - Suicide Prevention Programs
 - Distracted Driving/Driver Safety Programs
 - I Am Someone – Appropriate Use of Social Media
 - AVID Day
 - Anti-Bullying Programs
 - Disabilities Awareness
 - Owning Up
 - Beautiful Me
 - Affirmations Project
 - Drug and Alcohol Awareness

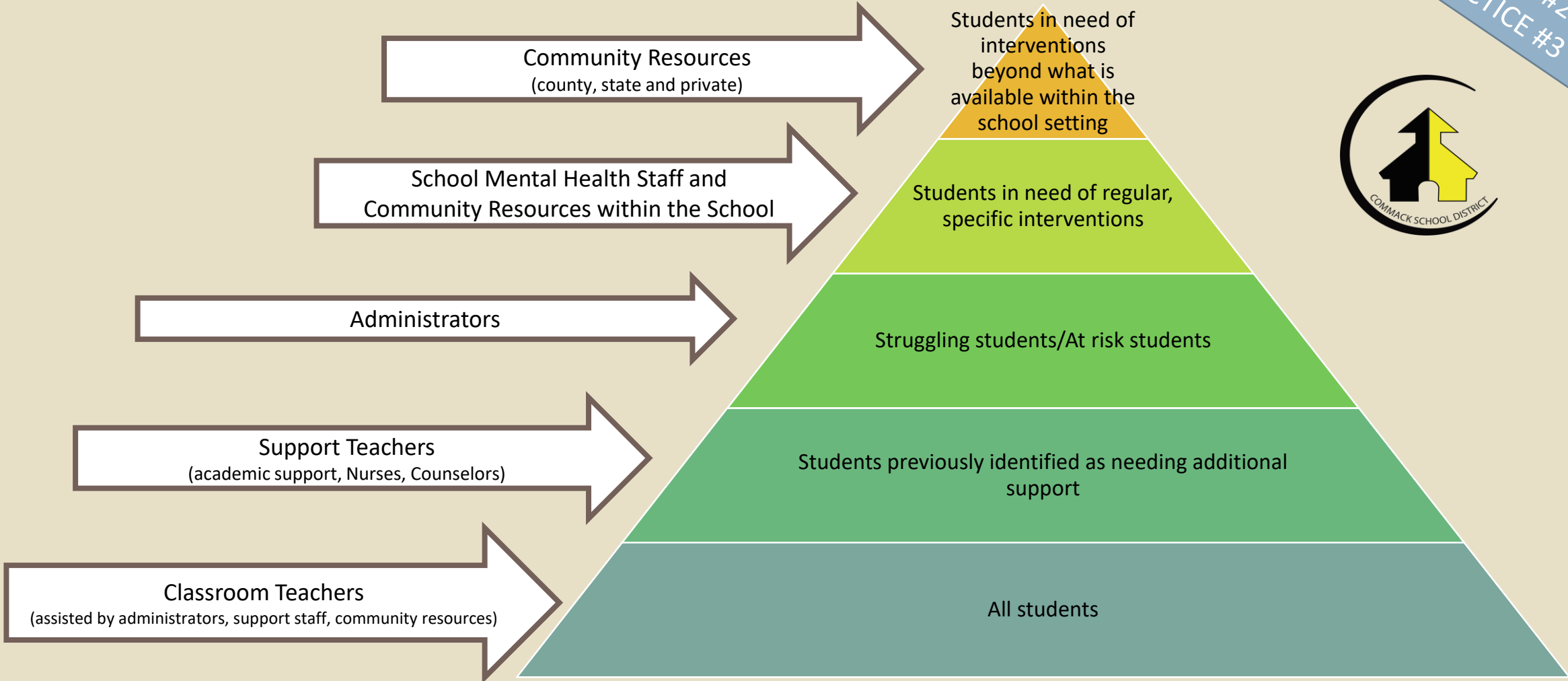
- Service Learning and Clubs**
- Relay for Life
 - Food and Clothing Drives
 - Best Buddies and Best of Buds
 - Paws for Cause
 - St. Baldrick's Day
 - Athletes Helping Athletes
 - Leaders' Clubs
 - Garden Club
 - Grand Friends
 - Interact Club
 - Pay It Forward
 - Peer Leadership

- Other Curricular Learning Activities**
- Learning to Breathe (Mindfulness) groups offered both during and after school
 - Organizational /Executive Functioning Groups
 - Five Dimensions of Wellness
 - Social Skills Groups

These are not all inclusive lists.

