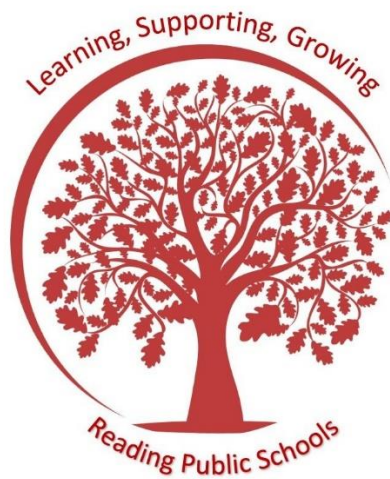


Reading Public Schools
School Committee Meeting Packet
March 18, 2021



Remote Open Meeting

7:00 p.m.



Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2021-03-18

Time: 7:00 PM

Building:

Location:

Address:

Agenda:

Purpose: Open Session

Meeting Called By: Samantha LaPierre on behalf of the Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

		THIS MEETING WILL BE HELD REMOTELY ON MICROSOFT TEAMS. Link will be sent out separately.
7:00 p.m.	A.	Call to Order
	B.	Public Comment For public comment, please use the live chat feature on the Microsoft Teams link which will be posted on the Superintendent's Blog and send out via ConnectEd prior to the meeting. In lieu of the live chat, you may send an email in advance of the meeting to schoolcommittee@reading.k12.ma.us . This email will be included in the next packet.
7:10p.m	C.	Consent Agenda (A) 1. Approval of Minutes (3-4-2021) 2. Friend of RMHS Cheering Donation 3. The Coolidge School Science Olympiad Donation 4. FY'21 Grant Update
7:20 p.m.	D.	Reports 1. Students 2. Director of Student Services 3. Assistant Superintendent 4. Chief Financial Officer 5. Superintendent 6. Liaison/Sub-Committee

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.

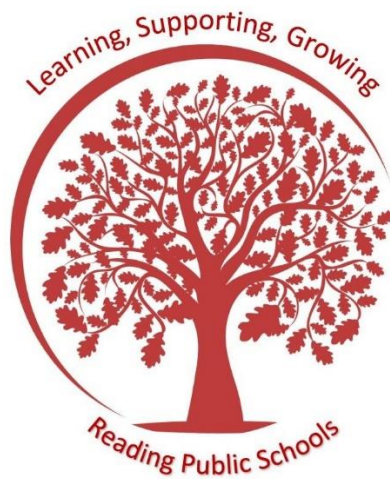


Town of Reading Meeting Posting with Agenda

7:45 p.m.	E.	New Business 1. Portrait of Graduate Update (A) 2. Dissolution of Superintendent Screening Advisory Committee (A) 3. Resolution Condemning Harassment and Intimidation
8:30 p.m.	F.	Old Business 1. Second Reading of the Policy IMB (A) 2. Spring In-Person Update
9:15 p.m.	G.	Information / Correspondence 1. Email from Meredith Reid – Re: Lunches 2. Email from Katie Melly – Re: MCAS Testing 3. Email from Brian Paulsen – Re: 21/22 School Options 4. Email from Stacey Livingstone – Change in hybrid model 5. Email from Geoffrey Coram – Re: Portrait of Graduate 6. Email from Michele Sanphy – Re: questions/ Supt M contact 7. Email from Deborah Gilburg – Re: Reading Education Foundation Update: Please include in School Committee Packet 8. Email from Kevin Hines – Re: Elementary School Districts 9. Email from Theresa Wiggins – Re: Portrait of the Graduate 10. Email from Carolyn Whiting – Re: Schools Webinar Today: Reducing Classroom Radiation + Legal & Science Videos Available
9:15 p.m.	H.	Future Business
9:30 p.m.	I.	Adjourn

**Times are approximate

Reading Public Schools
School Committee Meeting Packet
March 18, 2021



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2021-03-04

Time: 7:00 PM

Building:

Location:

Address:

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson, Erin Gaffen, John Parks, Tom Wise, Carla Nazzaro and Shawn Brandt

Members - Not Present:

Others Present:

Superintendent John Doherty, Assistant Superintendent Chris Kelley, CFO Gail Dowd, Director of Student Services Jen Stys, Human Resources Director Kerry Meisinger

Minutes Respectfully Submitted By: Samantha LaPierre on behalf of the Chair

Topics of Discussion:

I. Call to Order

Chair Robinson opened the meeting and announced the School Committee was meeting in a virtual setting, fully remote via Microsoft Teams, practicing social distancing and in accordance with the Governor's suspension of certain open meeting laws. The meeting was being recorded and broadcast live on RCTV. The Chair called attendance:

Mr. Robinson – here	Dr. Doherty – here
Mr. Parks - here	Mrs. Dowd – here
Mr. Wise – here	Mrs. Kelley - here
Mrs. Nazzaro – here	Dr. Stys – here
Mrs. Gaffen – here	
Mr. Brandt – here	

Mr. Robinson called open session order at 7:00 p.m. and reviewed the agenda.

A. Public Input

Mr. Robinson explained that for public comment, please use the live chat feature on the Microsoft Teams link which will be posted on the Superintendent's Blog and sent out via Connect Ed prior to the meeting.

In lieu of the live chat, you may send an email in advance of the meeting to schoolcommittee@reading.k12.ma.us This email will be included in the next packet.

B. Consent Agenda
Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the Consent Agenda.

- Approval of Minutes (1-21-2021)
- Approval of Minutes (1-25-2021)
- Approval of Minutes (1-28-2021)
- Approval of Minutes (2-9-2021)
- Approval of Minutes (2-10-2021)
- Approval of Minutes (2-11-2021)
- Parker Middle School Donation

Mr. Wise offered amendments to the 1-21-21, and 1-25-21 minutes.

The motion carried as amended 6-0. Mr. Parks, Mrs. Nazzaro, Mrs. Gaffen, Mr. Brandt, Mr. Wise and Mr. Robinson.

C. Reports

Student

Bridget Parks reported the March community challenge is “steps”- which will include hiking, walking, and running. The winter sports season has come to an end. The Fall 2 season has started practices and games will begin at the end of March- these sports include cheerleading, football, winter track, volleyball, and girl’s swim. Course selection is beginning for freshman, sophomores, and juniors for 21-22 school year. RMHS has restarted their “High Five” Program- which highlights two seniors per week, to tell them they have done a great job during their time at the high school and give them a high-five. SAT’s were held March 3rd. There is a virtual assembly on March 9th for No Place for Hate, which students can sign up for. “We the Youth” is holding a mask drive for Rosie’s place, where they are accepting masks, mask filters and hand sanitizer.

Director of Student Services

No Report

Assistant Superintendent

No Report

Human Resources Director

No Report

Chief Financial Officer

No Report

Superintendent

No Report

School Committee

Mr. Parks reported that there was no update on Recreation Committee. He stated there are upcoming events with the Portrait of the Graduate which have been ongoing.

Mr. Brandt – No Report

Mrs. Gaffen stated the SEPAC was having their next business meeting on Tuesday March 9th at 7:00p.m. On Tuesday March 16th, the Reading Sub-Committee of the SEPAC is meeting, and the following Tuesday March 23rd, will be the first reading presentation on the five components of reading. These are all public meetings, and there will be Zoom links available for anyone interested in attending.

Mrs. Nazzaro reported there was an RCTV board meeting, where they discussed live streaming for Fall 2 sports. RCTV is looking for volunteers who are interested in running the equipment for the live streaming option, anyone interested should reach out the angela@rctv.org. The stadium is all set to go live due to the equipment that was installed on Friends and Family day a few years ago. RCTV will be offering opportunities to the candidates running for School Committee to present their views, and their platforms.

Mr. Wise – No Report

Mr. Robinson stated we are now on the calendar for Collective Bargaining negotiations, which will begin on March 10th.

D. New Business

Park Bench Proposal

Chair Robinson welcomed Dyan Dal Pozzo and thanked her for attending.

Dr. Doherty stated there is a beautifully written letter from Dyan's daughter- Melissa in the packet, in memory of her father who passed away in December. The letter is a proposal for a bench which would be located at the entrance of the High School near Turf 1. The family is going to raise the funds and work with facilities to have the bench installed, Dr. Doherty recommended the Committee approve this request.

Mr. Wise moved, seconded by Mr. Parks, to approve the proposal for a park bench on the grounds of RMHS in memory of Michael Dal Pozzo. The motion carried 6-0. Mrs. Nazzaro, Mrs. Gaffen, Mr. Parks, Mr. Brandt, Mr. Wise and Mrs. Robinson.

High School Principal Search Process

Dr. Doherty and Mrs. Meisinger provided an update on the High School Principal search timeline. In the packet there is a timeline for the process. Dr. Doherty stated the screening committee met for the first time this week.

Mrs. Meisinger stated they have utilized a variety of methods for advertising the position. The position has been posted on the district website, School Spring job board through Talent Ed, Indeed, Massachusetts Associations of School Superintendents website and the National Minority Update website. They are also working on a membership with the Massachusetts Partnership for Diversity in Education. There have been 19 applications received as of March 4th.

Dr. Doherty stated there has been surveys sent out to the community, on what qualities staff and families would like to see from the next RMHS principal. There have been two focus group sessions. The first was with staff, and the second was with the community. Dr. Doherty discussed the full timeline and explained how the process will work.

Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the RMHS Principal search process as outlined in the Superintendents memo dated March 4th, 2021. The motion carried 6-0. Mr. Brandt, Mrs. Gaffen, Mr. Parks, Mrs. Nazzaro, Mr. Wise and Mr.

Robinson.

Appointment of Assistant Superintendent for Student Services

Dr. Doherty stated under Massachusetts General law, the School Committee approves the recommendation of the Superintendent for the positions of the Assistant Superintendent and Director of Student Services. Dr. Doherty stated he is asking the committee to approve two recommendations- He requested the approval to change the title of Dr. Jennifer Stys from the Director of Student Services to the Assistant Superintendent for Student Services.

Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the Superintendents recommendation to appoint Dr. Jennifer Stys as the Assistant Superintendent for Student Services. The motion carried 6-0. Mr. Brandt, Mrs. Gaffen, Mrs. Nazzaro, Mr. Parks, Mr. Wise and Mr. Robinson.

Appointment of Director of Special Education

Dr. Stys thanked the committee. Dr. Stys recommended Allison Wright, who is currently the Special Education Administrator for Student Support, be elevated to the position of Director of Student Services

Mr. Wise moved, seconded by Mr. Brandt, to approve the Superintendents recommendation to appoint Allison Wright as the Director of Special Education. The motion carried 6-0. Mr. Brandt, Mrs. Gaffen, Mrs. Nazzaro, Mr. Parks, Mr. Wise and Mr. Robinson.

Superintendent Evaluation Process

Dr. Doherty stated there are multiple documents within the packet that explain the Superintendent evaluation process. Dr. Doherty shared his screen and walked the committee through how this would work. The Superintendent self-assessment and the District Improvement Plan are also included in the packet. Dr. Doherty stated all info for the Superintendent Evaluation process was sent to the Committee the week of February 22nd, they are due to be submitted to Dr. Doherty and the Chair by March 11th. The week of March 11th, Dr. Doherty will be scheduling individual meetings with each committee member to discuss the draft evaluation. Final edits of the evaluation are due to the Chair by March 22nd. The final summative will be in the packet, along with the School Committee evaluations on April 1st.

Mr. Wise requested the due date for the draft evaluation be March 14th, and the individual meetings take place the week of March 15th. Dr. Doherty agreed.

Mr. Brandt suggested a future agenda item be added after the April 1st meeting, in order to debrief on this timeline for future reference.

E. Old Business

Kindergarten Enrollment Update

Dr. Doherty reviewed the enrollment chart which was included in the packet. The numbers for Kindergarten enrollment are bouncing back up to numbers similar to the 2019-20' school year numbers- currently at 291 Kindergarten students registered. Dr. Doherty stated there will continue to be two satellite schools for Half Day Kindergarten-

one will be Joshua Eaton, which will include Joshua Eaton and Barrows half day students, and one will be at Killam, which will include Killam, Birch Meadow and Wood End half day students.

Winter Hybrid Learning Update

Dr. Doherty provided a Winter Hybrid Update: Please see slides. Dr. Doherty gave an update on the number of COVID-19 cases, as of 3/2/21. Dr. Doherty gave an update on Pool Testing. He stated the Pool testing was being phased in gradually. Beginning last week February 22nd, they started tested athletes, extra-curriculars and staff, this week March 1st, they included testing for preschool, kindergarten, high-needs, athletes, extra-curricular and staff and next week the week of March 8th will begin a full implementation of all staff and students who have consented to testing. Support for testing is being provided by the state. Dr. Doherty stated we have a team of clinicians from Medix staffing who will be working with us to provide testing. DESE is funding pool testing until April 18th. Thus far, RPS has conducted 148 pools. Turnaround time is approximately 24 hours.

Dr. Doherty reminded the committee and community of all the mitigation strategies for in person learning. These include, stay home if you are not feeling well, face coverings must be worn at all times, six-foot physical distancing, cohorts, hand hygiene, HVAC updating and maintenance, cleaning and disinfecting protocols and pool testing.

Dr. Doherty discussed town vaccine information, stating the Governor had made an announcement yesterday, that all school staff will be eligible to get vaccinated as of March 11th.

Dr. Doherty discussed what we currently know at this point about returning to in person learning. The Board of Elementary and Secondary Education meets tomorrow at 2pm. Commissioner Riley is asking the Board of Elementary and Secondary Education tomorrow to grant him the authority to determine when hybrid and remote models no longer count for learning hours. If approved, Elementary will return full in person on April 5th. Middle School and High School dates are TBD. Parents will still have the option of choosing full remote for their children for the remainder of this school year.

Mrs. Nazzaro asked if the decision to return of Middle School and High School would be at the local level or state level? Dr. Doherty said guidance would come from the state.

Dr. Doherty discussed the challenges we will need to address going to full in person learning, and the steps and precautions they are planning for leading up to this.

Dr. Doherty provided an update on the Fall 2 sports season, and singing indoors- which is now allowed under DESE guidance.

Mr. Wise moved, seconded by Mr. Parks to postpone the second reading of Policy IMB until the March 18th, 2021 School Committee Meeting. The roll call vote carried 6-0. Mr. Parks, Mr. Brandt, Mrs. Nazzaro, Mrs. Gaffen, Mr. Wise and Mr. Robinson.

F. Public Comment

Sherilla Lestrade, 28 Lindsey St:

“Do we have any METCO students on the hiring committee representative and Have we reached out to METCO to advertise for the position?”

Sherilla Lestrade, 28 Lindsey St:

“Does this new position require increase in pay”

Sherilla Lestrade, 28 Lindsey St:

"I would really like to know how it is possible that we can not support getting an assistant for our METCO director but we everyone other department has assistance."

Sarah Downey, 161 Nashua Rd:

"What does this change mean for the Friday professional development half-days?"

