Addressing Risks

Primary Prevention

• Prevent first use
• Delay onset of use
• Intervene in early use

Secondary Prevention

• Reduce unintended injuries
• Prevent development of disease of addiction
Readiness for Change

Stages of Change
- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance

Strategic Prevention Framework
- Assessment
- Capacity-Building
- Planning
- Implementation
- Evaluation

Individual vs Community

PROGRESS

SUSTAINABILITY

CULTURAL COMPETENCY

RELAPSE/SPEED BUMPS
40 kids in Reading broke their left legs in the past year.

Challenges

40 kids with broken left legs cannot participate in PE, sports, and need better access to get to and from classes. Some of the kids are feeling depressed about their loss of sports time.

Why here in our community?

- Lack of adult supervision
- Insufficient footwear
- Too many field bumps, not maintained
- No trainer during games
- No changes after the first few injuries occurred
- Tried wrong strategy to prevent leg breaks
New England High Intensity Drug Trafficking Area

Reading’s location at the busiest highway interchange in New England creates opportunities for transient buyers, and sellers of drugs as well as those within Reading to target customers from near, and far.

Distributors operating from 3 nearby cities primarily supply Reading’s drug market.

Routes 95/128/93

Top Regional Drug Threats

COCAINFENTANYL HEROIN MARIJUANA ILLEGAL PHARMACEUTICALS
High-income countries have the highest alcohol per capita consumption (APC) and the highest prevalence of heavy episodic drinking among drinkers.

US and Europe have the highest alcohol attributable disabilities and deaths.

More money
More alcohol
More binge drinking
More alcohol
More disability
More deaths

“The harmful use of alcohol is a component cause of more than 200 disease and injury conditions in individuals, most notably alcohol dependence, liver cirrhosis, cancers and injuries.”

World Health Organization
What are the laws as of Jan. 2018?

Must to be 21 to purchase nicotine products in Reading, Massachusetts

Must be 21 to buy or possess alcohol in Massachusetts (parents may provide to their child in their own home)

Must be 21 to buy or possess marijuana in Massachusetts

It's illegal for anyone to share or give someone else Rx or illegal drugs (except for parents dispensing as prescribed)
What do we worry about?

<table>
<thead>
<tr>
<th>Can they keep up school? Are they making friends?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are they stressed? What about their phone and social media?</td>
</tr>
<tr>
<td>Are they safe at other people’s houses? What about sleepovers?</td>
</tr>
<tr>
<td>What about trying alcohol or drugs?</td>
</tr>
<tr>
<td>Do they know about sex?</td>
</tr>
<tr>
<td>Will they come forward if they need help?</td>
</tr>
</tbody>
</table>
How do we deal?

What would you do?

- Sprain
- Broken Bone
- Severe damage
- Tried alcohol
- Use every weekend
- Alcohol poisoning, OD, Accident
What can you do?

- Monitor phone and online use, get help on how to do it, visit COMMON SENSE MEDIA or RCASA webpage.
- Provide guidance about safety with their friends and in other people’s homes.
- Have a chat with your child about your values around sexual health and let them know how you feel about intimate relationships.
- Administrators and teachers are here to support your child's academic and social experience, ask them if you have concerns.
- Encourage young people to work with their teachers and troubleshoot when they have a concern.
- School personnel are also trained in YOUTH MENTAL HEALTH FIRST AID.
- RCASA is a great resource Check out our website. Do you show your kids it's ok to ask for help? How do you communicate that?

Provide guidance about safety with their friends and in other people’s homes.
Readiness for Change
Community – Workplace - School - Family

Strategic Prevention Framework

- What are the issues?
- How can we use our resources?
- What can we plan for…?
- Test it out
- How did it go?

What can we learn from what doesn’t work?
Can we keep it up?
Do we need to learn more?
Protective Factors Rationale

Search Institute- The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people’s development

**Adult Support**

Positive Family Communication | Youth & parent(s) communicate positively, and youth seeks advice and counsel from parents.

Other Adult Relationships | Youth receives support from 3 or more nonparent adults.

**Constructive Use of Time**

Creative | spends 3+ hours per wk in lessons or practice in music, theater, or other arts.

Programs | spends 3+ hours per wk in sports, clubs, or organizations.

Religious | spends 1+ hour pr week in activities in a religious institution.

at Home | Youth is out w/friends "with nothing special to do" 2 or fewer nights per wk.