Our Practice: A Multi-tiered Systems of Support

BEST PRACTICE #2 &
BEST PRACTICE #3



BEST PRACTICE #4
& BEST PRACTICE #6

Our Practice: Effective, Positive School Discipline



Progressive
Discipline

Restorative Justice
Practices

Positive Behavioral
Interventions and
Supports (PBIS)

BEST PRACTICE #4 &
BEST PRACTICE #5

Our Practice:

- Integrate ongoing positive climate and safety efforts through crisis training and plans

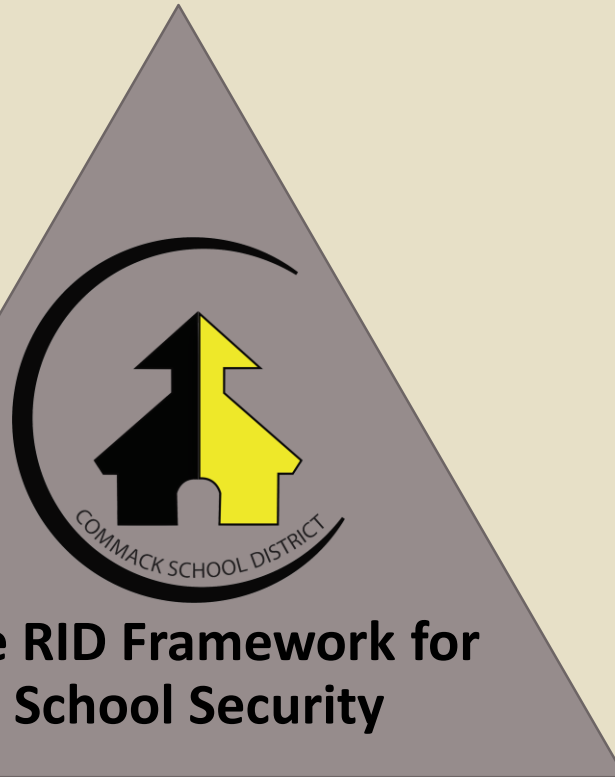
District Mental Health Committee

Crisis Management Sub-Committee

- Balance physical and psychological safety to avoid overly-restrictive measures, and instead combine reasonable physical security measures with efforts to build trusting relationships, and encourage students and adults to report potential threats