Kathy Bean, 138 Bancroft Ave:

"In Sept what plan was sent to DESE for full in person learning? Could we see a copy of that? How can the community help to move the Middle and HS students into the classroom at the same time as the elementary students?"

Erin Squeglia, 30 Meadow Brook Ln:

"This is not a question more of a comment- - there are lots of energetic, creative-thinking parents – the more the merrier when problem solving – and I am sure you would be able to get many, many parents to support those building principals with their challenges and logistics and help them!"

1. Routine Matters
 - a. Calendar
2. Information/Correspondence
3. Future Business
4. Adjournment

Adjourn

Mr. Wise moved, seconded by Mrs. Nazzaro, to enter into Executive Session to conduct negotiations for the contract of Superintendent of Schools, Tom Milaschewski and to return to open session around approximately 9:20 p.m. The roll call vote carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

The open session adjourned at 8:50 p.m.

The open session was called back to order at 9:54 p.m.

Mr. Wise moved, seconded by Mrs. Nazzaro to approve the contract of Tom Milaschewski as Superintendent of Schools beginning July 1, 2021. The roll call vote carried 6-0. Mr. Parks, Mr. Brandt, Mrs. Nazzaro, Mrs. Gaffen, Mr. Wise and Mr. Robinson.

Mr. Parks stated that the committee should discuss setting up a policy for executive session, when voting for the salary for non-represented people, so there is no confusion going forward.

Mr. Parks moved, seconded by Mr. Brandt, to adjourn. The roll call vote carried 6-0. Mr. Parks, Mr. Brandt, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise and Mr. Robinson.

The meeting adjourned at 9:57 p.m.

NOTE: The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video: <https://www.youtube.com/watch?v=gm6uAjjgiA>

Friends of RMHS Cheering
70 Lawrence Road
Reading, Ma 01867

March 12, 2021

John Doherty, Superintendent
Christine M Kelley, Assistant Superintendent
Members of the Reading School Committee
82 Oakland Street
Reading, Ma 01867

Hello,

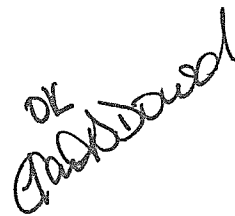
The Friends of RMHS Cheering would like to make a donation,
in the amount of \$850.00. The purpose of the donation is to purchase custom mix music for
the 2021 competition season. Please see attached invoice.

If you need additional information or would like to discuss, I can be reached at 508-662-0586.

Sincerely,



Katie Brussard
President
Friends of RMHS Cheering





March 10th, 2021

Dear Mrs. Marchant, Dr. Doherty, Ms. Kelley, and the Reading School Committee:

The Coolidge School Science Olympiad (CSSO) hereby requests that the Reading Public Schools accept our donation in the amount of \$2,900 for the purpose of compensating the following teachers for science team duties performed during the 2020-2021 school year.

- Karawan Meade (Head Coach): \$2,900

We hope that our donation will be accepted and remain grateful as always for the support that you and the Reading Public Schools continue to display for science education.

Yours truly,

Josh Goldlust
CSSO 2021-2022 President

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: Gail S. Dowd
Chief Financial Officer

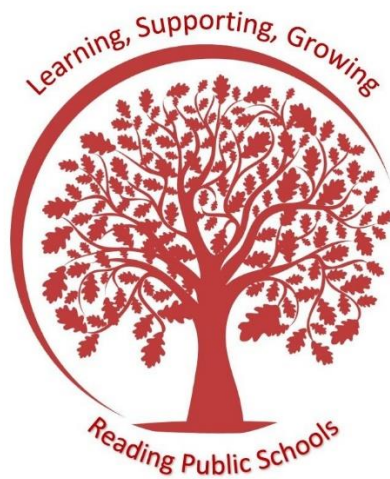
DATE: March 15, 2021

RE: FY'21 Grant Update

We have also been notified from DESE of an increase in our allocated FY21 IDEA grant allocations. At least once a year DESE adjusts district allocations based upon reviews of available funding. We would ask the committee to approve the grants adjustments during Thursday evenings School Committee Meeting. We continue to review new grant funding opportunities as they arise and will keep the Committee apprised as new opportunities are announced.

Grant Funding/Program Name	FY21 Grant Award
<u>Federal Grants</u>	
Title I Grant 305	\$176
• Total allocation for FY21 is \$117,845	
Title IIA Grant 140	\$440
• Total allocation for FY 21 is \$57,562	
IDEA Grant 240	\$4,403
• Total allocation for FY21 is \$1,079,566	
IDEA Grant 262 Early Childhood Special Education	\$ 51
• Total allocation for FY21 is \$19,059	

Reading Public Schools
School Committee Meeting Packet
March 18, 2021



New Business

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



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Human Resources Director

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Ed.D., Superintendent of Schools
Date: March 18, 2021
Re: Portrait of the Graduate

At the March 18, 2021 School Committee meeting, I will be asking the Committee to approve the Portrait of the Graduate final draft for Reading Memorial High School as part of the NEASC Accreditation Process. The NEASC site visit is scheduled for April 13-15th. This is the first step in creating a PreK-12 District Portrait of the Graduate.

The Portrait of the Graduate Design Team, which consists of parents, teachers, students, administrators, and community members, have been meeting since the Fall of 2019 in researching and designing the skills and dispositions that we want our students to have when they leave Reading Memorial High School. Unfortunately, some of the process was delayed last year due to the pandemic. There have been both parent and staff surveys during the process, as well as several staff, student, and community showings of the movie, *Most Likely to Succeed*, by Ted Dintersmith.

I have attached the Portrait of the Graduate Final Draft, supporting evidence and a list of the members of the Portrait of the Graduate Design Team.

Please contact me if you have any questions.

Portrait of a Graduate Reading Public Schools

RPS Graduates are leaders of their own learning journey who demonstrate kindness and empathy towards others and a commitment to wellness. They persevere through challenges, embrace multiple perspectives, and aspire to be their best selves in the service of others to better our community and our world.

Learn - Grow - Teach

RPS Graduates are critical thinkers and creative problem solvers. They take ownership of their learning journey and are open to struggle to foster personal growth. They are confident in their beliefs and consider the thoughts and ideas of others. They embrace collaboration to help teach others and remain curious life-long learners.

Empathize - Consider Perspectives - Practice Communal Care

RPS Graduates show kindness and empathy towards others and a commitment to personal wellness and communal care. They are able to persevere through challenges and demonstrate resilience. They authentically reflect through hearing and understanding the experiences, perspectives, and needs of people around them. To navigate relationships with generosity and patience, they listen actively and compassionately.

Engage - Serve - Thrive

RPS Graduates responsibly shape our world through collaboration with their community. They engage with and communicate multiple perspectives, aspire to be their best selves in the service of others in order to thrive, and bring their skills and knowledge to action for the benefit of each other and our world.

Portrait of Graduate Design Team

Feb. 5, 2020

Questions for Discussion

1. What are the hopes, aspirations, and dreams that our community has for our young people?
 - Want kids to have enough curiosity to achieve life learning search for truth
 - Critically reflect on themselves
 - Place themselves in a global context so that they can affect change in their community
 - Engaged and active contributors
 - Life-long learners who are comfortable learning through failure
 - Good local and global citizens that are comfortable with placing themselves in diverse settings
 - Mindset where you are always learning and building a fulfilling and successful life
 - Understand your value and how to engage service for others at global, national and local levels
 - Acceptance without fear
 - Defining what happiness is and successful as people
 - Healthy, active and involved in our community
 - Overall themes:
 - Life long learning
 - Engagement at the local, national and global level
 - Defining “happiness” Defining “success”
2. What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?
 - Problem solving and innovation
 - Perseverance/resilience/adaptability and comfortable with failure
 - Communication-micro/macro Person/person level
 - Embracing the will and ability to live up to your experience
 - Creative and critical thinking skills
 - Academic competency that matches your goals and interests
 - Thinking before acting/critical consumers
 - Adaptability
 - Integrity
 - Goal directed and resilient
 - Regular work habits
 - Ability to collaborate-active listening, understanding about many topics
 - Overall Themes-
 - Perseverance/resilience
 - Integrity (not on everyone’s list but folks really liked this one)
 - Also Communication/thinking skills
3. What are the implications for the learning experiences we provide in our school systems?
 - Overhaul of instruction and PD with educators
 - Reduction of isolated learning-more group and integrated projects
 - Culture that allows them to take risks and challenge themselves
 - Implement measure for soft skills
 - Implement structural support for academic exploration (voice and choice)
 - Real world and experiential learning that emphasizes AI and Tech. to solve real world problems

- Becoming more process oriented rather than product
- Community based service learning-extern-ship, internships
- Implications of logistics-how to showcase this to our community (marketing)
- Overcoming society mindset (individual) over collaborative approach
- Need to provide skills that match-work to a flexible alignment
- Does this system need to last 100 year?
- Needs a multi-faceted approach-teachers at facilitators and not just content experts

Portrait of Graduate

Emerging Themes

- Communicator
- Collaborator
- Ethical and Global Citizen
- Creative and Critical Thinker
- Goal Directed
- Resilient
- Perseverant
- Empathic
- Passionate about learning
- **Curious**
- Engaged
- Committed
- Responsible
- Civic minded
- Open Minded
- Wellness Oriented
- Life long learner
- ~~Organized~~
- Sense of Justice
- Integrity
- Ability to take and give feedback
- Leader
- Listener
- Self Starter
- Self Advocate/Advocacy
- Self Aware
- **Humility**
- **Connection/Building Relationships in a digital world**
- **Thinking of Others**
- **Action Oriented**
- **A work in progress**
- **Confidence**
- **Flexibility/Adaptability**
- **Community ownership**
- **Holistic**
- **Sense of Community**

- Aspirational
- Growth
- Struggle is ok
- Growth is discomfort
- Courageous

Name	Occupation	Sector
Sean Whalen	Probation Officer	Law Enforcement
Mary Giuliana	Director of Nurses	Health/Education
Kit Lonergan	Episcopal Priest	Clergy/Education
Cheryl Moschella	Certified Residential Property Appraiser	Real Estate
Paula Curren	Substitute Nurse/Clinical Instructor	Health/Education
Soni Clarke Lee	Web/Interface Designer	Technology
Justin Perry	CEO and Founder, Conduit Innovation	Business
Prabhav Morje	Senior Principal Engineer	Business
Amy Lannon	Director, Reading Public Library	Public
Jeffrey Theis	Professor, Salem State University	Higher Education
Danielle Theissen	RMHS Math Teacher	Education
Eileen Manning	Project Manager	Business
Vanessa Fisher	Paraeducator, RMHS	Education
Grant Hightower	METCO Director	Education
Erica McNamara	Executive Director, Reading Coalition for Prevention and Support	Public
Chris Kelley	Assistant Superintendent for Learning and Teaching	Education
Kate Boynton	RMHS Principal	Education
Ricki Shankland	Parker Middle School Principal	Education
Theresa Wiggins	Founder of Village Parenting	Business/Education
John Doherty	Superintendent of Schools	Education
Jamie Michaels	Senior Pastor, Old South Church	Clergy
Nick Boivin	Lawyer	Business
Miguel Borrero	Student	Student
Lynna Williams	Director of Guidance	Education
Michelle Hopkinson	RMHS Teacher	Education
Danja Mahoney	RMHS Teacher	Education
John Parks	School Committee Member	Community
Quonekuia Day	College Professor	Higher Education
Julia Hendrix	Principal, Birch Meadow	Education
Jack Nelson	Student	Student

Daniel Henneberry	Student	Student
Hayes Littlefield	Student	Student
John Fiore	NEASC Chair, RMHS History Teacher	Education

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



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Human Resources Director

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Ed.D., Superintendent of Schools
Date: March 18, 2021
Re: Dissolution of Superintendent Screening Advisory Committee

At the March 18, 2021 School Committee Meeting, the Committee will take a vote to dissolve the Superintendent Screening Advisory Committee as stated in Policy BDF.

Please contact me if you have any questions.

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent, designee, or School Committee Chair (if it is an advisory committee where the Superintendent is not a participant)
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the School Committee will provide.
 - d. The approximate dates on which the School Committee wishes to receive major reports.
 - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
 - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.

8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: JIB, Student Involvement in Decision-making

Approved and Accepted by the Reading School Committee on December 17, 2020

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
Fax: 781-942-9149



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Superintendent of Schools
Date: March 18, 2021
Re: School Committee Resolution

At the March 18, 2021 School Committee meeting, the Reading Public Schools will discuss a resolution that has been proposed by Shawn Brandt and John Parks that the Reading School Committee condemns harassment and intimidation of Reading Public School administrators, teachers and staff and implores members of the community to model productive behaviors for addressing grievances.

Please contact me if you have any questions.



Administrative Offices
82 Oakland Road
Reading, MA 01867
781 944-5800

READING SCHOOL COMMITTEE

Charles Robinson Chair
Thomas Wise Vice-Chair

Shawn Brandt
Erin Gaffen
Carla Nazzaro
John Parks

John F. Doherty, Ed.D.
Superintendent of Schools

WHEREAS, it is the responsibility of Reading Public Schools to ensure we create a welcoming community for ALL students; and

WHEREAS, the School Committee applauds efforts by Reading Public Schools staff to create an inclusive environment for LGBTQ students; and

WHEREAS, the 2020-2021 school year has been a uniquely challenging period for educators; and

WHEREAS, the Reading School Committee is deeply appreciative of the incredible efforts displayed by all Reading Public Schools teachers, administrators and staff; and

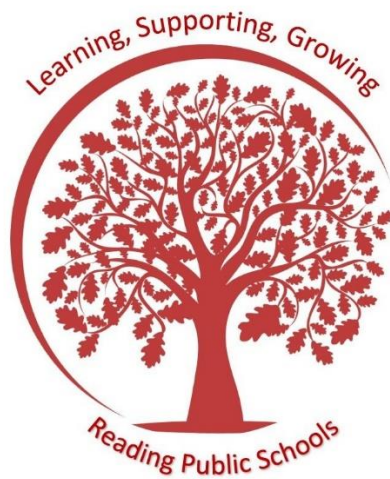
WHEREAS, we recognize that public officials and public employees are not immune from criticism; and

WHEREAS, every person should be free of harassment and intimidation in their workplace; and

WHEREAS, we as the elected leaders of this district must make our views on such behavior abundantly clear;

RESOLVED: that the Reading School Committee condemns harassment and intimidation of Reading Public School administrators, teachers and staff and implores members of the community to model productive behaviors for addressing grievances.

Reading Public Schools
School Committee Meeting Packet
March 18, 2021



Old Business

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

82 Oakland Road
Reading, MA 01867
Phone: 781-944-5800
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Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Ed.D., Superintendent of Schools
Date: March 18, 2021
Re: 2nd Reading of Policy IMB

Attached, please find the current School Committee Policy IMB and a revised version of Policy IMB based on the feedback that I have received from School Committee, RMHS Teachers, and RMHS Students. Since the first reading of the Policy, I have met two times with representatives from the RMHS Teachers Against Racism, once with RMHS students, and three times with School Committee Members Carla Nazzaro and Shawn Brandt.

Please contact me if you have any questions.

TEACHING ABOUT ~~MATTERS OF PUBLIC CONCERN CONTROVERSIAL~~ ~~ISSUES/CONTROVERSIAL SPEAKERS~~

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. These matters of public concern may be questions, subjects or problems which can create a difference of opinion. It is important that students at all levels participate in these conversations in developmentally appropriate ways. They may include issues which may have political, social, environmental or personal impacts on students and/or the wider community: locally, nationally or internationally.

The purpose of this policy is to provide guidance for staff when they are teaching these topics of public concern. To ensure that these issues can be examined in a safe, objective, and scholarly atmosphere, the School Committee establishes the following guidelines for discussion of matters of public concern in the schools.

To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools:

Teacher-Planned Classroom Discussions

1. Matters of public concern ~~Controversial issues~~ selected by teachers for classroom discussion must relate directly to the objectives and content of courses in accordance with the Massachusetts Curriculum Frameworks, approved by the School Committee for inclusion in the curriculum. There may be certain matters of public concern that are appropriate to teach across all classes. These teachable moments occur organically and at times are based on current events in our country, state, region or community. The topics introduced should be developmentally appropriate for that grade level and the resources provided by the school district should be appropriately vetted in advance. The building principal should communicate whether these teachable moments should be taught across all classes or just specific ones.

The School Committee and Reading Public Schools recognize that there may often be current events which can be considered matters of public concern. Students may wish to discuss breaking news, precluding extensive coordination with the building principal. In such cases, teachers must still adhere closely to other relevant portions of Policy IMB.

2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy, unless human rights are concerned. Teachers must refrain from using their positions to express partisan points of view.
3. As with any good teaching practices, the approach to discussion of these topics issues in the classroom must be objective and scholarly with ~~minimum emphasis on opinion and maximum emphasis~~ on intelligent analysis and the use of facts, data, and personal experiences. These practices should include learning how to

communicate opinion, recognize the difference between opinion and fact and respectfully communicate with someone with a differing opinion.

4. Teachers must ensure that the reasoned arguments of all sides of an issue are given appropriate and fair ~~equal~~ presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on matters of public concern ~~controversial issues~~ when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours ~~5 school days~~ before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal in a reasonable amount of time before the scheduled date of presentation.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

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Requests from Groups or Individuals Outside the Schools To Present On Matters of Public Concern

No permission will be granted non-school groups or individuals to make presentations in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on matters of public concern to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal shall determine the appropriate bulletin board for such notices.

Adopted by the Reading School Committee March 26, 2007

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 5 school days before the scheduled time of presentation.

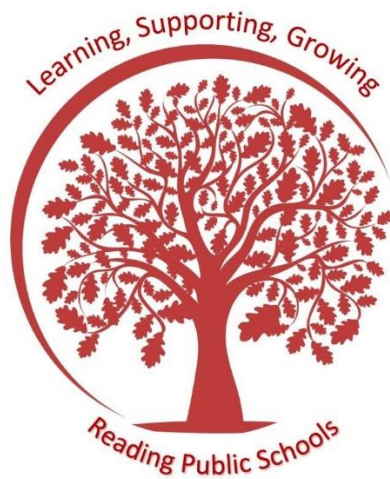
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No permission will be granted outsiders for distribution of literature to students in general or to class groups.

Adopted by the Reading School Committee March 26, 2007

Reading Public Schools
School Committee Meeting Packet
March 18, 2021



Information / Correspondence

John F. Doherty, Ed. D.
Superintendent of Schools

Christine M. Kelley
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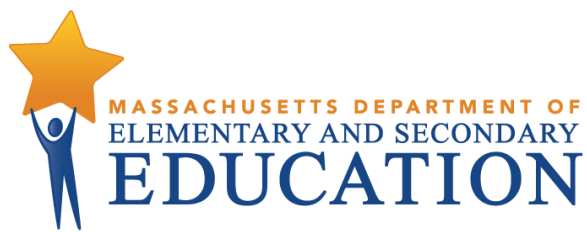
Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

To: Reading School Committee
From: John F. Doherty, Ed.D., Superintendent of Schools
Date: March 17, 2021
Re: Safe and Supportive Schools Annual Report

For your information, please find a copy of the 6th Annual Safe and Supportive Schools Annual Report to the Legislature. I have been the Co-Chair of the Safe and Supportive Schools Commission for the last 3 years and am proud of the work that we are doing on this statewide initiative and the amount of funding that the legislature has allocated over the last several years for this important cause.

Please contact me if you have any questions.



Safe and Supportive Schools Commission – Sixth Annual Report

This report provides updates and recommendations related to safe and supportive schools. The report is submitted pursuant to Chapter 284 of the Acts of 2014, An Act Relative to the Reduction of Gun Violence. This Act was signed into law by the Governor on August 13, 2014 (House Bill 4376). Provisions within this Act relating to safe and supportive schools are codified as Massachusetts General Laws, Chapter 69, Section 1P (G.L. c. 69, § 1P).

December 2020

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
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This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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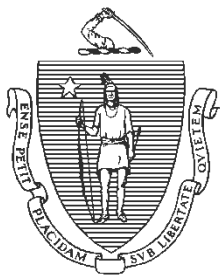
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Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

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Telephone: (781) 338-3000
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December 31, 2020

Dear Governor and Members of the General Court:

On behalf of the Safe and Supportive Schools Commission (Commission), I am pleased to submit this *Safe and Supportive Schools Commission - Sixth Annual Report* pursuant to section 6 of Chapter 284 of the Acts of 2014 (the Act), and Massachusetts General Laws (G.L.), chapter (c.) 69, section (§) 1P (g) that reads in part:

“There shall be a safe and supportive schools commission to collaborate with and advise the department on the feasibility of state-wide implementation of the framework... The commission shall prepare and submit an annual progress report concerning the commission’s activities with appropriate recommendations, together with drafts of legislation necessary to carry out such recommendations, if any, not later than December 31.”

Now more than ever, it is essential for the Massachusetts Department of Elementary and Secondary Education (Department), schools, and partners to work together to create and strengthen safe and supportive learning environments that keep the health and well-being of students, staff, and families front and center. As we all grapple with the impact of the COVID-19 pandemic, we recognize the especially difficult and disparate impact on communities of colors and on economically disadvantaged communities, as can be seen in [disproportionate rates of illness, hospitalization, and death](#), as described in reports from the [Centers for Disease Control \(CDC\)](#) and the [APM Research Lab](#). We are also concerned about LGBTQ youth and others with historically marginalized identities, who can face potentially amplified discrimination and barriers to education and healthcare access, as noted in a [Society for Research in Child Development Statement of the Evidence](#). We know there is a distressing increase in the mental health and wellbeing challenges our students, staff, and families are facing. For example, in an October 2020 report, the Centers for Disease Control (CDC) noted an [increase in the proportion of child emergency department visits for mental health-related reasons, which has remained elevated through the fall](#). Feelings of isolation and disconnection among our students are a contributing cause to this growing mental health crisis, as well as grief for too many, and the effects may persist for years.

To help mitigate the significant mental health and wellbeing challenges facing our students, staff, and families, the Department is taking a multi-pronged approach. This has included issuing guidance, providing professional learning, and offering grant opportunities over the course of the year to help address students’ mental health needs. For example, the Department created this

summer a reopening resource document, [Creating Positive Learning Environments: Recommendations and Resources to Support the Social Emotional Well-being of Students, Staff, and Families \(Summer 2020\)](#). Other examples of resources are highlighted on the Department's COVID-19 [Mental and Behavioral Health resources](#) page. In addition, through the recently amended (December 15, 2020) Student Learning Time (SLT) regulations (603 CMR 27.00), the Department is requiring [minimum standards for live instruction](#) (which includes in-person and synchronous remote learning) in districts and schools using remote or hybrid models.

Moreover, we are grateful to the Commission for informing updates to the revised [Framework and Implementation Guide](#) and [Self-Reflection Tool](#), which are available for use by all interested schools. These updated resources are being [piloted](#) by this year's 31 Safe and Supportive Schools grantees, through Fund Codes [335](#) and [337](#), as detailed further in this report. The associated [Essential Elements](#), woven throughout the resources, describe a foundation upon which to create a safe and supportive learning environment for students, staff, families, and the wider community that is based on local context, needs, available resources, and capacities. These elements focus on supporting all students, deepening understanding, advancing equity, exemplifying cultural responsiveness, and continually reflecting and adapting.

This legislative report outlines Commission and Department activities related to safe and supportive schools efforts in 2020, and includes recommendations that focus on continuing to fund the safe and supportive schools line item; advancing racial and ethnic equity efforts; and communicating about and promoting safe and supportive schools. This work is of great importance to the success of students in the Commonwealth, and is deeply aligned with the themes in my [Our Way Forward](#), including but not limited to *Holistic Support and Enrichment*, as well as with the Department's strategic priorities, including but not limited to [supporting students' social and emotional learning, health and safety](#). I continue to embrace and encourage increased collaboration where helpful and feasible across the Department and with and between external stakeholders interested in safe and supportive schools, because aligned and integrated efforts often offer the best chance for our collective success.

I wish to acknowledge Commission members and others with whom the Commission has consulted for their dedication and contributions, and I thank the Governor and Legislature for their continued commitment to improving the education of students in our Commonwealth.

Sincerely,

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

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Purpose and Context

The Safe and Supportive Schools Commission (Commission) was created by [An Act Relative to the Reduction of Gun Violence](#). The Commission respectfully submits this Report to the Governor and Legislature: *Safe and Supportive Schools Commission Sixth Annual Report* pursuant to Chapter 284 of the Acts of 2014, An Act Relative to the Reduction of Gun Violence. This Act was signed into law by the Governor on August 13, 2014. Provisions within this Act relating to safe and supportive schools are codified as Massachusetts General Laws, Chapter 69, section 1P (G.L. c. 69, § 1P), the [Safe and Supportive Schools Framework](#) law.

“...The commission shall prepare and submit an annual progress report concerning the commission’s activities with appropriate recommendations, together with drafts of legislation necessary to carry out such recommendations, if any, not later than December 31. The commission shall submit such annual report to the governor and the clerks of the senate and the house of representatives, who shall forward the same to the chairs of the joint committee on education, the chairs of the joint committee on mental health and substance abuse, the joint committee on children, families and persons with disabilities, and the house and senate committees on ways and means...”¹

As noted in the Commissioner’s cover letter, now more than ever it is essential for the Department (DESE), schools, and partners to work together to create and strengthen safe and supportive learning environments that keep health and wellbeing of students, staff, and families front and center. This past year has brought a heightened attention to ever-present need for racial justice and all forms of equity, in the wake of highly publicized, deeply disturbing, and violent deaths of Black Americans and people of color across our country. Moreover, the COVID-19 pandemic has exacerbated racial/ethnic and other disparities, and has highlighted the dire need to support schools and districts in working towards creating safe and supporting learning environments that focus on health, wellness, respect, support, engagement and learning. These needs and themes are described further throughout most sections of this report.

Safe and supportive school environments are also essential in order to reach high academic standards and other important educational reform goals, including diminishing the use of suspension and expulsion as an approach to discipline, preventing bullying, preventing substance use and misuse and providing support for addiction recovery, closing proficiency gaps, and halting the school to prison pipeline. These environments raise the achievement of all students, by valuing and empowering each student to feel a sense of competency and agency in each student’s learning. These environments also help students to self-regulate their emotions and behaviors, support them to form positive relationships with adults and peers, and support their health and wellbeing. In order to address proficiency gaps, safe and supportive environments act in an inclusive, equitable, and culturally sensitive way to provide access to opportunities for all students. In passing the Safe and Supportive Schools Framework law, the Legislature recognized

¹ The full legislative charge and links to the full text of the statute can be found in Appendix B of this report.

that addressing these needs together with actions to make schools physically safe were also integral to avoiding acts of violence that have devastated other school communities.²

Massachusetts G.L. c. 69, § 1P, in subsection (a), defines safe and supportive schools as schools that foster safe, positive, healthy, and inclusive whole-school learning environments. These environments recognize the connections between academic success and students feeling safe enough to make friends, form strong relationships with adults, and take risks in the classroom (e.g., speaking up) in order to succeed. Safe and supportive schools teach students to regulate their emotions, behaviors, and attention so that it is possible for them to focus and learn. Such schools also strive to address physical, mental health, and disability-related needs that may interfere with learning.³

However, creating such environments while addressing the needs of individual children is not easy. Many children come to school having experienced significant adversity. In addition, schools are often challenged because important policies and laws designed to create positive school cultures can be narrowly focused (for example, some efforts aimed solely at bullying prevention, truancy reduction, or behavioral health supports), such that the common skills and approaches that underlie all such initiatives are not integrated and do not necessarily work together to provide a solid foundation for safety and learning.

Massachusetts G.L. c. 69, § 1P, includes in part (ii) of the definition, that safe and supportive schools are also ones that align initiatives in an effective, efficient, and holistic way.⁴ The line-item language in the fiscal year 2018 state budget (line-item 7061-9612) related to the Safe and Supportive Schools Commission additionally called for the Commission to “make recommendations to the board of elementary and secondary education regarding ways to include in the self-assessment tool and framework principles of effective practice for integrating student supports not later than December 31, 2017.” Thus, the Commission developed recommendations to address the need for integrating services into the school culture, ensuring that students receive appropriate services at school and connect to community resources outside of school. These recommendations outlining principles of effective practice were shared through a memo to the Board in January 2018.⁵

² At the time of this law’s passage, many in the state were particularly concerned about ways to avoid the kind of violence that had occurred at an elementary school in Newtown, Connecticut. In addition, Commonwealth students have suffered from other kinds of violence, such as bullying, suicides, and substance abuse. Many felt that creating safe and supportive school cultures were needed to address safety, social, emotional, and academic needs holistically. These concerns and beliefs are still relevant today, across and beyond the Commonwealth.

³ G.L. Chapter 69, Section 1P specifically defines safe and supportive schools, in part, as “schools that foster a safe, positive, healthy and inclusive whole-school learning environment that: (i) enables students to develop positive relationships with adults and peers, regulate their emotions and behavior, achieve academic and non-academic success in school and maintain physical and psychological health and well-being.” (See footnote 4 for the second part of the definition.)

⁴ Part two (ii) of the above referenced safe and supportive schools definition states that these schools also “integrate services and align initiatives that promote students’ behavioral health, including social and emotional learning, bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, children’s mental health, foster care and homeless youth education, inclusion of students with disabilities, positive behavioral approaches that reduce suspensions and expulsions and other similar initiatives.”

⁵ The Board Memo and attachment outlining principles of effective practice for integrating student supports can be found on <http://www.doe.mass.edu/bese/docs/FY2018/2018-01/item10.html>.

Safe and Supportive Schools Framework and Self-Reflection Tool: The Department is pleased to share that an updated version of the framework and tool are now available for any interested school to use, and for Safe and Supportive Schools grantees to pilot.