**Commitment to Learning**

Achievement Motivation | motivated to do well in school

School Engagement | actively engaged in learning

Source: [http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18](http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18)
Eustress/Stress
Protective & Risk Factor Variability

- **Positive**
  - Mild elevation in stress hormones

- **Tolerable**
  - Serious temporary stress response buffered by supportive relationships

- **Toxic**
  - Prolonged activation of stress response systems in the absence of protective relationships

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Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Have you taught your child how to manage risk in their life?
Calculated risk = planning, training, & access to supports as needed.
Most students are making healthy decisions and know how to access support if they need it.
Early use changes our brain’s relationship to alcohol and other substances
Do you know what drives the behavior?
Intersection of Risk

Heroin use is part of a larger substance abuse problem.

Nearly all people who used heroin also used at least 1 other drug.

Most used at least 3 other drugs.

Heroin is a highly addictive opioid drug with a high risk of overdose and death for users.

People who are addicted to...

- Alcohol are 2x
- Marijuana are 3x
- Cocaine are 15x
- Rx Opioid Painkillers are 40x

...more likely to be addicted to heroin.

Injuries

Falls
Cold
Drownings
Alcohol poisoning
Drug Overdose
Accidents (car)
Similar to diabetes or cancer, addiction is a complex disease impacted by certain risk factors like behavior and family history. Compulsive substance abuse, cravings, and continued use despite known harmful consequences are hallmarks of the condition.
# Supports by School Level

## High School
- School policies
- Health Education in grades 9 & 11
- SBIRT in grades 9 & 11
- Chemical Health & Diversion Programs
- Youth Mental Health First Aid Training
- INTERFACE Referral Service
- Mobile Crisis Service
- SAFE Project Collaboration & Recovery High School

## Middle School
- School policies and team-based support
- Expanded health education lessons and training
- Youth Mental Health First Aid Training
- INTERFACE Referral Service
- Mobile Crisis Service

## Elementary
- Open Circle
- Yoga in the Classroom
- Core skills in health education (carve out time)
- Youth Mental Health First Aid Training
- INTERFACE Referral Service
- Mobile Crisis Service
98 Reading residents have used the service as of 12/20/17, detailed report on cases not yet available.

Where can you learn about Mental Health Resources in or near your community?
How can you access Mental Health Services?

Find answers at the William James College INTERFACE Referral Service website: interface.williamjames.edu

Or call the INTERFACE® Helpline at 1-888-244-6843 Monday–Friday 9:00 am–5:00 pm.
Interface Referral Service: 60 local cases (Nov 2016-June 2017)

- 6-12 years: 32%
- 13-17 years: 47%
- 18-24 years: 7%
- 25-59 years: 12%
- 60+ years: 2%

Total: 60 local cases
Interface Referral Service: 60 local cases (Nov 2016-June 2017)

By Presenting Concern

- Anxiety: 37 cases
- Depression: 24 cases
- Family related: 16 cases
- ADD/ADHD: 12 cases
- Social Issues: 11 cases
- Behavioral: 9 cases
- Bullying: 8 cases
- Stress: 6 cases
- Substance Abuse: 5 cases
- Anger: 4 cases
Interface Referral Service: 60 local cases (Nov 2016-June 2017)

Others Concerns Upon Intake

Abuse/Neglect
Chronic Absenteeism
Relationship Violence
Trauma
Bipolar
Cognitive Impairment
GLBT Support

Learning Issues
End of Life issues
Personality Disorders
Self injury
Suicidal Ideation
Veterans Issues
Grief
2017 YRBS Presentation Plan Overview

Part I. presentation
- School Climate
- Behavioral Health
- Substance Misuse

Part II. presentation
- Activity, Health & Body
- Violence & Bullying
- Auto Safety

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Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Data Partner Roles

Reading Public Schools
Survey Oversight & Collection

Rothenbach Research & Consulting
Data Cleaning & Analysis

RCASA
Coordination, Materials Development, Comparisons, Data Targets & Dissemination
Youth Risk Behavior Survey

Started in 1990 by U.S. Centers for Disease Control

Monitors health behaviors of students in grades 6-12

Reading conducts the survey every 2 years.

Comparison represent thousands of surveys
“According to the CDC, research indicates data of this nature may be gathered as credibly from adolescents as from adults. **Internal reliability checks help identify the small percentage of students who falsify their answers.** To obtain truthful answers, students must perceive the survey as important and know procedures have been developed to protect their privacy and allow for anonymous participation.
“Yes, the CDC Methodology of the Youth Risk Behavior Surveillance System studies include test-retest reliability studies on versions of the questionnaire; a study examining how varying honesty appeals, question wording, and data-editing protocols affect prevalence estimates; and a study examining how varying the mode and setting of survey administration affects prevalence estimates.
Introduction

Appropriate protocols were implemented for obtaining permission from parents for student participation. All surveys and answer sheets were anonymous.