Commack UFSD: Secure by Design

Relationships



**The RID Framework for
School Security**

Design

Infrastructure

Continuous Monitoring, Evaluation, and Improvement

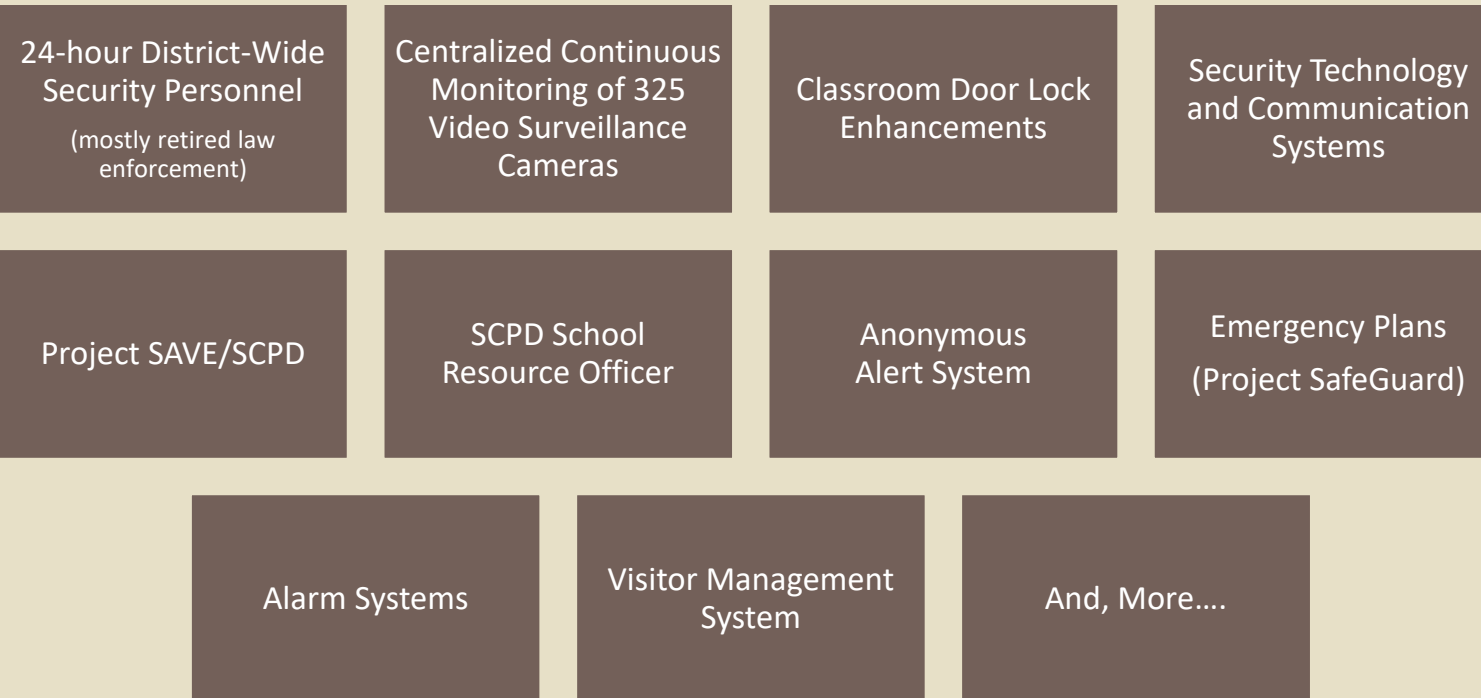
Commack monitors and evaluates the security of its schools with regular, in-house security review protocols and ongoing audits from outside security firms.

As a result, Commack annually adjusts its security program as appropriate.

Infrastructure: Security You Can/Cannot See

BEST PRACTICE #5

The physical safety of the Commack Schools includes:

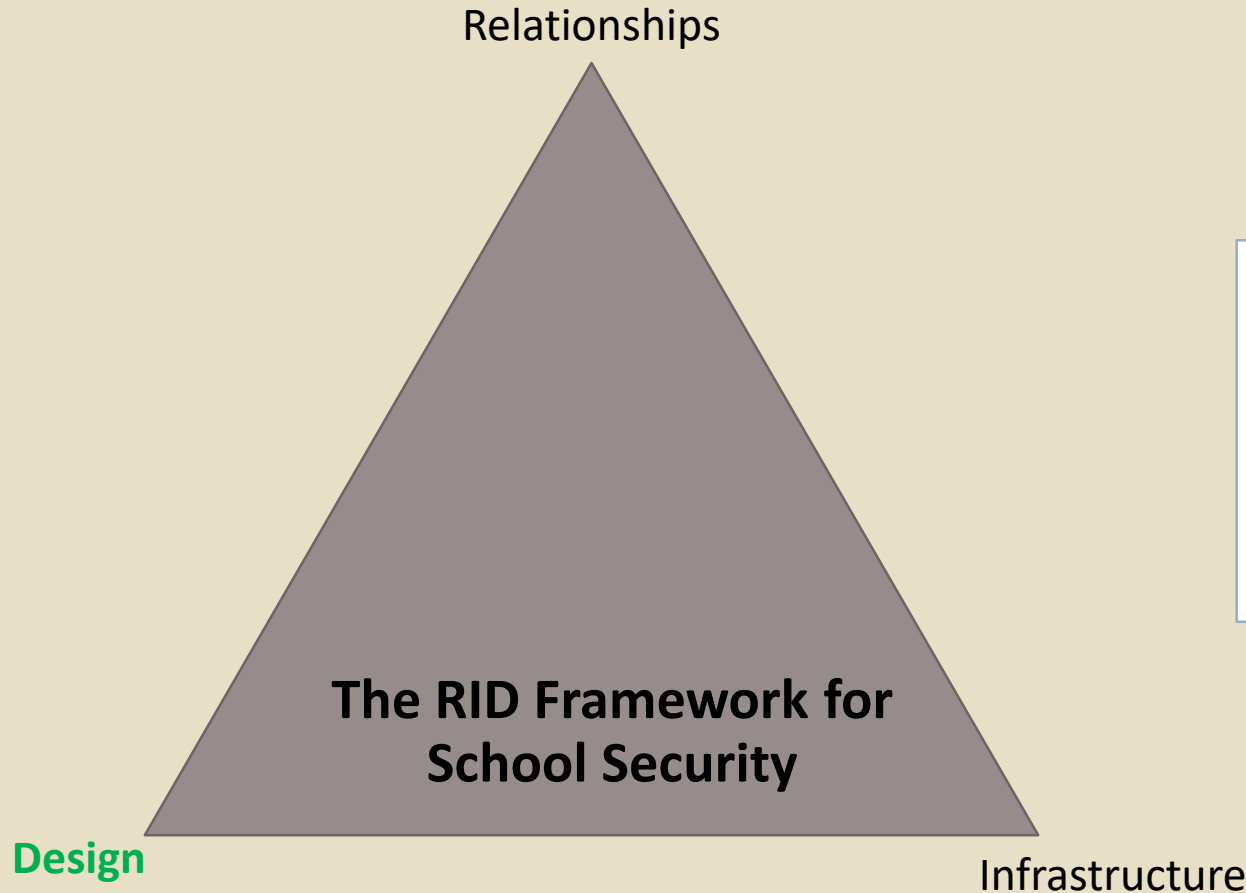


“Unlike some Districts on Long Island, Commack has consistently funded and deployed the resources that are necessary to provide a secure learning environment.”

-2013 Commack School Safety and Security Audit by Covert Investigations and Security Inc.

Covert Investigations and Security Inc. employs an "All Hazards Approach to Preparedness" for its clients. Covert Inc. fully endorse and utilize the recommendations of the New York State Homeland Security System for Schools, United States Department of Homeland Security, United States Department of Education and the National Institute of Justice..

Commack UFSD: Secure, by Design



Continuous Monitoring, Evaluation, and Improvement

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Our Schools Are Designed for Safety

Design

- Maximized Visibility Throughout School Property
- Street Signage and Traffic Flow Measures
- Sufficient Lighting on District Property
- Single Points of Entry / Multiple Exits
- Ongoing Professional Development
 - Various Drills for Students and Staff
 - Annual Security Guard Training



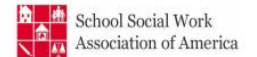
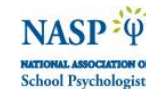
The Current State of Commack's Safe and Successful Schools Efforts...

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Commack School Safety and Security

In Progress

- Continuing the “hardening” efforts (e.g. interior doors)
- Evaluation/enhancement of current surveillance camera system
- Adjustments to elementary school recess protocols
- Ongoing Security Review Team
- Ongoing Crisis Management Committee



Recommendations

- **Engage a Security Connector Group** made up of:
 - Two lead Commack security personnel
 - One teacher from each level
 - One administrator from each level
 - One District Office administrator
 - Superintendent, and/or designee
 - Two parents/guardians from each level
 - Two residents-at-large (without school-aged children)
 - Two Board of Education members
 - Craft and release RFP for new, **full security review by outside agency as a monitoring checkpoint**
 - Review submissions
 - Make recommendations

Questions from the Board of Education