Framework: To assist schools to align and integrate initiatives and services, the law called for the Massachusetts Department of Elementary and Secondary Education (Department) to develop a safe and supportive schools framework to provide a structure and a guiding resource to help each school develop school-wide action plans that efficiently align initiatives in a way that fits with the school's (and district's) own culture and locally identified priorities. The topic areas of the Safe and Supportive Schools Framework are aligned with those in the Behavioral Health and Public Schools (BHPS) Framework (created by the BHPS Taskforce in collaboration with the Department pursuant to Chapter 321 of the Acts of 2008). These topics address the following areas of school operations: *leadership and culture; family engagement; professional learning opportunities; access to resources and services; teaching and learning that fosters safe and supportive environments; and policies and procedures.*

Building upon and adapting the original BHPS Framework (and associated tool) drafted by the BHPS Task Force between 2008-2011,⁶ the Department, in consultation with the Commission, posted an updated version of the framework (and tool, referenced below) in the fall of 2020. Updates are further described in the Department Activities section later in the report.

Tool: Massachusetts G.L. c. 69, § 1P recognizes that the framework must be flexible and embody a process of collaboration among educators, parents, and students in order for schools to create supportive school-wide environments that avoid the use of punitive approaches while recognizing the inextricable connections between students' social, emotional, and educational needs. Thus, the law called for the Department to create the safe and supportive schools self-assessment tool. To more accurately convey the process used with the tool, the Department refers to the tool as the self-reflection tool. Aligned with the framework, the tool is organized according to the topic areas of the framework (that are consistent with the one created by the BHPS Task Force), and these can help prompt a collaborative process at each school to identify and address urgent local, district, and/or school-wide priorities related to creating a safe and supportive school culture.⁷ To date, the tool has been used (all versions combined) by a total of approximately 255 schools in 130 districts, including FY2014-FY2020 Safe and Supportive

⁶ Since the creation of the BHPS Framework, reference to it has been inserted into numerous state laws and Department guidance documents, including but not limited to G.L., c. 71, § 370 (An Act Relative to Bullying in Schools); G.L., c. 240, (An Act Regarding Families and Children Engaged in Services); and G.L., c. 69, § 1P the Act Relative to the Reduction of Gun Violence that created this Commission); as well as the Department's [District Standards & Indicators](#), [Conditions for School Effectiveness](#), [Model Bullying Prevention and Intervention Plan](#), [Suicide Awareness and Prevention Training Guidance](#), [Guidelines for the Implementation of Social and Emotional Learning Curricula K-12](#), and [Policies and Protocols for Truancy Prevention Programs](#).

⁷ Per G.L., c. 69, § 1P(d), "The self-assessment tool created by the department consistent with the recommendations of the behavioral health and public school task force created under said section 19 of said chapter 321 shall be organized according to the elements of the framework established under subsection (b), and (if adopted pursuant to c. 69§1P(c)), shall be used by schools to: (i) assess the school's capacity to create and sustain safe and supportive school environments for all students; (ii) identify areas where additional school-based action, efforts, guidance and support are needed to create and maintain safe and supportive school environments; and (iii) create action plans to address the areas of need identified by the assessment."

Schools grantees, approximately one-third of Gateway Cities districts,⁸ five demonstration schools that work on trauma sensitivity through the Trauma and Learning Policy Initiative,⁹ and others.

The Commission will continue to learn from the work of schools that have utilized the prior and current versions of the tool. Information has been gleaned by reviewing data and feedback, and information from those piloting the current version will to inform recommendations on further refinements to the framework and tool, and on the feasibility of statewide implementation of the framework. The [2018](#)¹⁰ and [2019](#) grant evaluation reports¹¹ also provided useful information on these topics. More details are provided in the Commission Activities Undertaken in 2020 section below.

Recommendations

Through this annual report, the Commission offers three key recommendations. The recommendations are outlined briefly and then elaborated on in more detail.

Note that the second and third recommendations align with, and would expand upon, the content of the first recommendation. Taken as a whole these recommendations are particularly salient now, in light of the current challenges for all across the Commonwealth (and globe) related to COVID-19, as well as the disturbingly disparate impacts of the pandemic across communities by race/ethnicity, income level, sexual orientation, gender identity, and more – associated with vast pre-existing inequities.

RECOMMENDATION 1:

CONTINUE TO FUND THE SAFE AND SUPPORTIVE SCHOOLS LINE ITEM

The Safe and Supportive Schools Commission (Commission) recommends continued funding for the Safe and Supportive Schools line item ([7061-9612](#)) in the fiscal year 2022 (FY2022) budget.

RECOMMENDATION 2:

ADVANCE RACIAL AND ETHNIC EQUITY

The Commission recommends the Department continue efforts to advance, strengthen, and prioritize racial and ethnic equity in the realm of safe and supportive learning environments. Specifically, the Commission supports Department efforts to continue to increase its focus on dismantling systems of oppression in schools; and highlight districts making strides and committing to anti-racist efforts including in practices related to professional development, discipline, family engagement, and curriculum. Additionally, the Commission supports Department efforts to increase workforce diversity (including a focus on racial and ethnic

⁸ Forman, Ben; Bourvier, Sonia, and Citino, Christina (September 2015). “[Building Community-Wide Social and Emotional Support Systems in Massachusetts Gateway Cities: Assessing Progress from the Perspective of Local Educators](#),” MassInc and the UMass Donahue Institute.

⁹ The Trauma and Learning Policy Initiative is a collaboration between Massachusetts Advocates for Children and Harvard Law School. <https://traumasensitiveschools.org/>.

¹⁰ 2018 grant evaluation report: <http://www.doe.mass.edu/sfs/safety/grants/2018-sssp-report.pdf>.

¹¹ 2019 grant evaluation report: <http://www.doe.mass.edu/sfs/safety/grants/2019-sssp-report.docx>.

diversity) and build educator and administrator as well as agency staff capacity through professional learning opportunities that are grounded in racial and ethnic equity goals.

RECOMMENDATION 3:

COMMUNICATE ABOUT AND PROMOTE SAFE AND SUPPORTIVE SCHOOLS

The Commission recommends the Department continue to communicate about, promote, and provide opportunities to enhance and recognize safe and supportive learning environments. These efforts can include grant opportunities, strengthening guidance and resources available to schools, professional development opportunities, grant coordination activities, and more. These efforts can also include helping districts and schools learn about the resources available through the revised Safe and Supportive Schools Framework and Tool. As part of this, the Commission also recommends the Department continue efforts to further identify ways to promote and increase student voice and family engagement, to help develop the capacity of schools and districts to offer equitable, safe, and supportive learning environments.

More details on each recommendation are outlined below.

RECOMMENDATION 1:

CONTINUE TO FUND THE SAFE AND SUPPORTIVE SCHOOLS LINE ITEM

The Safe and Supportive Schools Commission (Commission) recommends continued funding for the Safe and Supportive Schools line item ([7061-9612](#)) in the fiscal year 2022 (FY2022) budget. It will be important and helpful for funds to continue to support efforts including the following:

The Commission is very appreciative that Governor Baker and the Legislature have supported the work of this line item over the past six years (FY2016-FY2021). The funding in FY2021 is being used to provide grant opportunities for school districts, grant program evaluation efforts, coordination efforts at the Department, administrative support for the Commission, contracts with vendor organizations to assist with updating the Safe and Supportive Schools Framework and Self-Reflection Tool (framework and tool), and professional learning for administrators and other educators related to safe and supportive learning environments. The Commission looks forward to supporting efforts funded through the FY2022 budget as well.

RECOMMENDATION 2:

ADVANCE RACIAL AND ETHNIC EQUITY

The Commission recommends the Department continue efforts to further advance, strengthen, and prioritize racial and ethnic equity in the realm of safe and supportive learning environments. Specifically, the Commission supports Department efforts to continue to increase its focus on dismantling systems of oppression in schools; and highlight districts making strides and committing to anti-racist efforts including in practices related to professional development, discipline, family engagement, and curriculum. Additionally, the Commission supports Department efforts to increase workforce diversity (including a

specific focus on racial and ethnic diversity), and build educator and administrator as well as agency staff capacity through professional learning opportunities that are grounded in racial and ethnic equity goals.

Racial and ethnic equity is the condition that would be achieved if one's racial and ethnic identities no longer predicted, in a statistical sense, how one fares. This includes work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race and ethnicity, or fail to eliminate them.¹² Using a racial and ethnic equity lens means paying close attention to race and ethnicity while analyzing problems, looking for solutions, and defining success.

As outlined in the America's Promise Alliance's [How Learning Happens Messaging Framework](#), racial, cultural, and individual identities play an important role in social, emotional, and cognitive development; and discrimination and oppression affect young people's well-being and can interfere with healthy development and learning. Furthermore, adults' implicit and explicit beliefs about and reactions to discrimination and oppression affect their interactions with young people; and adults have the opportunity to challenge long-held mindsets and approaches and enable healthy, supported development.

Note that while the Commission is choosing to highlight the importance of racial and ethnic equity in this recommendation, we are also deeply committed to equity for all marginalized identities, including but not limited to gender identity and sexual orientation; and it is important to note that the experiences of each individual's multiple identities intersect and can layer in compounding ways that are critical to recognize in this work.

A focus on dismantling systems of oppression and focusing efforts and resources to create anti-racist safe and supportive environments is imperative for the wellbeing of all students across the Commonwealth. As stated in Commissioner Riley's [Our Way Forward](#), while Massachusetts is ranked top in the nation on many educational measures, for virtually all metrics, large achievement gaps persist for our students of color, English learners, and students with disabilities. For example, while Massachusetts ranked 8th in the country in 2016 for our four-year graduation rate for white students, we ranked 43rd for Latinx and 19th for black students for African American/Black and Latinx student groups.

This past year has brought a heightened attention to racism and racial justice needs and concerns across the nation, with injustices perpetrated on Black Americans and people of color across our country highly publicized. Moreover, the COVID-19 pandemic has exacerbated racial and ethnic disparities and highlighted the dire need to support schools and districts in working towards creating safe and supportive learning environments. In this context, the Commission intensified

¹² Adapted from [Embracing Racial Equity: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization](#), Annie E. Casey Foundation, January 8, 2015, and www.racialequitytools.org, a site created by Maggie Potapchuk, MP Associates, and Sally Leiderman, Center for Assessment and Policy Development, in 2009 with contributions from many individuals and organizations working on racial equity.

our explicit focus on systemic racism and what role we can play as individuals, as a leadership body, and as members of organizations we represent, as described further in the Commission activities section of this report.

The Commission offers the following examples of specific efforts that can contribute to wide-scale racial/ethnic equity goals and dismantling systems of oppression:

- a. Continue to provide interactive professional development on topics that build and strengthen safe and supportive learning environments through a racial equity lens. Furthermore, ensure the professional development's goals include ways to build educators' and agency staff capacity to engage in reflecting on our own biases and identify ways to improve student, staff, and family experiences, informed by research, learning, and practice.
- b. Continue to embed into revisions of the framework and tool, and accompanying materials and resources, language and approaches that can assist schools and districts in analyzing and strengthening priorities and efforts that further racial and ethnic equity goals.
- c. Continue to increase student, family, and community voice in Commission related activities – intentionally including multiple racial and ethnic perspectives. Consider Commission meetings, focus groups, and other efforts to inform Commission and Department resources, e.g., framework and tool revisions. Where appropriate and possible, find ways to compensate or otherwise acknowledge and appreciate contributions from students, families, and community partners.
- d. Provide Commission members with capacity building opportunities on these topics by continuing to invite facilitators at Commission meetings to help support ongoing reflection and efforts. Additionally, include dedicated time and space at Commission meetings to discuss this topic and reflect on efforts related to the Commission's goals for the year. Also, communicate with member appointing entities when there is membership turnover, to help increase the racial and ethnic diversity of Commission membership.
- e. Build and support a diverse educator workforce at the Department and in school districts, including recruiting and supporting retention of staff of color. Continue to support the Department's hands-on, technical support and professional development to educators, and other mechanisms for support of these efforts. The [Commissioner's Goals for the 2020-2021 school year](#) include expanding ongoing efforts to diversify the educator workforce, and [examples](#) of such Department efforts led by the Department's [Center for Strategic Initiatives](#) include:
 - *Promising Recruitment, Selection, and Retention Strategies for a Diverse Massachusetts Teacher Workforce* – a recently released guidebook, intended to support school and district efforts to increase and retain a diverse Massachusetts teacher workforce. The guidebook was developed, in collaboration with [TNTP](#), and reflects current research and promising practices from the pilot program described below.

- [Teacher diversification pilot program](#) – a grant program designed to support local school district efforts to strengthen and diversify existing teacher recruitment and retention programs.
 - [Influence 100](#) – an initiative which includes a fellowship program for qualified educators who desire to move into the superintendent role within the next five years, and also support for school districts to become more culturally responsive and to develop intentional strategies around diversifying their educator workforce (teachers, principals, staff, senior district leaders) to better serve all students.
 - [InSPIRED Fellowship](#) (*In-Service Professionals who are committed to Increasing the Racial and Ethnic Diversity of our teacher workforce*) – an initiative that provides an opportunity for current educators to recruit students and young adults from underrepresented communities at the high-school, community college, or undergraduate level into the teaching profession. The goals of the fellowship are to increase the diversity of the teaching workforce in Massachusetts, and to increase the retention rates of current educators committed to a diverse workforce by creating a network of like-minded, committed educators that can persist beyond the fellowship period.
 - **Diversity Network Year 2** — a two-year professional development series for school districts, educator preparation program, and community organizations centered on the identification of best practices to recruit and retain a racially diverse and culturally responsive teacher workforce. The Network is led by the Center for Strategic Initiatives and TNTP and includes approximately 180 participants.
- f. Promote the goals of the cross-sector family engagement framework, [Strengthening Partnerships: Prenatal through Young Adulthood Family Engagement Framework](#). These goals support efforts to build capacity at the state and local levels to help schools more actively and effectively engage families in ways that are meaningful to students and families and that help improve outcomes for students, including but not limited to students of color, students with disabilities, students who are English learners, and students who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). These goals align with the aforementioned [Commissioner’s Goals for the 2020-2021 school year](#), which include an emphasis on the need for schools and districts to strengthen and build upon supports to students and families to address opportunity gaps. Additionally, these goals speak to support for districts to implement the new [Interactive Blueprint for English learners](#) which includes a vision essential for English Learners and important for all students: *attending schools in which all educators share responsibility for their success, engage effectively with their families, and value and nurture their linguistic and cultural assets.*

***RECOMMENDATION 3:
COMMUNICATE ABOUT AND PROMOTE SAFE AND SUPPORTIVE SCHOOLS***

The Commission recommends the Department continue to communicate about, promote, and provide opportunities to enhance and recognize safe and supportive learning environments. This includes helping districts and schools learn about the resources available through the revised Safe and Supportive Schools Framework and Tool, which are now available for school use. As part of this, the Commission also recommends the Department continue efforts to further identify ways to promote and increase student voice and family engagement, to help develop the capacity of schools and districts to offer equitable, safe, and supportive learning environments.