Confidentiality
Wellness teachers that participated in the data collection process signed confidentiality forms.

Setting
Wellness teachers administered the survey in physical education classes.

Survey
With a total of 123 items, the questionnaire was short enough to allow the survey to be easily completed in one class period.

Procedures
Students were told that participation is voluntary. Students could skip any question that they were not comfortable answering.
Middle School Data Collection

- All teachers signed confidentiality forms.
- The survey was administered in physical education classes.
- Teacher received an appropriate number of surveys.
- Questionnaire easily completed in 1 class period (91 qu).
- Students participation is voluntary.
- Students could skip any question.
- Appropriate procedures for obtaining parent permission followed.
Middle School Data Pool

Gr. 6-8 enrollment 2016-2017

Students surveyed & sent for analysis

81% of Surveys included in Final Sample (response rate)

Surveys excluded during data cleaning

Enrolled: 1038
Analyzed: 896
Included: 837
Excluded: 59

81%
Middle School Survey Sample n=837

**GRADE**
- Grade 6: 37%
- Grade 7: 31%
- Grade 8: 32%

**GENDER**
- Female: 52%
- Male: 47%
- Other response: 1%

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Middle School Survey Sample n=837

- **White**: 84%
- **African American**: 8%
- **Hispanic**: 3%
- **Asian or Pacific Islander**: 2%
- **Other or Multiple**: 4%

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I always wear a seatbelt 2017

- 6th grade: 86%
- 7th grade: 80%
- 8th grade: 77%

6th-8th graders: Yes, 81%
Have you ever ridden in a car driven by someone who had been drinking alcohol?

- Yes, 64%
- No, 16%
- Not Sure, 20%

Have you ever ridden in a car driven by someone who had been using drugs?

- Yes, 85%
- No, 4%
- Not Sure, 11%
Yes, 74%
No, 26%

I have a trusted adult **in school** to talk with

Yes, 95%
No, 5%

I have a trusted adult **outside of school** to talk with
At least one trusted adult to talk to: Reading Middle School

**Reading ("In school")**

- 2005: 53%
- 2007: 58%
- 2009: 49%
- 2011: 58%
- 2013: 66%
- 2015: 71%
- 2017: 74%

**Reading**

*Outside of school, is there an adult or adults that you can talk to about things that are important to you?*

- 2005: 85%
- 2007: 88%
- 2009: 88%
- 2011: 92%
- 2013: 93%
- 2015: 93%
- 2017: 95%

---

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Negative Stress: Reading Middle School

- **Worries about the future**
  - 2017: 8%
  - 2015: 8%
- **Other Family/Personal Issues**
  - 2017: 6%
  - 2015: 10%
- **Social pressure**
  - 2017: 3%
  - 2015: 6%
- **School demands/expectations**
  - 2017: 38%
  - 2015: 34%
- **Extracurricular activities**
  - 2017: 2%
  - 2015: 2%
- **Difficulty sleeping**
  - 2017: 3%
  - 2015: 3%
- **Parent/family demands**
  - 2017: 10%
  - 2015: 10%
- **Busy schedule**
  - 2017: 30%
  - 2015: 27%

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Which do you find most stressful about school? (Reading MS 2015)

- Studying things hard to understand: 14%
- Keeping up with work: 23%
- Teacher expect too much: 18%
- Getting up early: 17%
- Having to focus too long at school: 7%
- Studying things not interesting: 11%
- Pressure of study: 5%
- Going to school: 5%
Sleep: Reading Middle School

66% @ MS level got 8+ hours of sleep compared to 24% @ HS level
Concussion: Reading Middle School

During the past 12 months, how many times did you have a concussion from playing a sport or being physically active?

