

# HOUSE . . . . . No. 4431

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## The Commonwealth of Massachusetts

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HOUSE OF REPRESENTATIVES, February 20, 2020.

The committee on Education, to whom were referred, the petition (accompanied by bill, House, No. 433) of Shawn Dooley and others relative to establishing mandatory lockdown drills in public and private elementary and secondary schools, the petition (accompanied by bill, House, No. 483) of Natalie M. Higgins and others relative to safety and violence education for students, and the petition (accompanied by bill, House, No. 594) of Thomas P. Walsh, Gerard J. Cassidy and John Nelson relative to requiring critical incident drills in schools, reports recommending that the accompanying bill (House, No. 4431) ought to pass.

For the committee,

ALICE HANLON PEISCH.

**HOUSE . . . . . No. 4431**

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**The Commonwealth of Massachusetts**

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**In the One Hundred and Ninety-First General Court  
(2019-2020)**  
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An Act relative to safety and violence education for students (the SAVE Students Act).

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           SECTION 1. Chapter 71 of the General Laws, as appearing in the 2014 Official Edition,  
2 is hereby amended by inserting after section 97 the following section:-

3           Section 98. (a) As used in this section the following words shall, unless the context  
4 clearly requires otherwise, have the following meanings:--

5           "Department", the department of elementary and secondary education.

6           "Evidence-based", a program or practice that (i) demonstrates a statistically significant  
7 effect on relevant outcomes based on (1) strong evidence from not less than 1 well-designed and  
8 well-implemented experimental study; (2) moderate evidence from not less than 1 well-designed  
9 and well-implemented quasi-experimental study; or (3) promising evidence from not less than 1  
10 well-designed and well-implemented correlational study with statistical controls for selection  
11 bias; or (ii) demonstrates a rationale based on high-quality research findings or positive  
12 evaluation that such program or practice is likely to improve relevant outcomes and includes  
13 ongoing efforts to examine the effects of the program or practice.

14 “School”, a school administered by a school department of a city or town or regional  
15 school district, a county agricultural school, a commonwealth charter school or Horace Mann  
16 charter school established pursuant to section 89, an educational collaborative established  
17 pursuant to section 4E of chapter 40, or an approved private day or residential school that  
18 accepts, through agreement with a school committee, a child requiring special education pursuant  
19 to section 10 of chapter 71B.

20 “Social Isolation”, a state in which a student engages in low relative frequencies of peer  
21 interactions, and experiences or perceives low levels of peer acceptance or high levels of peer  
22 rejection, which frequently excludes them from social interactions and relationships with friends,  
23 classmates, and members of the community.

24 “Social Inclusion”, a state in which all students are valued and feel that they have  
25 consistent opportunities to engage in meaningful activities and interactions with their friends,  
26 classmates, and members of the community regardless of their identity.

27 (b) The department shall develop a model threat assessment policy for schools serving  
28 students in grades 6-12 that, at minimum, (i) identifies the types of threatening behavior that may  
29 represent a physical threat to the school community; (ii) identifies members within the school  
30 community to whom threatening behavior should be reported and the steps to be taken thereafter;  
31 (iii) establishes guidelines ensuring that where a credible threat has been identified, the response  
32 is in conformance with any applicable state and school disciplinary policies and that no  
33 disciplinary action is applied disproportionately to students in any protected class identified in  
34 any policy of the department, district or school or in federal or state law; and (iv) establishes  
35 procedures and protocol for coordinating with local law enforcement, existing state reporting

36 websites, and tip lines. The model policy shall take into account the requirements of Section 363  
37 of Chapter 159 of the Acts of 2000 and Section 8A of chapter 69. The department shall make the  
38 model policy available to schools serving grades 6-12. Schools may, but are not required to,  
39 adopt the model policy.

40 (c) The department shall make a list of evidence-based threat assessment trainings  
41 publicly available on its website.

42 (d) The department shall make a list of evidence-based suicide awareness and prevention  
43 trainings publicly available on its website.

44 (e) The department shall make a list of evidence-based youth violence prevention  
45 trainings publicly available on its website.

46 (f) The department shall make a list of evidence-based social inclusion trainings publicly  
47 available on its website.

48 SECTION 2. The board of elementary and secondary education may promulgate  
49 regulations necessary to implement this act.