It is essential that schools and school districts recognize, and that state leaders validate, the importance of creating safe and supportive schools and districts grounded in anti-racist and equity focused values. A key component of this work is building and strengthening relationships, as 7th grade math teacher at the Ferryway School in Malden and the 2021 [Teacher of the Year](#) Jennifer Hedrington emphasizes, and the relationship building is important between and among students, educators, families, community partners, and more. As Ms. Hedrington shared at the [October 2020 Board Meeting](#), her philosophy as a teacher is to “teach in color through the lens of love”, and building relationships with students helps them be willing and open to engage in learning subject-matter content and strengthening skills for life. Furthermore, building relationships with colleagues and families helps set the stage for partnering in support of students, and navigating challenges and areas where learning is needed from all. The Commission recommends that the Department continue to explore ways to recognize the work of safe and supportive schools, and to further disseminate promising practices. Examples of these practices can be embedded into the updated framework and tool, shared during professional learning opportunities, and included in student to teacher relationship building and family engagement strategies.

Examples that continue to build upon previous Safe and Supportive Schools efforts include the following:

- a. Continue to provide funding for at least a full-time staff person to provide capacity for the Department to carry out its duties set forth in the law [G.L. c. 69, § 1P(f)].¹³ These responsibilities are extensive and relate to efforts described below, including coordinating the Safe and Supportive Schools grant program; hosting statewide and regional trainings and leadership sessions (virtually and/or in-person as appropriate); further updating the online framework and tool; overseeing the grant evaluation; providing technical assistance and developing and disseminating practices related to coordinating with community service providers and implementing the framework, tool, and action plans; and providing administrative support to the Commission.
- b. Continue to provide grant funding to school and district teams to help them use the framework and tool to take on a self-reflection process, and create and implement action

¹³ Department responsibilities outlined in G.L. c. 69, § 1P(f) are listed in the second paragraph of this report’s section below on “Department Activities Related to G.L. c. 69, § 1P(f).”

plans, that embed anti-racist efforts and safe and supportive schools practices.

- c. Continue to support a contract with one or more external vendors/organizations to assist with upgrading and refining the framework and tool, and to help develop related guidance and materials to assist school districts with reflecting on their needs, developing associated action plans, and implementing the plans to address areas that they determine are most relevant based on the data for their schools and districts.
- d. Continue to hold and evolve statewide and regional convenings (virtually where appropriate) and partnering with other organizations where appropriate, for teachers, school and district leaders, and other school personnel and partners, across the Commonwealth. These offerings can focus on approaches to implementing safe and supportive school practices, leadership strategies, elevating student voice, and building meaningful family engagement practices that promote equity and anti-racist goals, including dismantling practices that perpetuate racially based outcomes and other inequities.
- e. Continue to expand ways to hear from and partner with students and statewide student leadership groups and other interested stakeholders to inform the work of the Commission and schools/districts.
- f. Continue to evaluate and gather feedback from grantees on the Safe and Supportive Schools grant program. This may include feedback on aspects of the grant program such as the needs of school and district leaders, examples of promising leadership practices, the revised framework and tool, and the technical assistance and professional development provided. Furthermore, this work could also help to compile lessons learned and promising practices to disseminate with others, and to further inform framework and tool and program improvements throughout the year.

Additional examples of efforts to communicate about and promote safe and supportive schools include the following:

- Encourage school and district efforts to incorporate goals related to safe and supportive learning environments into updates to [Student Opportunity Act Plans](#), Reopening Plans, and other School and District Improvement Plans, including ways the Safe and Supportive Schools Framework and Tool resources can be used to help inform this work.
- Support schools and districts in grounding improvement efforts in the [Essential Elements](#) woven throughout in the framework and tool (*support all students, deepen understanding, advance equity, exemplify cultural responsiveness, and continually reflect and adapt*).
- Assist schools and districts with tools and guidance on ways to gather and use available data to effectively inform root cause analysis efforts – that in turn inform safe and supportive school efforts that improve all students’ experiences and outcomes, and in particular students who identify as part of one or multiple marginalized groups. Such data sources may include but not be limited to the student [Views on Climate and Learning](#) (VOCAL); [state](#) or local Youth Risk Behavior Surveys (YRBS); [Early Warning Indicator System](#) (EWIS); [School](#)

[Safety and Discipline Report \(SSDR\)](#); [restraint data collection tool](#); and any additional information from local data collection efforts. Local efforts might include universal mental health screenings; social-emotional competency assessment data; the Communities That Care (CTC) Risk and Protective Factor Youth Survey (also known as the Prevention Needs Assessment (PNA) survey; or additional student, family, staff, or community surveys or other data source.

- As previously noted, the COVID-19 pandemic has exacerbated inequities for students, families, and staff members throughout the Commonwealth, including specifically for students of color and those living in poverty. The Department is encouraged to continue to promote best practices and resources on how to best support student and family needs during COVID-19, including prioritizing relationship building, student well-being, and mental health needs. The Commission requests the Department further support implementation efforts informed by the Department's resource document: [Creating Positive Learning Environments: Recommendations and Resources to Support the Social Emotional Well-being of Students, Staff, and Families \(Summer 2020\)](#).

The Department is encouraged to partner with statewide organizations, including those represented on the Commission from a wide range of educational stakeholder roles, to help promote and distribute information about resources and promising practices in the realm of safe and supportive schools.

The Commission also recommends that updates to the framework and tool make more clear their alignment with other agency initiatives; with the [Principles of Effective Practice for Integrating Students Supports](#); and with the Commissioner's [Our Way Forward](#) themes that promote *deeper learning, holistic supports and enrichment, innovation and evidence based practices, and the state serving as a partner*.

Moreover, the Commission recommends that the Department consider ways to help schools and districts further support the health and well-being of all staff and administrators, and especially those who work on a regular basis with students, especially considering the impact of the pandemic. Efforts in this realm not only benefit the adults, but contribute to retention efforts, and to adults' capacity to effectively educate and support students' growth and well-being.

Future Directions

The Commission's goal is to help with efforts that assist school communities with creating safe and supportive learning environments for *all* students, especially considering the impact of the COVID-19 pandemic. Safe and supportive schools support the whole child in forming positive relationships with adults and peers, self-regulating their emotions and behaviors, achieving high academic standards, and being physically and emotionally healthy. In turn, undertaking a safe and supportive schools approach requires a plethora of support to adults to ensure adults feel prepared, equipped, and supported to work in this direction. Safe and supportive schools value the expertise of educators to engage in a process that integrates the many initiatives necessary to create safe and supportive school cultures through an anti-racist lens to best support the wellbeing of *all* students, staff, and families. Safe and supportive schools actively work to eliminate bias related to race, ethnicity, color, sex, gender identity, religion, national origin,

sexual orientation, and other forms of identity in all school-wide activities and throughout all school operations. They value the social and cultural experiences of students, staff, families, and partners, and ensure that culturally responsive systems of support are fully integrated into the culture of schools.

Considering the impact of COVID-19 and how to best prepare to support schools and districts in the year ahead, directions the Commission is considering focusing on during this upcoming year and beyond include the following. Note that 2021 priorities are expected to be further discussed and decided upon early in the new year, starting at the first 2021 [meeting](#) in February.

Focus areas under consideration for 2021:

- Providing input to the Department during efforts to further update and refine the **Safe and Supportive Schools Framework and Self-Reflection Tool**, to ensure an anti-racist and equity lens is embedded throughout, while the latest revised version is piloted by fiscal year FY2021 grantees.
- Considering ways to further safe and supportive school efforts in the **context of the COVID-19 pandemic**, taking into consideration modified protocols for in-person learning as well as hybrid and remote learning contexts, as well as disparate impacts on communities based on race/ethnicity, income, and more.
- Finding ways to increase the degree to which the Commission's work is informed by **diverse perspectives**, including but not limited to racial and ethnic diversity.
- Continuing to find ways to strengthen and promote **social emotional learning guidance** put forth by the Department and other external organizations.
- Considering ways to further efforts related to effective **collaboration with families**, specifically during the COVID-19 era. Some possibilities include, promoting resources such as the cross-agency [Family Engagement Framework](#) and associated guidance and training, and continue to support efforts in collaboration with Department staff working on family engagement initiatives.

Additional areas for consideration, for 2021 and/or beyond:

- Informing the Department's efforts to build **leadership capacity** for Superintendents, Principals, School Committee members, and others to prioritize effective efforts that help create and maintain safe and supportive environments.
- Making additional recommendations regarding schools' **access to clinically, culturally, and linguistically appropriate services**.
- Continuing to build the capacity for schools and districts to find opportunities to support **adult/staff social-emotional wellbeing**.

- Gathering information, offering proposals, and participating in discussions with the Department related to possible ways to increasingly use safe and supportive schools measures as **indicators of school quality and student success**.
- Collecting additional **information on barriers** to creating Safe and Supportive Schools. This information can help guide the Department as it develops or refers to professional learning materials, workshops, institutes, and other opportunities.
- Seeking **opportunities for students and educators to give their input and feedback** on how schools can be more safe and supportive, based on their experiences.
- Promoting **possible staffing models** for schools/districts to consider related to most effectively using behavioral and mental health practitioners, through a safe and supportive schools lens.

Commission Activities Undertaken in 2020

Commission areas of top priority focus in 2020 included taking into consideration the impact of the COVID-19 pandemic on schools and Commission activities, informing updates to the Safe and Supportive Schools Framework and Self-Reflection Tool, and reflecting on ways to further advance racial equity and broader equity goals. Below is a brief summary of activities conducted during this sixth year of the Commission.

- Convened **seven Commission meetings** in 2020, including a two-part summer retreat. The first 2020 meeting was held on February 10 in Shrewsbury (thanks to the generosity of the Shrewsbury Town Hall). Per [temporary updates to the open meeting law](#) in light of the COVID-19 pandemic, all subsequent 2020 meetings were held virtually on the following dates: April 2, May 11, July 22 and August 5 (the two-part summer retreat), October 5, and November 16.
- **Welcomed four new Commission members**, appointed by the organizations cited in the legislation authorizing the Commission that had vacancies in their member spots.
 - **Jordan Healy** and **Matthew Tibbitts**, starting with the February 10, 2020 meeting, representing the [State Student Advisory Council](#) (SSAC). Ms. Healy was a SSAC Member, and a student at Granby Junior/Senior High School and Mr. Tibbitts was the SSAC Chair and Board (BESE) Member, and a student at Ludlow High School. Both students graduated in June 2020.
 - **Catherine McCourt**, Senior Policy Manager, Executive Office of Education, who served at the April 2, 2020 meeting, representing the Secretary of Education (EOE Designee), and who served during several periods of time in prior years as well.
 - **Alexis Lian**, Staff Director, Massachusetts STEM Advisory Council, Executive Office of Education, starting with the May 11, 2020 meeting, representing the Secretary of Education (EOE Designee).

- **Joel Khattar**, Program Manager, starting with the October 5, 2020 meeting, representing the [Parent/Professional Advocacy League](#) (PPAL).
- The Department and Commission are also **extremely grateful for the years of generous and helpful contributions of the following members** who moved on from their work as members of the Commission this year:
 - **Henry Julio East-Trou**, Executive Director, Gandara Center, who served through the November 18, 2019 meeting, representing a community-based organization (CBO) that provides services as part of the Children's Behavioral Health Initiative (CBHI), and that provides mental health services in schools, and appointed by the Secretary of Education (EOE). The Department and Commission congratulates Dr. East-Trou on his retirement.
 - **Katherine Lipper-Garabedian**, General Counsel, Executive Office of Education, who represented the Secretary of Education (EOE Designee) through February 10, 2020. The Department and Commission congratulates Representative Lipper-Garabedian in her new role as State Representative for the 32nd Middlesex District.
 - **Catherine McCourt**, Senior Policy Manager, Executive Office of Education, as noted above, who served at the April 2, 2020 meeting, representing the Secretary of Education (EOE Designee), and who served during several periods of time in prior years as well. The Department and Commission wish Ms. McCourt the best in her new position outside of EOE.
 - **William Diehl**, MOEC Board of Directors Regional Representative, and Collaborative for Educational Services Executive Director, who represented the MA Organization of Education Collaboratives (MOEC) through November 16, 2020. The Department and Commission congratulates Dr. Diehl on his retirement.
- **Re-elected by Commission member vote** at the May 11, 2020 meeting **Commission Co-Chair Dr. John Doherty**, Superintendent of Reading Public Schools, representing the Massachusetts Association of School Superintendents, to serve a second 2-year term, starting in the fall 2020. Dr. Doherty serves alongside Co-Chair Rachelle Engler Bennett, Associate Commissioner, Student and Family Support — the Department's/Commissioner's designee since winter 2015.
- The Commission heard several Harvard Education Law Clinic students at the April 2, 2020 meeting share about their experiences **supporting high school students prepare for presentations to the Legislature**. These efforts were an extension of secondary school student [focus groups](#) conducted in 2019 **under the guidance of the Trauma and Learning Policy Initiative (TLPI)**, a joint program of Massachusetts Advocates for Children (who has a representative on the Commission) and Harvard Law School. The law clinic students described how they met with volunteer high school students who participated in the focus groups earlier in the year and coached them for presentations to the Legislature. **Seven high school students spoke and over 50 legislative offices were represented**. Students shared their thoughts with the legislators on what is needed to make schools more safe and supportive, and a principal also presented and connected what the students shared to the

essential elements of a safe and supportive school. The participating students also had a tour of Harvard and the State House, and met with their legislators.

- Discussed and deliberated on **recommendations** and **future directions** to include in this sixth annual report to the Legislature.
- Engaged in two-hour session on ***Critical Hope and Equity, with a specific focus on racial equity***, for part one of the summer retreat, facilitated by Matthew Rodriguez from the [Equity Imperative](#). As described below in the Department Activities section of the report, the Department is contracting with the Equity Imperative to plan and facilitate a series of professional development offerings to Safe and Supportive Schools grantees, Rethinking Discipline initiative participants, and others.
- Informed updates to the **Safe and Supportive Schools Framework and Self-Reflection Tool** throughout the course of the year, and in particular during the meetings on February 10, April 2, and August 5 (part-two of the summer retreat).
- Engaged in numerous discussions related to experiences across the Commonwealth and Department guidance associated with the **COVID-19 pandemic**, in the context of school closings in the spring 2020 as well as schools re-opening with new protocols and guidance in fall 2020.

Department Activities Related to G.L. c. 69, § 1P(f)

The statute [G.L. c. 69, § 1P(f)] calls for many actions to be taken by the Department, all of which are subject to appropriation.

