



Berkeley Heights Public Schools

Include, Inspire, Empower



District Safety
and Security

April 23, 2020

Tara Oliveira, District
Safety and Security
Specialist

Agenda

- School Security Drills
- Safety Improvements and Initiatives
- Memorandum of Agreement and Resources
- School Safety Team, Parent Involvement
- Social-Emotional Learning

School Security Drill Law 18A:41-1

- Schools are required to conduct the following
 - 1 Fire Drill per month
 - 1 Safety/Security Drill per month
 - 2 Lockdown Drills
 - 2 Active Shooter Drills
 - 2 Non-Fire Evacuation Drills
 - 2 Bomb Threat Drills
- Over the course of the school year

Drill Types and Descriptions

Drill Type	Description
Lockdown / Active Shooter	<ul style="list-style-type: none">■ A dangerous person(s) is believed to be on or near the premises■ Measures to minimize risk that the occupants will be exposed to danger■ Lockdowns necessitate a law enforcement response and immediate intervention
Emergency/Evacuation (Non-Threat or Bomb)	<ul style="list-style-type: none">■ Certain situations that pose a danger to building occupants■ Need for orderly and safe evacuation■ Non-threat examples: flood, extended loss of power, extended loss of heat, structural integrity of the building is at risk
Shelter in Place	<ul style="list-style-type: none">■ Not a required drill■ Reasons: need to keep the hallways clear, medical emergency, missing student, unknown situation■ Students and staff likely stay in their current location

Policy Changes (Under Discussion)

- We will state that the drill is a “drill” during the event
- We will alert parents that a drill took place, before the end of the day
- We will optimize the length of the drills to minimize the impact on our students, staff, and administrators
- We will allow for teachers to have time to debrief/transition after these drills, to enable the students to ‘reset’ before returning to their applicable assignment/task
- We will ensure that accommodation of students with demonstrated anxiety or disabilities are addressed through the development of appropriate protocols
- We will review and revisit this policy annually to ensure we are serving our children, staff, and community with best practices

Drill Procedures: Training

- Each staff member is trained annually
- Student Training
 - Class meetings
 - Staff review
 - Drill practice
- Crisis Response Manuals are updated annually
 - Principals/District Crisis Planning Team
 - District's safety policies and instructions for handling emergencies and crises, and for supporting staff, students, and families
 - Addresses unique hazards and threats that may be faced by the school
- This year, BHPD attended faculty meetings at each school in order to provide a cohesive message to all BHPS staff
 - BHPD are active members of security drills at all schools

Recent Safety Initiatives and Improvements

- Secure vestibules and visitor procedures
- KeyCard Readers at identified entrance points
- Remote Camera access at BHPD for all schools
- COPS grant (LENS system)

BHPD, SRO and Class III Officers

John DiPasquale, Chief, Berkeley Heights PD

Ernie Schmidt, Lieutenant, Berkeley Heights PD

Ed Gaffney, Sergeant, Berkeley Heights PD

Chris Affinito, School Resource Officer, Berkeley Heights PD

Sean Bendik, School Resource Office, Mountainside PD

Mark Stallone, Class III Officer

John Hearn, Class III Officer



Memorandum of Agreement (MOA)

- New Jersey Departments of Law & Public Safety and Education issues a memorandum for use by local law enforcement and education officials
- Designed to ensure cooperation between law enforcement and education officials and ultimately to protect the educational environment
- Mandatory vs. non-mandatory reporting offense
- How to best support youth

School Resource Officer Role (Examples)

- Cooperation, communication and collaboration
- Serve as members of the Crisis Planning Committee
- LEAD Program (Law Enforcement Against Drugs)
- Promotes positive relationships between police department and students



Class II Officer Role (Examples)

- Full-time police officer in the school
- Ensure a safe arrival and dismissal to school
- Provide security in the building
- First Responder to emergency situations
- Police jurisdiction on school property
- Promote a positive police presence

SRO/Class III data	2016	2017	2018	2019
Number of times a student has been detained	0	0	0	0
Number of times a student has been referred to the police department	0	0	0	0

Resources that Inform Decisions

- Security Drill Law
- Federal, State and Local Partners
- District Crisis Planning Team
- Stakeholder Feedback

Also...

- Safety Team
- Social Emotional Learning Framework

School Safety Teams: 18A:37-21

- Purpose
 - Meets regularly to develop, foster, and maintain a positive school climate
 - To focus on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying
 - Parents who are members of the safety team may provide feedback regarding drills
- The Team: administrator, teacher, anti-bullying specialist, counselor and a parent
- Yearly self-assessment
- School Safety Teams are a vehicle for education and implementation of Social-Emotional Learning for students and staff

Social-Emotional Learning

- Five Competencies
 - Cross-curricular implementation (course, clubs, athletics)
 - Have already been implemented Pre-K to 12
 - SEL committee established to work through the development of SEL framework
- Programs at every level to support SEL



School Safety Team Implementing SEL

- School Safety Team activities for students and staff
 - How to incorporate SEL framework
 - Infused lessons/lunch and learns
 - HS: To Kill a Mockingbird - self-awareness: empathy and diversity
 - HS/MS: Support Zone - self-awareness
 - MS: Student Advisory Period - SEL related lessons 30 mins a week
 - Elem: Lunch-Bunch, assemblies, WIN periods
 - District-wide *Week of Respect* theme - Empathy

Summary

We constantly evaluate and reflect on our process and procedures with identified stakeholders

Questions?

Appendix



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed