

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Monday, April 7, 2014**  
**Cary Memorial Building, Estabrook Room**  
**1605 Massachusetts Avenue**

**6:30 p.m.    Call to Order and Welcome:**

Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

**6:35 p.m.    School Committee Member Announcements:**

**6:40 p.m.    Agenda:**

1. Introduction from Congresswoman Clark's Office
2. Emergency Response Update (ALICE)
3. Recommended 2014-2015 District Improvement Plan


**7:25 p.m.    Consent Agenda:**

1. Vote to Approve School Committee Minutes of January 28, 2014
2. Vote to Approve School Committee Minutes of February 1, 2014
3. Vote to Approve School Committee Minutes of February 11, 2014

**7:30 p.m.**    The School Committee will remain in session and relocate to Battin Hall for the purpose of discussing Annual Town Meeting Articles.

The next meeting of the School Committee is scheduled for Wednesday, April 9, at 6:00 p.m. in the Cary Memorial Building, Battin Hall, 1605 Massachusetts Avenue.

*All agenda items and the order of items are approximate and subject to change.*



Alert  
Lockdown  
Inform  
Counter  
Evacuate

## Citizen Response to a Violent Intruder

**A**lert **L**ockdown **I**nform **C**ounter **E**vacuate

---

---

---

---

---

---

---

---

**ALICE is based on premise that information, authorization, and proactive training are the key to surviving the Active Shooter.**

- **Alert:** all are authorized to announce, no codes are used
- **Lockdown:** must include barricade training
- **Inform:** use technology to provide play-by-play information
- **Counter:** interrupt the skill set needed to shoot accurately
- **Evacuate:** get away from danger if possible



alicetraining.com

---

---

---

---

---

---


---

---

### *Passive vs. Proactive Response Strategies*

## Why is Citizen Preparation in Proactive Response Necessary?

- 25 years of *mass shooting* events have yielded a national average for the response time of Law Enforcement to an Active Killer scene.
- How long:



alicetraining.com

---

---

---

---

---

---

---

---

## Why is Citizen Preparation in Proactive Response Necessary?

- 25 years of *mass shooting* events have yielded a national average for the response time of Law Enforcement to an Active Killer scene.
- How long:

# 5-6 Minutes

alicetraining.com **ALICE**  
TRAINING INSTITUTE

---

---

---

---

---

---

---

---

## 14 Years of Passive Response Strategies

	Columbine Library 1999	Virginia Tech 2007	Sandy Hook 2013
Number of Bad Guys	2	1	1
Minutes of Shooting	8.5	8	5
Numbers Present	56	Approx. 100	Approx. 50
Age of Victims	Minors	Adults	Minors and Adults
Casualty Percentage	About 50%	About 50%	About 50%
Number Wounded	12	17	2
Number Killed	10	30	26

alicetraining.com **ALICE**  
TRAINING INSTITUTE

---

---

---

---

---

---

---

---

## Why did 54 students STAY for 5 minutes?

DIAGRAM 09

alicetraining.com **ALICE**  
TRAINING INSTITUTE

---

---

---

---

---

---

---

---

### Should they have STAYED?

**OK to leave  
after, but  
not  
before???**

DIAGRAM 803

**ALICE**  
TRAINING INSTITUTE

alicetraining.com

---

---

---

---

---

---

---

---

### Is this really all they need to know in order to respond to a Violent Intruder?

**ALICE**  
TRAINING INSTITUTE

alicetraining.com

---

---

---

---

---

---

---

---

### Why they need to know more:

**Attack Resolution**  
The NYPD organized attack resolution categories:

Table 2 shows that the vast majority of attacks are resolved violently, either by force applied by the victim or the attackers themselves. Only a small percentage of attacks result in surrender.

**Table 2: Number of Incidents by Incident Resolution**

Resolution	Number of Incidents	Percentage
Applied Force	93	46%
No Applied Force	28	14%
Suicide/Attempted Suicide	80	40%
Attacker Fled	1	<1%
<b>Total</b>	<b>202</b>	<b>100%</b>

**ALICE**  
TRAINING INSTITUTE

alicetraining.com

If it is going to take an aggressive act to stop the killing, who do we hope is committing this act first?

---

---

---

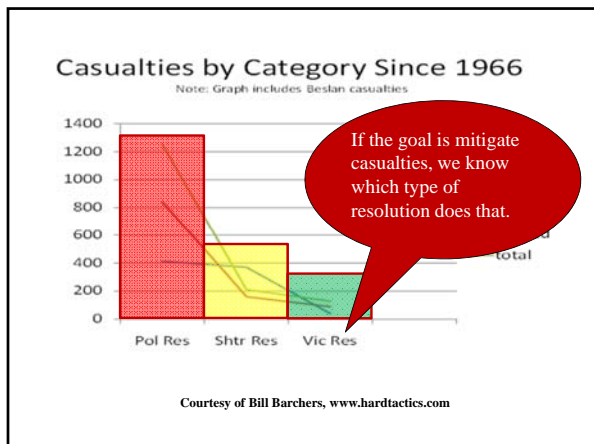
---

---

---

---

---



---

---

---

---

---

---

---

---

### There is now a movement towards Proactive Response at official levels:

#### DHS Recommendations

- October 2008
- Known as the 3-Outs Program
  - Get Out
  - Hide Out
  - Take Out

---

---

---

---

---

---

---

---

#### IACP Recommendations

- October 2009
- Do not have a one-size fits all plan.
- Teachers choose to Evacuate or Lockdown
- Authorize decisions to be made
- Active Resistance is an option

---

---

---

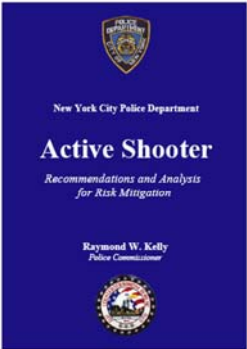
---

---

---

---

---



**NYPD**  
**Recommendations**  
**Jan 2012, 2013**

**Training:**

- Train building occupants on response options outlined by the Department of Homeland Security in "Active Shooter: How to Respond" when an active shooter is in the vicinity.<sup>1</sup>
  - **Evacuate:** Building occupants should evacuate the facility if safe to do so; evacuees should leave behind their belongings, visualize their entire escape route before beginning to move, and avoid using elevators or escalators.
  - **Hide:** If evacuating the facility is not possible, building occupants should hide in a secure area (preferably a designated shelter location), lock the door, blockade the door with heavy furniture, cover all windows, turn off all lights, silence any electronic devices, lie on the floor, and remain silent.
  - **Take Action:** If neither evacuating the facility nor seeking shelter is possible, building occupants should attempt to disrupt and/or incapacitate the active shooter by throwing objects, using aggressive force, and yelling.

---

---

---

---

---

---

---

---

---

---



**AL Gov and**  
**Homeland Security**

- February 2013
- Specifically names ALICE and Run, Hide, Fight as official State recommendations for AS response plans.

---

---

---

---

---

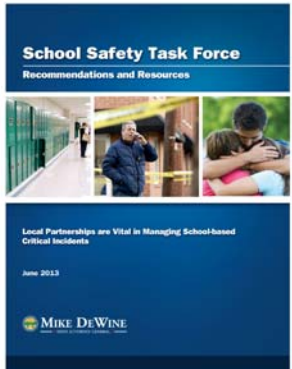
---

---

---

---

---



**Ohio Attorney**  
**General and Safety**  
**Task Force**  
**Recommendations**

- June 2013
- Lockdown does not mean stand-alone defensive strategy of Securing in Place
- Evacuate, Barricading, Counter
- For Staff and Students

---

---

---

---

---

---

---

---

---

---



**US Dept of Ed  
REMS  
Recommendations**

- June 2013
- Has to be the end of LOCKDOWN only as the response plan for schools.

**Are your plans in agreement with these recommendations, or contrary?**

**ALICE has led this movement since 2001.**

---

---

---

---

---

---

---

---

---

---

**Usual Opponent Concerns:**

1. There could be more than one shooter.
2. They could run into the shooter if they evacuate.
3. How will we account for those who left?
4. Who will be liable?
5. Small children aren't capable. "Stranger Danger"?
6. Special Ed is not addressed.
7. Rally Point could be a secondary attack location.
8. Evacuating folks will get in the way of police.
9. How will police distinguish friendlies from shooter if they get the gun away?
10. Counter Strategies are ridiculous

alicetraining.com **ALICE** TRAINING INSTITUTE

---

---

---

---

---

---

---

---

---

---

**Questions?**

**Thank you and Stay Safe!**

**Need more information or host requests:**

**330-661-0106**  
**www.ALICetraining.com**

alicetraining.com **ALICE** TRAINING INSTITUTE

---

---

---

---

---

---

---

---

---

---

# **Recommended 2014-2015 District Improvement Plan**

*In order to ensure and sustain high academic achievement and pro-social skills for all students, accomplished in the spirit of collaboration, continuous improvement, and respectful and caring relationships, the district is committed to the following goals in 2014-2015:*

## **Goal 1 – Improve Academic Performance for All Students**

### **1. Supervision and Evaluation**

- Implement the second phase of the new supervision and evaluation system for professional staff members designed to continuously improve professional practice and focus on measurable outcomes for student achievement.
- Provide on-going professional support for all administrators and teachers in the implementation of the state's new educator evaluation system.
- Monitor the collaborative implementation process and recommend refinements to the Lexington Education Association and School Committee.

### **2. Curriculum, Instruction, and Assessment**

- Complete Year 3 of the Social Studies Curriculum review.
- Continue with Year 2 of Guidance program review.
- Assure that the Lexington Public Schools is compliant with the newly edited Massachusetts Framework that meets the Common Core standards in preparation for PARCC administration in 2015.
- Further design and refine targeted student interventions to ensure more consistent and coherent district-wide protocols for all tiers of RtI, both academic and pro-social.
- Continue to provide increased supports for students with social, emotional, and behavioral needs.
- Begin to develop intervention supports for students who enter the Lexington Public Schools from other school districts.
- Design a targeted focus on Response to Intervention (RtI) to yield a more consistent and coherent view of district-wide protocols and procedures for all tiers of RtI in both academic and pro-social domains.
- Deepen the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes.
- Support teachers, principals, and district staff in strategic planning and to promote a culture of accountability for outcomes.



### **3. Professional Learning**

- Continue to provide high quality, research-based, job-embedded professional learning that expands a teacher's repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning.
- Further develop and implement a new administrator induction program as part of a long-range plan to provide professional learning opportunities for all school leaders.
- Expand the Wellness program for all employees.

### **4. Technology**

- Develop and implement additional strategies to address the needs of today's learners for mobile learning, socially interactive instructional opportunities, and digitally-rich learning environments.
- Address the policy and infrastructure issues required to expand our capacity to more effectively use mobile devices.
- Build the capacity of the school district to use technology for student assessments and the means for educators to utilize and analyze this information.
- Continue to support the utilization of technology in the implementation of the state's new educator evaluation system.

## **Goal 2 – Improve Social and Emotional Program Supports for All Students**

- Support the expansion of the elementary and middle school Therapeutic Learning Programs and establish consistency among the programs across the district.
- Implement the first phase of the expanded Intensive Learning Program at the high school and collaboratively plan the second phase scheduled for 2015-2016.
- Continue to develop school programs that support students with significant emotional needs in collaboration with families and outside mental health organizations.

## **Goal 3 – Improve Safety for All Students and Staff**

- Continue to improve the security of buildings through physical infrastructure changes, modifications, and updating procedures.
- Implement further steps in all school buildings to increase safety if there is a potentially dangerous intruder or major hazardous event.

#### **Goal 4 - Improve the District's Capacity to Respond to Enrollment Increases**

- Continue the work of the Citizens' Working Group on K-12 Enrollment to further identify the drivers of enrollment growth and develop a more reliable model to forecast future enrollment.
- In collaboration with the community and outside organizations, develop multiple options for addressing space issues related to enrollment growth in all schools.

March 5, 2014