“(f) Subject to appropriation, the department shall facilitate and oversee the implementation of the safe and supportive schools framework in schools that vote to develop and implement the framework. The department shall, subject to appropriation: (i) provide technical assistance to schools on using the self-assessment tool and developing school action plans and to districts on coordinating with community service providers and developing strategies to facilitate the district-wide implementation of the framework; (ii) develop and disseminate model protocols and practices identified in the framework; (iii) establish a safe and supportive schools grant program, through which grantees shall pilot and share with other schools an effective process for developing and implementing school action plans; (iv) update its website to include the framework, the self-assessment tool, best practices and other information related to the implementation of the framework; (v) host regional trainings for schools and districts; and (vi) provide administrative support to the safe and supportive schools commission established under subsection (e). Nothing in this section shall be construed as limiting the ability of the department to contract with individuals, external partners or other entities to support the functions established under this section; provided, however, that the department shall consider opportunities for education collaboratives or other regional service organizations to coordinate and disseminate training, technical assistance and information to school districts on the implementation of the framework.”

Related department efforts are described below. These include information about efforts to update the Safe and Supportive Schools Framework and Tool, the Safe and Supportive Schools grant program and evaluation work, professional development offerings to further safe and supportive school efforts, and select additional student health and wellness initiatives.

Updates to the Safe and Supportive Schools Framework and Tool:

Throughout 2020, the Department worked through a contract with the [BlueScope Group](#)¹⁴ to revise and update the Safe and Supportive Schools Framework and Self-Reflection Tool. The BlueScope Group worked collaboratively with Department staff, the Commission, and other stakeholders to revise the existing framework in numerous ways.

The updated framework and tool are now available through [SaSSMA.org](#). The revised versions are designed to be useful in thinking through and strengthening equity-based (including racial equity) efforts to create safe and supportive learning environments for all students in all contexts. The [Safe and Supportive Schools Framework and Implementation Guide](#)¹⁵ also now includes more details regarding suggested phases of the work. The five phases are as follows, and each includes sub-steps in the guide:

1. Build a foundation and strengthen readiness.
2. Reflect on the current state of the school and identify priorities.
3. Action planning for a safe and supportive school.
4. Implement the action plan for success.
5. Develop a cycle of inquiry and continuous improvement.

The framework and guide also include a continuum map, or rubric, designed to help schools and districts reflect on where they currently are and plan for future directions. There are six topic areas, or [Levers](#), within the rubric that focus on:

1. Leadership and Culture.
2. Family Engagement.
3. Professional Learning Opportunities.
4. Access to Resources and Services.
5. Teaching & Learning that Fosters Safe and Supportive Environments.
6. Policies and Procedures.

Each Lever includes Indicators that correspond to what are framed as [Essential Elements](#) that lay the foundation for safe and supportive school efforts. Each Indicator includes one or more examples across a continuum of implementation, at varying levels of depth and complexity. This rubric can help school and district teams find appropriate entry points and identify priorities based on local context. When using this rubric, teams can identify tangible evidence of where on the continuum (Beginning to Excelling) the school or district is, and can inform a team's plans for building upon strengths and addressing challenges.

¹⁴ BlueScope Group website: <https://bluescopegroup.com/>

¹⁵ Safe and Supportive Schools Framework and Implementation Guide: http://sassma.org/documents/Safe_and_Supportive_School_Implementation_Guide_Community_Vetting_Draft_12.11.20.pdf

An updated [Self-Reflection Tool](#)¹⁶ is also available, and is directly aligned with the revised framework. The tool now has a preliminary self-reflection option, as well as a deeper dive component. The goal of the preliminary stage (suggested during phase 1) is to help the school based (and district) teams to develop an early understanding of what components of a safe and supportive school they already may have in place and what areas may be considered for further exploration, and in what topic order the team wants to dig into the deeper dive. The purpose of the deeper dive (suggested during phase 2) is to allow for a more intensive process that yields important information the team can use to build out action plans.

Further refinements to the action planning and tool reports section are under final development and will be available on the site later this winter. During the remainder of the 2020-2021 school year, the updated framework and self-reflection tool will be used by grantees and others as feedback continues to be gathered. The Department will be seeking and welcomes [feedback](#) on the updated versions, and plans to make further refinements informed by this feedback in spring 2021.

Safe and Supportive Schools Grant Program:

In September 2020, the Department posted the FY2021 Safe and Supportive Schools Competitive Grant opportunity, Fund Code (FC) 335.¹⁷ Grant applications were due on October 15, 2020. Information about this competitive grant opportunity were included in both the September 21, 2020 [Commissioner's Weekly Update](#)¹⁸ and the September 2020 [Holistic Supports & Enrichment: Strengthening Social Emotional Competencies, Health & Safety newsletter](#).¹⁹

The Safe and Supportive Schools Continuation Grant, [FC 337](#)²⁰ was made available in August 2020, and grant applications were reviewed and approved on a rolling basis. Information about this continuation grant opportunity was sent to eligible applicants directly. Information about both grants can be found on the [Safe and Supportive Schools Grant website](#).²¹

Informed by feedback from the field, Commission meeting discussions, and the evaluation, the **competitive grant (FC 335)** offered up to \$20,000 per selected district (for up to \$10,000 per selected school) for one of two options.

- Districts that had not used the framework or self-reflection tool in the past were able to apply through grant **Option One (Action Planning)** to develop action plans that organize, integrate, and sustain school and district-wide efforts to create safe and supportive school environments and coordinate and align student support initiatives. Selected schools in grant recipient districts are creating action plans this year informed by school team

¹⁶ Safe and Supportive Schools Self-Reflection Tool: <http://SaSSMA.org/>

¹⁷ FC 335: <http://www.doe.mass.edu/grants/2021/335/>

¹⁸ Commissioner's Weekly Update with grant information: <https://us14.campaign-archive.com/?u=d8f37d1a90dacd97f207f0b4a&id=ebab280f32#competitivefy>

¹⁹ Holistic Supports & Enrichment newsletter with grant information: <https://us14.campaign-archive.com/?u=d8f37d1a90dacd97f207f0b4a&id=9f9df3305a#Safe%20and%20Supportive%20Schools%20Competitive%20Grant>

²⁰ FC 337: <http://www.doe.mass.edu/grants/2021/337/>

²¹ Safe and Supportive Schools Grant website: <https://www.doe.mass.edu/sfs/safety/grants/>

reflections through the online framework and self-reflection tool. Grantee districts will also create district action plans that support the selected schools.

- Additionally, districts that had used the tool to create action plans in the past could apply through grant **Option Two (Implementation and Mentoring/Support)** to help them with implementing school-based action plans (and associated district-support plans) that were created in prior year(s). These Option Two grantees are also serving as mentors and support for others — including for Option One (Action Planning) grantees, other districts interested in using the self-reflection tool, districts beginning to implement action plans created previously, the Department and Commission, and other stakeholders interested in safe and supportive schools.

A total of 27 applications were submitted for this competitive funding and 14 entities (including 3 regional school districts, 1 vocational technical school district, 1 charter school district, 1 collaborative,²² and 7 other school districts) were awarded²³ grants to support efforts in 36 schools or programs. Option One (Action Planning) grantees (11) were awarded \$10,000 each and Option 2 (Implementation/Mentoring) grantees (3) were awarded \$8,650 each. In total nearly \$136,000 from line item 7061-9612 is being leveraged by communities through this competitive grant program to develop and implement action plans and provide support to others and share promising practices that will help create and maintain safe and supportive learning environments.

The continuation grants (FC 337) are for districts in their second year of a two-year grant. These funds are supporting schools that received the FY2020 competitive grant, to implement items from the action plans they created using the self- assessment tool last year (FY2020 Option 1 grantees) or to continue implementing action plans created previously and to continue to serve as mentor/support for others (FY2020 Option 2 grantees). A total of 17 districts²⁴ were awarded continuation grants, for use in approximately 47 schools, supported by \$126,000 from line item 7061-9612.

Grant evaluation:

Funded through the safe and supportive schools line-item 7061-9612, the Department contracted with Collaborative for Educational Services (CES) for continued work on an independent evaluation of the grant program, to complement and extend efforts described in their [2018](#) and [2019](#) reports. Much of the work planned for 2020 was put on hold due to pandemic-related school closures beginning in March 2020 and the school re-opening efforts in the fall 2020. CES was able to provide the Department with feedback on the [Action Planning template](#)²⁵ as well as a review of the use of the online Safe and Supportive Schools Self Reflection Tool. This work from CES will be used to help support the 2020-2021 grantees as well as the revisions of the Safe and Supportive Schools Self-Reflection Tool, and additional work through the contract will be confirmed and conducted during 2021 and described in the Commission's next annual report.

²² FY2021 eligible districts included Collaboratives and their associated educational programs as well as Collaboratives supporting their member districts. The Collaborative grantee will be using the funding in its own student programs.

²³ FY2021 FC 335 grantees (competitive): <https://www.doe.mass.edu/grants/2021/awards/335.docx>.

²⁴ FY2021 grantees (continuation) are listed in the eligibility section: <http://www.doe.mass.edu/grants/2021/337/>.

²⁵ Action Planning Guidance and Template: <https://www.doe.mass.edu/sfs/safety/grants/action-plan.docx>

Professional development to support work related to safe and supportive schools:

During the 2019-2020 School Year, the Department created a yearlong professional development series that included webinars, in person regional networking meetings, and a statewide convening (planned with input from the Department of Early Education and Care [EEC]). The series was focused on using an equity lens to support all students in safe and supportive learning environments. Participants in the series had the opportunity to learn with and from grade-span colleagues (early childhood/elementary and middle/high school) and community-based partners.

Due to the COVID-19 pandemic, plans for a statewide convening were shifted and reworked to provide virtual offerings. Virtual offerings were coordinated with partners across the Department including the following offerings, a number of which are still available as recordings on the [MA Tools for Schools COVID-19 Resources](#) page:

- Establishing District-Wide Systems to Support Students' and Educators' Mental Health Needs during COVID-19,
- Peer-Sharing Virtual Meetings to further support educators and student support staff across the Commonwealth to address students' social, emotional, and mental health needs, and
- Supporting Students' Social and Emotional Learning (SEL) and Mental Health Needs in the COVID-19 Era Webinar.

Additional coordination occurred with other larger Department equity initiatives and in particular, a contract was established with the [Equity Imperative](#),²⁶ a portion of which is funded through the safe and supportive schools line-item 7061-9612. The Equity Imperative was selected to provide an in-depth professional development opportunity for Safe and Supportive Schools Grantees, Rethinking Discipline Initiative participants, and others. Due to the COVID-19 pandemic, the original plans were modified to accommodate the new remote work and school reality and the timeframe was adjusted to best meet the needs of schools and districts. The Equity Imperative provided a 2 hour webinar in May 2020 titled "Equity and Critical Hope in the Time of COVID-19" with the learning objectives of building trust and understanding with one another amidst the global pandemic of COVID-19, reflecting on participants' own response to the "Stay at Home" Advisory during COVID-19, and imagining examples of what equity can look like in current student/scholar and family engagement, and planning for the return to school as a result of this crisis.

The Equity Imperative will also run five virtual learning pathways (each three-sessions), on topics related to equity and anti-racist practices in family engagement, instruction & curriculum, discipline, and other areas of school operations. These pathways are being offered throughout the 2020-2021 school year (two during 2020, and three during 2021).

Furthermore, the Equity Imperative is creating a comprehensive online course for Safe and Supportive Schools grantees, [Rethinking Discipline](#) initiative participants, and others. The course will address the following themes:

²⁶ Equity Imperative: <https://www.equityimperative.org/>

- Confronting the racist history of our schools, and society, learning how that history lives within ourselves and requires a commitment toward racial equity and a development of equity-based interactions.
- Confronting the history of deficit thinking, and developing a structural lens to situate the root of racially delineated achievement outcomes and create strategies to enhance the quality of relationships.
- Confronting the ways that racism manifests and is perpetuated in the regular day-to-day routines in schools in order to learn where best to interrupt this reality.
- Confronting the obstacles and roadblocks to leading equity work and the ways to best press forward on behalf of students and families.

These online modules will be available starting in January 2021 and will continue into the fall of 2021 for the first cohort. Additional cohorts will have access to the module in the future.

Select Additional Student Health and Wellness Support Efforts:

The Department is engaged in a series of coordinated initiatives intended to build capacity of public school districts and communities to:

- develop comprehensive, integrated multi-tiered systems for student support; and
- establish an infrastructure to facilitate integrated coordination of school and community-based resources, including but not limited to, social services, mental health, and behavioral health resources.

These efforts will be detailed further in subsequent legislative reports, including one forthcoming on Student Wellness School Supports funded through line-item [7061-9650](#), that supports efforts including but not limited to Fund Codes(FC) 336/613 *Supporting Students' Behavioral and Mental Health and Wellness* grants;²⁷ the [Systemic Student Support \(S3\) Academy](#); and extensions on the reach of the [Social Emotional Learning/Mental Health Academy](#), which is primarily funded through a [federal School Climate Transformation grant](#).

These efforts are in support of the larger umbrella of creating safe and supportive learning environments, and build upon and will help further inform work related to the principles of effective practice, the framework, and the tool.

Additional Department efforts:

Additional funds enabled full-time staffing to support Safe and Supportive Schools Framework and Tool related work. This staff work includes providing technical assistance and training to school districts; policy development and dissemination; project planning and implementation; grants and contract management; inter-agency collaboration; and coordination of and participation in information gathering efforts such as focus groups, and in research and evaluation activities.

²⁷ A portion of those integrated student wellness grants are funded through the through the [2019](#) supplemental budgets' line 7061-0010, focused on connecting schools with community-based mental and behavioral health service providers.