- 88% had no concussions
- 7% had 1 concussion
- 4% had 2 concussions
- 0% had 3 concussions
- 1% had 4 or more concussions
Behavioral Risk Overview: Reading Middle School

Past 12 months, felt sad/hopeless for 2+ weeks: Mass 2015 (18%), Reading 2017 (12%)

Past 12 months, hurt self on purpose: Mass 2015 (16%), Reading 2017 (12%)

Seriously thought about suicide: Mass 2015 (8%), Reading 2017 (11%)

Made a suicide plan: Mass 2015 (4%), Reading 2017 (4%)

Attempted suicide: Mass 2015 (4%), Reading 2017 (4%)

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools

Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Reading Middle School 2017

6-8th graders data

2005

I am abstinent (never had sex)

Yes 72%

2017

6-8th graders data

Yes 86%

6-8th graders data

I am abstinent (never had sex)

Yes 72%

2017

6-8th graders data

Yes 86%
I am abstinent
(never had sexual intercourse)

2005
Yes 86%

2017
Yes 96%

2017 - By grade level
6th = 99.96%
7th = 96.0%
8th = 94.0%
How does Reading compare to Mass YRBS rates?

<table>
<thead>
<tr>
<th>Question</th>
<th>Mass 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health, Physical Activity, and Free Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5+ days with at least 60 minutes of physical activity in past week</td>
<td>49.2</td>
<td>60.3</td>
</tr>
<tr>
<td>Describe self as slightly or very overweight</td>
<td>24.4</td>
<td>20.3</td>
</tr>
<tr>
<td>Fasted to lose weight</td>
<td>8.2</td>
<td>7.3</td>
</tr>
<tr>
<td>Took diet pills to lose weight</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Purged to lose weight</td>
<td>3.6</td>
<td>2.3</td>
</tr>
<tr>
<td>3+ hours of TV on average school day</td>
<td>20.8</td>
<td>13.5</td>
</tr>
<tr>
<td>3+ hours of computer or video game time on average school day</td>
<td>42.4</td>
<td>36.2</td>
</tr>
<tr>
<td>8+ hours of sleep on average school night</td>
<td>60.4</td>
<td>66.4</td>
</tr>
<tr>
<td>Never/rarely wear seat belt</td>
<td>5.7</td>
<td>1.7</td>
</tr>
</tbody>
</table>
How does Reading compare to Mass YRBS rates?

<table>
<thead>
<tr>
<th>Question</th>
<th>Mass 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullied at School in Past 12 Months</td>
<td>32.9</td>
<td>30.7</td>
</tr>
<tr>
<td>Electronically Bullied in Past 12 Months</td>
<td>15.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Depression and Self Harm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad or Hopeless for 2+ Weeks (12 months)</td>
<td>18.1</td>
<td>11.6</td>
</tr>
<tr>
<td>Hurt Self on Purpose (12 months)</td>
<td>15.8</td>
<td>11.5</td>
</tr>
<tr>
<td>School Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades mostly As/Bs</td>
<td>83.3</td>
<td>92.1</td>
</tr>
</tbody>
</table>

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ATOD Prevention: Reading Middle School

2013 2015 2017

62% 58% 57%

Taught about alcohol and drug prevention at school

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## How does Reading compare to Mass YRBS rates?

<table>
<thead>
<tr>
<th>Question</th>
<th>Mass 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and Drug Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifetime alcohol use</td>
<td>12.9</td>
<td>11</td>
</tr>
<tr>
<td>Past-30-day alcohol use</td>
<td>4.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Binge drinking in past 30 days</td>
<td>1.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Lifetime cigarettes</td>
<td>6.1</td>
<td>3.6</td>
</tr>
<tr>
<td>Past-30-day cigarettes</td>
<td>1.4</td>
<td>1.9</td>
</tr>
<tr>
<td>Lifetime marijuana</td>
<td>5.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Past-30-day marijuana</td>
<td>2.4</td>
<td>2.2</td>
</tr>
</tbody>
</table>
I am alcohol & drug free

2005
Yes 77%

2017
Yes 89%
Nicotine Misuse Overview: Reading Middle School

Reading 2017

- Ever tried cigarettes: 4%
- Current cigarette use: 2%
- Ever tried e-vapor: 7%
- Current e-vapor use: 4%
- Cigars/OTPs: 1%
"I blow the dankest clouds now Woody, join the Vape Nation"

Vape Nation @h3h3productions
Cigarillo/Blunts w/Marijuana
Analog = traditional cigarette

Juice = solution that's vaporized to create vapor. Contains propylene glycol (PG), vegetable glycerine (VG), flavoring, & nicotine

Clouds = large plume of vapor produced by heating e-liquids to high temperatures

Mod = advanced personal vaporizer (larger)

Dripping = To refill an atomizer via drops of e-juice straight onto the coil of an atomizer.

Atty = Atomizer part of an e-cig that houses the coil and wick that is heated to produce vapor from e-liquid.
Substance Misuse Overview: Reading Middle School

- Ever tried alcohol: Mass 2015 = 13%, Reading 2017 = 11%
- Current alcohol use: Mass 2015 = 4%, Reading 2017 = 4%
- Current binge drinking: Mass 2015 = 2%, Reading 2017 = 1%
- Ever used marijuana: Mass 2015 = 6%, Reading 2017 = 3%
- Current marijuana use: Mass 2015 = 2%, Reading 2017 = 2%

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“Dabbing” THC concentrates/Earwax

Marijuana concentrates are the extracted resins from green leafy marijuana. While pot contains roughly 20% THC, earwax — BTO— can contain up to 80% of it. Wax is a cannabis concentrate w/consistency of ear wax, made from a butane extraction —Butane Hash Oil/BHO.

Aka “dabs,” “honey oil,” or “butter”

some non-traditional symptoms i.e. hallucinations, passing out, extreme highs (even from small portions) & high levels of impairment.

BHO can also be made into “shatter”.

http://www.campussafetymagazine.com/article/drug_trend_alert_marijuana_wax_oil_or_concentrates
PAX 2 web ad “A BETTER COMPACT VAPORIZER IN EVERY WAY. STREAMLINED WITH A SLIMMER PROFILE AND SIMPLIFIED USER INTERFACE.” More powerful, but remarkably power efficient. A deeper oven allowing a satisfyingly consistent draw. An elegant, ergonomically redesigned mouthpiece that senses the presence of your lips. A more efficient battery, and intelligent heating and cooling systems to optimize usage. An elegant anodized aluminum surface and integrated LED indicator”. Retail is $279

“PAX 2 is designed specifically for use with loose-leaf plant material”
Grinder

Cigarillo/Blunts w/Marijuana

“Bowl”

Nicotine + Tobacco
Can bong
Air filter

Storage

Glass pipe
Rx Misuse: Reading Middle School

2017

- Rx Tranquilizers
- Rx Stimulants
- Rx-all

Lifetime Use:
- 1%
- 1%
- 3%

30 day:
- 1%
- 1%
- 1%
Parental Disapproval: Reading Middle School 2017

- Parents feel SMOKING wrong or very wrong: 98%
- Parents feel DAILY DRINKING is wrong or very wrong: 97%
- Parents feel MARIJUANA use is wrong or very wrong: 97%
- Parents feel RX drug use is wrong or very wrong: 97%
Peer Disapproval: Reading Middle School

2017

- **Friends feel SMOKING wrong or very wrong**: 92%
- **Friends feel DAILY DRINKING is wrong or very wrong**: 90%
- **Friends feel MARIJUANA use is wrong or very wrong**: 91%
- **Friends feel RX drug use is wrong or very wrong**: 93%
Risk of Harm: Reading Middle School

2017

- Smoking 1+ packs: 79%
- Regular alcohol use: 43%
- Regular marijuana use: 55%
- Rx drug use: 67%

Great risk for each category.
Want to share non-emergency drug info with reading police?
DO THE MOST TO RECOGNIZE AN OVERDOSE

CALL 911 FIRST
Tell the 911 operator that the person is not breathing and may be overdosing. Stay with the person and remain calm. If you can't stay, put the person on their side (in the recovery position) and leave the door unlocked for the first responders.

PERFORM RESCUE BREATHING:
Tilt their head back to open the airway, pinch the nose and breathe into the mouth: 2 quick breaths then 1 every 5 seconds.

ADMINISTER NARCAN IF YOU HAVE IT
Spray the Narcan (Naloxone) up their nose (half in each nostril) and wait 2-3 minutes before you give the second dose. All local pharmacies such as CVS, Rite Aid, and Walgreens carry NARCAN.

GOOD SAMARITAN LAW
Friends, family or bystanders who witness an overdose can call 911 without fear of being arrested for drug possession. The law does not provide immunity from arrest or prosecution for drug trafficking or for outstanding warrants.

*SNAP A PHOTO OF THIS TIP SHEET FOR A FRIEND OR LOVED ONE*  www.mysticvalleypublichealth.org  MA Helpline: 1-800-327-5050  Website: www.helpline-online.com
Naloxone reversing an overdose

Naloxone has a stronger affinity to the opioid receptors than opioids, such as heroin or oxycodone, so it knocks the opioids off the receptors for a short time (30-90 minutes). This allows the person to breathe again and reverse the overdose.
Restroom Safety

• Call 911/administer Naloxone
• Follow instructions of first responders

After overdose...
• Universal/Standard Precautions
• Never push down on trash
  (needles)
• Hazardous materials
Erica McNamara, MPH

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