APPENDIX A: Safe and Supportive Schools Commission Members

Amador	Andria	MA School Psychologists Association (MSPA)	MSPA Past President; Boston Public Schools — Assistant Dir., Special Education & Related Services — Comprehensive Student Support Services
Bennett	Rachelle Engler	MA Department of Elementary and Secondary Education (DESE)	Commission Co-Chair (DESE Designee); Associate Commissioner, Student and Family Support
Brown	Donna M.	MA School Counselors Association (MASCA)	MASCA Immediate Past Executive Director
Burd	Sara	Arlington Public Schools, Practitioner of the Framework	Arlington Public Schools Director of Social Emotional Learning and Guidance
Cole	Susan	MA Advocates for Children (MAC)	MAC Senior Project Director, and Trauma and Learning Policy Initiative (TLPI) Director
Daniels	Margie	MA Chapter of the National Association of Social Workers	Social Worker, and Executive Director, Middlesex Partnerships for Youth
Diehl	William	MA Organization of Education Collaboratives (MOEC)	MOEC Board of Directors Regional Representative; Collaborative for Educational Services Executive Director
Doherty	John	MA Association of School Superintendents (MASS)	Commission Co-Chair (Selected by Commission Members); Superintendent, Reading Public Schools
East-Trou	Henry Julio	Representative of a community-based organization (CBO) that provides services as part of the Children's Behavioral Health Initiative (CBHI), and that provides mental health services in schools	Immediate Past Executive Director, and consultant to the Gándara Center
Galvin Labbe	Colleen	American Federation of Teachers (AFT)-MA / MA Teachers Association (MTA)	AFT-MA/BTU Member; Social Emotional Learning Instructional Coach, Office of Health and Wellness, Boston Public Schools
Healy	Jordan	State Student Advisory Council (SSAC)	Student and SSAC Member, Granby Junior/Senior High School '20
Holmes	Ellen	MA Association of School Committees (MASC)	MASC Vice President; Ashburnham-Westminster Reg. School Committee Member
Khattar	Joel	Parent/Professional Advocacy League (PPAL)	Program Manager
Lian	Alexis	Secretary of Education (EOE Designee)	Staff Director, Massachusetts STEM Advisory Council, Executive Office of Education, MA Executive of Education
Lipinski	Michelle	Representative of Mass. Recovery High Schools with expertise in adolescent substance use disorders	Principal, Northshore Recovery High School
Pearrow	Melissa	University of MA - Boston, Former BHPS Taskforce Member and Tool Developer/Evaluator	Associate Professor of Counseling and School Psychology, College of Education and Human Development, and School Psychology Program Director, and MSPA Past President
Riccio	Cathy	MA School Nurse Organization (MSNO)	Nurse Leader, Newburyport Public Schools

Salovardos	John	MA Administrators for Special Education (ASE)	Director of Pupil Services, Athol-Royalston Regional School District
Stevenson	Laura	MA School Administrators' Association (MSAA)	Principal, Holbrook Middle-High School
Tibbitts	Matthew	State Student Advisory Council (SSAC)	SSAC Chair and Board (BESE) Member; Student, Ludlow High School '20

APPENDIX B: Legislative Charge for the Commission

Massachusetts General Laws, c. 69, § 1P(g): There shall be a safe and supportive schools commission to collaborate with and advise the department on the feasibility of state-wide implementation of the framework. The commission shall consist of 19 members: 1 of whom shall be the commissioner of elementary and secondary education or a designee, who shall serve as co-chair; 1 of whom shall be the secretary of education or a designee; 1 of whom shall be a school superintendent appointed by the Massachusetts Association of School Superintendents, Inc.; 1 of whom shall be a school committee member appointed by the Massachusetts Association of School Committees, Inc.; 1 of whom shall be a school principal appointed jointly by the Massachusetts Secondary School Administrators' Association and the Massachusetts Elementary School Principals Association; 1 of whom shall be a teacher appointed jointly by the Massachusetts Teachers Association and the American Federation of Teachers-Massachusetts; 1 of whom shall be a director of special education or a director of student support services appointed by the Massachusetts Administrators for Special Education; 1 of whom shall be an executive director of an education collaborative appointed by the Massachusetts Organization of Education Collaboratives; 1 of whom shall be a school psychologist appointed by The Massachusetts School Psychologists Association, Inc.; 1 of whom shall be a school social worker appointed by the Massachusetts Chapter of the National Association of Social Workers, Inc.; 1 of whom shall be a school adjustment counselor or guidance counselor appointed by the Massachusetts School Counselors Association, Inc.; 1 of whom shall be a school nurse appointed by the Massachusetts School Nurse Organization, Inc.; 1 of whom shall be an advocate with experience in education, behavioral health and the impact of trauma on learning appointed by Massachusetts Advocates for Children, Inc.; 1 of whom shall be a representative of the Parent/Professional Advocacy League, Inc. appointed by the Parent/Professional Advocacy League, Inc.; 1 of whom shall be a student appointed by the department of elementary and secondary education's student advisory council; and 3 members to be appointed by the secretary of education: 1 of whom shall be a former member of the behavioral health and public schools task force who participated in the development and statewide evaluation of the self-assessment tool; 1 of whom shall be a former member of the behavioral health and public schools task force with experience implementing the framework; 1 of whom shall be a representative of Massachusetts recovery high schools with expertise in adolescent substance use disorders; and 1 of whom shall be a representative from a community-based organization that provides services as part of the children's behavioral health initiative and that provides mental health services in schools. The commission shall select a co-chair from among its appointees.

The commission shall: (i) investigate and make recommendations to the board on updating, improving and refining the framework and the self-assessment tool as appropriate; (ii) identify strategies for increasing schools' capacity to carry out the administrative functions identified by the behavioral health and public schools task force; (iii) propose steps for improving schools' access to clinically, culturally and linguistically appropriate services; (iv) identify and recommend evidenced-based training programs and professional development for school staff on addressing students' behavioral health and creating safe and supportive learning environments; (v) identify federal funding sources that can be leveraged to support statewide implementation of the framework; (vi) develop recommendations on best practices for collaboration with families, including families of children with behavioral health needs; and (vii) examine and recommend

model approaches for integrating school action plans, required under subsection (e), with school improvement plans and for using the framework to organize other school and district improvement processes.

The commission may collect and review data and feedback from schools as the schools complete the self-assessment tool and develop school action plans, and may convene stakeholders to facilitate solutions to challenges as such challenges arise during the implementation process. The commission may request from the department such information and assistance as may be necessary to complete its work.

The commission shall consult with and solicit input from various persons and groups, including, but not limited to: (i) the office of the child advocate; (ii) the department of early education and care; (iii) the department of children and families; (iv) the department of mental health; (v) the department of public health; (vi) the department of youth services; (vii) the department of developmental services; and (viii) any other parties or entities the commission deems appropriate.

The commission shall prepare and submit an annual progress report concerning the commission's activities with appropriate recommendations, together with drafts of legislation necessary to carry out such recommendations, if any, not later than December 31. The commission shall meet not fewer than 4 times annually. The commission shall submit such annual report to the governor and the clerks of the senate and the house of representatives, who shall forward the same to the chairs of the joint committee on education, the chairs of the joint committee on mental health and substance abuse, the joint committee on children, families and persons with disabilities, and the house and senate committees on ways and means. The first 3 annual reports shall include recommendations regarding: (i) federal funding sources that may support statewide implementation of the safe and supportive schools framework; (ii) training programs and professional development for school staff on creating safe and supportive learning environments; (iii) improving access to clinically, culturally and linguistically appropriate services; and (iv) addressing the administrative functions necessary to carry out the implementation of the safe and supportive schools framework.

NOTE: The full text of the [Safe and Supportive Schools Framework Law](https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter284) (G.L. c. 69, § 1P), within *An Act Relative to the Reduction of Gun Violence*, can be found on <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter284>.

Lapierre, Samantha

From: Doherty, John
Sent: Friday, March 5, 2021 6:04 AM
To: Meredith Reid; DG School Committee
Subject: RE: Lunches

Good Morning, Meredith,

Thank you for the email. Unfortunately, we can't. Eating in the classrooms creates its own set of logistical issues including supervision of students (teachers can't because they are eating lunch at the same time), keeping 6 foot distancing because the students will not have their masks on, and cleaning and disinfecting each classroom once lunch is over.

Please contact me if you have any questions.

Thanks.

John Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800
John.doherty@reading.k12.ma.us

-----Original Message-----

From: Meredith Reid <mreid211@gmail.com>
Sent: Thursday, March 4, 2021 8:32 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Lunches

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Can kids eat at their desks?

Meredith Reid
31 Van Norden Road

Lapierre, Samantha

From: Doherty, John
Sent: Friday, March 5, 2021 6:57 AM
To: Katie Melly; DG School Committee
Subject: RE: MCAS Testing

Good Morning, Kate,

Thank you for the email. I understand your concerns. Unfortunately, we are required to take MCAS as a school district from both a Federal law and state law. The only reason why MCAS was not administered in the state last year is that the Federal Government gave states a waiver to exclude testing and the Massachusetts State Legislature gave the Commissioner authority to postpone the test for one year only.

The MCAS has been shortened this year so that students will only be taking one session of math and one session of ELA in Grades 3-8 and 10. In addition, there will be one session of science in Grades 5, 8, and 9.

If you would like to voice your concerns, you should contact your state representatives and Congressional representative.

I hope this helps. Feel free to contact me if you have any questions.

John Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800
John.doherty@reading.k12.ma.us

From: Katie Melly <mellykatie@gmail.com>
Sent: Thursday, March 4, 2021 5:16 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: MCAS Testing

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee members,

I am writing to voice my concern over the decision by the state to move forward with MCAS testing. I have been waiting to hear resistance from educators and our administration but I haven't heard much on this issue. I don't see the value in taking the little in-person time our students are getting right now to have them sit for a test that they are not prepared for because they are behind where they should be academically. If that isn't stressful enough they need to sit for a couple hours taking the test with their mask on. Haven't our students endured enough over the last year? Why are we putting them through this testing right now? To find out they aren't where they should be? I think we know that.

I am looking for the school committee to question the state's reasoning for moving forward with MCAS testing given the circumstances I mentioned. I am also looking for guidance on who parents can contact at the state level to voice displeasure with the plan for MCAS.

Thank you,
Katie Melly

Lapierre, Samantha

From: Robinson, Charles
Sent: Wednesday, March 3, 2021 4:33 PM
To: bp94960@yahoo.com
Cc: Lapierre, Samantha
Subject: Re: 21/22 School Options

Hi Mr. Paulson:

Thank you for the email and feedback.

Chuck Robinson

From: Brian Paulsen <bp94960@yahoo.com>
Sent: Wednesday, March 3, 2021 1:54 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: 21/22 School Options

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Good evening,

I will make this short and sweet. My fourth graders teacher (Patti Beckman) at Birch has been extraordinary to say the least, but it's been extremely heartbreaking watching my child have anxiety/panic attacks the Sunday before and Monday morning of her in person week.

I have two other kids (1st and 6th) in two separate private schools that have been full-time in person since September. Desk 3' apart and up until the ridiculous mask mandate my 1st grader didn't have to wear a mask. Less than 3 "cases" combined between both schools all year.

In my opinion the only two options for school in the fall are 100% in person (M-F) or 100% remote. I don't care what you have to do or who you have to stand up to just MAKE IT HAPPEN!!!!

Enough is Enough. Our children deserve better.

Brian Paulsen

Lapierre, Samantha

From: stacey livingstone <srivingstone@yahoo.com>
Sent: Thursday, March 4, 2021 5:35 PM
To: DG School Committee
Subject: Change in hybrid model

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Hello

I hope there will be some discussion about this return to full time in person learning that is being proposed by the state at tonight's school committee meeting. I have a student in full remote and was hoping to send him to the hybrid model at elementary school on 3/15/21 and found out today that is no longer an available option and that I can only send him back on 4/5/21 into a full in person model with reduced spacing. I find this very appalling. The CDC just 2 days ago updated their return to school recommendations all of which say 6 feet of distance is recommended at all times, required if community spread is high or the variants are circulating in a community. I understand families want their kids back in school but the priority must be safety not convenience. Anything less than 6 feet apart is dangerous. Plus we have had evidence of in school spread at Wood End so making a concession to 3 feet is wholly inappropriate. And what about the high needs kids who will be exposed to more students in closer quarters, thereby increasing everyone's risk! Never mind the fact that vaccination is at a stand still. The school committee cannot support this insanity especially when we are getting so close to getting this pandemic under control!

Thank you for reading this.

Stacey Shimkus, parent
3rd grader at Birch Meadow

The below notes are copied directly from the CDC website with recommendations updated 2 days ago...

Essential Elements of Safe K-12 School In-person Instruction

1. Mitigation strategies to reduce transmission of SARS-CoV-2 in schools

Regardless of the level of community transmission, all schools should use and layer mitigation strategies. Five key mitigation strategies are essential to safe delivery of in-person instruction and help to mitigate COVID-19 transmission in schools:

- Universal and correct use of masks
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Contact tracing in combination with isolation and quarantine, in collaboration with health department

Schools providing in-person instruction should prioritize two mitigation strategies:

1. Universal and correct use of masks should be required, at all levels of community transmission. Require consistent and correct use of face masks, by all students, teachers, and staff to prevent SARS-CoV-2 transmission through respiratory droplets
2. Physical distancing (at least 6 feet) should be maximized to the greatest extent possible. To ensure physical distancing, schools should establish policies and implement structural interventions to promote physical distance of at least 6 feet between people. Cohorting or podding is recommended to minimize exposure across the school environment

Screening Testing

Routine screening testing of teachers and staff offered once per week

No screening testing for students Routine screening testing of students offered once per week⁴

School Status

K-12 schools open for full in-person instruction

Physical distancing of 6 feet or more to the greatest extent possible⁵

K-12 schools in hybrid learning mode or reduced attendance⁶

Physical distancing of 6 feet or more is required

Sports and extracurricular activities occur; physical distancing of 6 feet or more to the greatest extent possible⁷

Sports and extracurricular activities occur with physical distancing of 6 feet or more required

Sports and extracurricular activities occur only if they can be held outdoors, with physical distancing of 6 feet or more

Sports and extracurricular activities are virtual only

3. Phased mitigation, learning modes, and testing

For schools to operate safely for in-person learning, communities should fully implement and adhere to mitigation strategies to reduce COVID-19 incidence and make decisions that prioritize safely opening schools for in-person learning over nonessential businesses and activities. Additionally, to reduce the risk of transmission in schools, schools should fully implement and strictly adhere to recommended layered mitigation strategies, especially universal and correct masking and physical distancing.

Lapierre, Samantha

From: Geoffrey Coram <gjcoram@yahoo.com>
Sent: Thursday, March 11, 2021 11:00 AM
To: Robinson, Charles
Cc: Lapierre, Samantha
Subject: Re: Portrait of the Graduate

To be clear, I was just an observer (I didn't do any work).

On Mar 11, 2021, at 10:07 AM, Robinson, Charles <Charles.Robinson@reading.k12.ma.us> wrote:

Hi Geoffrey:

Thank you for the email and feedback. We appreciate your work on this committee. Than you.

Chuck Robinson

From: Geoffrey Coram <gjcoram@yahoo.com>
Sent: Wednesday, March 10, 2021 7:24 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Cc: Boynton, Kathleen <Kathleen.Boynton@reading.k12.ma.us>
Subject: Portrait of the Graduate

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee:

I think Portrait of the Graduate will be on the agenda for March 18, but I wanted to send this message while it was fresh in my mind and to be sure it gets in.

I joined yesterday's RMHS School Council as an observer, and I was impressed by Kate Boynton's continued excitement over the development of the Portrait of the Graduate, despite the fact that we are losing her to Nashoba Regional HS. Not just that she continues to work on it, as would be expected for any professional, but that she still finds a thrill in perfecting the wording to capture the vision in a way that makes sense at all grades, which I think she will speak to during the meeting. I am happy that she will be coordinating the NEASC visit in April, and I am hopeful we can get RMHS's accreditation renewed.

Regards,
Geoffrey Coram
Ridge Rd.

Lapierre, Samantha

From: Robinson, Charles
Sent: Thursday, March 11, 2021 10:15 AM
To: Michele Sanphy
Cc: Lapierre, Samantha
Subject: Re: questions/ Supt M contract

Hi Michele:

Thank you for the email and feedback. I have discussed the MASS program with Mr. Milaschewski as well as School Committee counsel and a representative from MASC.

All are very comfortable and enthusiastic about the very rigorous program provided by MASS. Mr. Milaschewski also knows he has the committee's support if he feels he needs more. There are no budgetary issues with any of this.

Thank you
Chuck Robinson

From: michele sanphy <michelesanphy@yahoo.com>
Sent: Tuesday, March 9, 2021 1:38 PM
To: Robinson, Charles <Charles.Robinson@reading.k12.ma.us>; Shawn Brandt <shawn.brandt@gmail.com>; Parks, John <John.Parks@reading.k12.ma.us>; Gaffen, Erin <Erin.Gaffen@reading.k12.ma.us>
Subject: questions/ Supt M contract

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Good Morning,

I hope you are all well.

I have taken quick look at Supt. Milaschewski's contract and have questions about number 8 part B.

My concern is that he has the appropriate additional support needed to ensure his success, if needed. Also, that we have the budgetary means to offer it, if needed.

How much does the MASS Superintendent Induction Program cost annually?

What other executive mentoring programs or similar opportunities have been explored in the event more coaching and/or support is needed and what is the cost annually?

My understanding is anything in addition to the MASS Superintendent Induction Program would be something discussed in open session by the School Committee and all costs associated. Is that correct?

We all know this has been an extremely taxing year on all of our educators, parents and the district leadership team/ central office and my hope is they do not need to much "training".

I am hoping that Superintendent Milaschewski is planning on sharing an entry plan with the community. Is that something he will be doing?

Thank you for all of the work and time you have given this year!

Best,
Michele

Lapierre, Samantha

From: Robinson, Charles
Sent: Tuesday, March 16, 2021 12:00 PM
To: debgilburg@verizon.net
Cc: Lapierre, Samantha
Subject: Re: Reading Education Foundation Update: Please include in School Committee Packet

Hi Deb:

I hope all is well. Thank you for the update and thee and thank you for all of your work with REF.

The committee appreciates the ongoing support of REF.

Chuck Robinson

From: Ippolito, LisaMarie <LisaMarie.Ippolito@reading.k12.ma.us>
Sent: Friday, March 12, 2021 3:34 PM
To: Deborah Gilburg <debgilburg@verizon.net>; DG School Committee <SchoolCommittee@reading.k12.ma.us>
Cc: Doherty, John <John.Doherty@reading.k12.ma.us>; Dowd, Gail <Gail.Dowd@reading.k12.ma.us>; Kelley, Christine <Christine.Kelley@reading.k12.ma.us>; Shankland, Richele <Richele.Shankland@reading.k12.ma.us>; King, Joanne <Joanne.King@reading.k12.ma.us>; Hendrix, Julia <Julia.Hendrix@reading.k12.ma.us>; Leveque, Sarah <Sarah.Leveque@reading.k12.ma.us>; Marchant, Sarah <Sarah.Marchant@reading.k12.ma.us>; Boynton, Kathleen <Kathleen.Boynton@reading.k12.ma.us>; Leavitt, Beth <Beth.Leavitt@reading.k12.ma.us>; Laura Fusco <shaarco568@gmail.com>; Andrea Nelson <cajnelson@yahoo.com>; Teresa Arent <tarent@verizon.net>; klovvoll@verizon.net <klovvoll@verizon.net>; debbiehattery@gmail.com <debbiehattery@gmail.com>; Laura O'Neill <casarano@hotmail.com>; Amy Yatsuhashi <ayatsu@yahoo.com>; Alicia Zessis <Zessis00@gmail.com>; Megan Fidler-Carey <megan.fidlercarey@gmail.com>; Ilka Walkley <ilka@ilkawalkley.com>
Subject: RE: Reading Education Foundation Update: Please include in School Committee Packet

Dear REF,

Thank you for all you do to support the Reading Public Schools. It is very much appreciated.

LisaMarie Ippolito

From: Deborah Gilburg <debgilburg@verizon.net>
Sent: Friday, March 12, 2021 12:30 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Cc: Doherty, John <John.Doherty@reading.k12.ma.us>; Dowd, Gail <Gail.Dowd@reading.k12.ma.us>; Kelley, Christine <Christine.Kelley@reading.k12.ma.us>; Shankland, Richele <Richele.Shankland@reading.k12.ma.us>; Ippolito, LisaMarie <LisaMarie.Ippolito@reading.k12.ma.us>; King, Joanne <Joanne.King@reading.k12.ma.us>; Hendrix, Julia <Julia.Hendrix@reading.k12.ma.us>; Leveque, Sarah <Sarah.Leveque@reading.k12.ma.us>; Marchant, Sarah <Sarah.Marchant@reading.k12.ma.us>; Boynton, Kathleen <Kathleen.Boynton@reading.k12.ma.us>; Leavitt, Beth <Beth.Leavitt@reading.k12.ma.us>; Laura Fusco <shaarco568@gmail.com>; Andrea Nelson <cajnelson@yahoo.com>; Teresa Arent <tarent@verizon.net>; klovvoll@verizon.net; debbiehattery@gmail.com; Laura O'Neill <casarano@hotmail.com>; Amy Yatsuhashi <ayatsu@yahoo.com>; Alicia Zessis <Zessis00@gmail.com>; Megan Fidler-Carey <megan.fidlercarey@gmail.com>; Ilka Walkley <ilka@ilkawalkley.com>
Subject: Reading Education Foundation Update: Please include in School Committee Packet

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

To Reading School Committee Members:

Copying RPS Central Office and School Principals

REF has been asked to provide an update of it's funding activities for this academic year. Attached to this email is a detailed update of the REF Relief Fund and information about the four grants awarded in 2021.

As was the case for many education and nonprofit organizations, REF has had to adapt the way it operates in response to the limitations the pandemic has placed on normal operations. As a nonprofit whose mission if to support RPS teachers and students, it was incumbent on us to find ways to help. Like many other Education Foundations, REF adopted an emergency relief program and created the Reading Relief Fund (RRF) to provide support for virtual teaching. See more details in the attached update.

REF is committed to helping our teachers with the demands of virtual teaching during this unprecedented time. We are poised to provide requested items as soon as possible as part of Phase 2 of the RRF program.

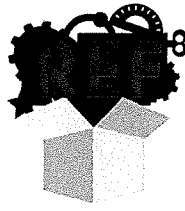
The REF Board of Directors is pleased to continue to partner with the Reading Public Schools in supporting teachers and students, and respectfully requests that this information is added to the upcoming School Committee packet and agenda for review.

Please reach out with any questions.

Sincerely,

Deb Gilburg and the REF Board of Directors

Deborah Gilburg
President
Reading Education Foundation
www.readingef.org



Reading Education
Foundation

**Update of Reading Education Foundation Activities for 2020-2021
Academic Year
March 12, 2021**

Below is a summary of REF actions for the 2020-2021 academic year, during the Pandemic. We have included information about:

- A. Reading Relief Fund, page 1
- B. REF Teacher Grants, page 4
- C. Complete REF Relief Fund Guidelines, page 5

A. REF Relief Fund

Like many other Education Foundations, the Reading Education Foundation (REF) has had to adapt to support virtual teaching needs for RPS teachers during this year. Below is a summary of the steps the Board has taken to date.

When COVID hit the district and schools closed in Spring of 2020, REF suspended its grant process to see what needs might emerge as a result of the unprecedented circumstances. REF contacted the Central Office and was told there were no immediate needs identified in the Spring. REF wanted to take action and to thank the teachers for their all their hard work in adapting to remote learning so provided every teacher with a \$20 gift card to Staples in July 2020. In the Summer of 2020, the Board reached out to the district reiterating our request to provide support. We heard that the district had received a substantial grant and were very busy adapting to virtual school and all that would entail. Our Board continued to meet and to discuss how we could put our efforts to the best use especially in this unusual cycle.

REF is a nonprofit that raises money annually to provide support to RPS teachers by funding teacher initiated grants. Given the uncertainty and irregularity of the pandemic situation, not all previous grant requests were applicable, and soliciting new grants was not feasible. In addition, with considerable unused funds, REF was reluctant to continue fundraising. The Board was committed to find a way to support teachers as well as to spend funds raised. In discussions with other Education Foundations in the area, REF learned that other groups were creating Emergency Relief Funds for virtual teaching needs. REF established a similar fund called the Reading Relief Fund (RRF), with different criteria than our Grant Funds, and allocated up to \$25,000 to this fund. The goal was to provide immediate support using funds from 2020 and 2021. On page 2 is a summary of the RRF, with a full account of the RRF guidelines on page 5.

Phase 1

To help us understand teacher needs, REF sent a simple survey to teachers in December that went directly to staff via the Administrative Assistant. Our goal was to learn which items would support the teaching process during the pandemic. REF received 36 responses from teachers across the district. We shared our findings with the Assistant Superintendent, and she reached out to principals to see if what was requested was needed. Based on her feedback, REF then reached out directly to school principals to share findings and confirm interest and need and began purchasing the items wherever possible. The RRF purchases are different from how we have supported RPS in the grant process in prior cycles. Due to the immediate need for the items requested, and REF's ability to make swift and timely purchases, we moved forward. Most items in Phase 1 were purchased and delivered within the month of January 2021, enabling prompt use for the school term.

Page 3 of this document contains a summary of the teacher requested items that were vetted with principals, and approved and purchased by REF. Also included is a summary of requested items approved by REF but pending as more information/district approval may be needed.



RMHS Students using the Genetic Kits purchased by RRF

Phase 2

To open up the RRF to more schools/teachers, REF sent all school principals a letter summarizing the RRF and sharing the items that were requested to give all schools a chance to make additional requests. By sharing the items already approved, REF hoped to give other schools ideas about what might work. We have received additional requests and are currently evaluating them. It is March, and we know that teachers need these items now or it will not matter. REF intends to approve and purchase items until its RRF fund is exhausted.

RRF Fund Summary

The Reading Relief Fund (RRF) is a short-term fund for the 2020-21 school year to provide immediate relief of impacts of the COVID-19 pandemic. REF's board approved the creation of the RRF and established a separate bank account for the allotted funds.

The RRF supports direct purchase by Reading Education Foundation or Reading Public Schools of approved items (equipment, resources, digital subscriptions). It does not provide grants or gifts. Any equipment or resources purchased from this Fund remain the property of the Reading Public School system.

REF understands that teachers have responded in creative ways to the safety restrictions of supporting learning during the COVID-19 pandemic. Some of these safety measures have resulted in inefficiencies that the Fund will help teachers address. See the complete Guidelines on page 5 of this update document.

Phase 1 REF Approved & Purchased RRF Items

School	Items Purchased & Delivered	Cost
Coolidge	14 Microscopes <i>Requested 14 so more are available for student use</i>	\$3,612
Coolidge/Parker	<u>Gimkit.com</u> <i>Application for creating vocabulary games; 1-year subscription for all 7 foreign language teachers</i>	\$650
	16 Pen Tablets <i>For math teachers</i>	\$960
Killam	Games, Books, Fidget toys	\$150
RHMS	Delta Math Plus <i>Subscription for 8 math teachers, approved by principal</i>	\$630
	Genetic Kits	\$715
RISE/Elementary Schools	Multicultural facial crayons	\$100
Special Ed	Laminating paper	\$15
Special Ed	Velcro Dots	\$24
Total Spent		\$6,856

Phase 1 REF Approved Items Pending (more information, principal approval, etc)

School	Items	Cost	Status
Joshua Eaton	Decodable Books <i>For teachers working with high needs population across the districk</i>	\$1,500	APPROVED <i>Ready to purchase</i>
All School PT	Portable PT Equipment <i>2 sets of portable equipment</i>	TBD	APPROVED <i>Ready to purchase</i>
Coolidge	<u>Screencastify.com</u> <i>1-year subscription</i>	\$100	PENDING <i>Not approved yet</i>
Killam	<u>Ultimateslp.com</u> <i>1-year subscription</i>	\$155	PENDING <i>Not approved yet</i>
RMHS	<u>Quizlet.com</u> <i>1-year subscription teacher version</i>	\$48	PENDING <i>Not approved yet</i>
	<u>Venier.com</u> <i>Video physics App Gives entire school access</i>	\$149	PENDING <i>Not approved yet</i>
	Crossroads Compass Curriculum <i>For lowest functioning students</i>	\$3,185	PENDING <i>Not approved yet</i>
Estimated Total		\$5,137	

B. REF Grants Updates for 2021

REF did not accept new applications for grants in 2021 but has reached out to last year's applicants to clarify there is still a need, and has approved four grants for this year, which are listed on the following pages. REF is prepared to announce the grants and submit a check to RPS as per the traditional grant process as soon as possible.

Approved Grants from 2019-2020 application process, to be awarded Spring 2021

School	Items	Requesting Teacher	Cost
Barrows	Seismometer	Andrew Herlihy	\$1,263
Parker	Applied Art Technology	Amy Ropple	\$1,964
All Elementary	Audiobooks	Lisa Norcross	\$12,500
RMHS	Choices History Curriculum	Megan Howie	\$12,150
Total			\$27,877

C. Reading Relief Fund (RRF) Guidelines

1. RRF Definition

The Reading Relief Fund (RRF) is a short-term fund for the 2020-21 school year to provide immediate relief of impacts of the COVID-19 pandemic.

RRF supports direct purchase by Reading Education Foundation or Reading Public Schools of approved items (equipment, resources, digital subscriptions). It does not provide grants or gifts.

Any equipment or resources purchased from the RRF remain the property of the Reading Public School system. If no longer needed for the purpose they were originally given (i.e. computer monitors no longer required for remote teaching once teachers return to full in-person teaching), they are to be returned to Reading Public Schools for re-allocation to other teachers and/or classrooms in need.

2. RRF Purpose

The purpose of the RRF is to support efficient and effective learning of Reading Public Schools students as they adapt to the constraints related to COVID-19 safety protocols

We know that teachers have responded in creative ways to the safety restrictions of supporting learning during the COVID-19 pandemic.

Some of these safety measures have resulted in inefficiencies that the Fund will help teachers address.

3. RRF Budget

Up to \$25,000 to be spent before the end of 2021 academic year.

4. RRF Criteria

We will consider requests that came via the teacher survey against the following criteria:

- Supports teachers to teach efficiently within pandemic safety protocols
- Gets to as wide a cross-section of students as possible across schools and grades
- Allows us to recognize and reward in a small way the work teachers have done in the pandemic
- Provides value for money
- Is not more appropriately covered by another funding source

Notes:

1. We recognize that the survey was not a formal application process. Teachers who wish to submit future more formal requests can do so in the usual grant process.
2. The Reading Education Foundation reserves the opportunity to follow up directly with RRF recipients to provide information on 1) how they used the resource; 2) the impact it had for students, and 3) if they recommend the resource for consideration in future grant application processes

Lapierre, Samantha

From: Robinson, Charles
Sent: Tuesday, March 16, 2021 11:52 AM
To: Kevin Hines
Cc: Lapierre, Samantha; Doherty, John
Subject: Re: Elementary School Districts

Hi Mr Hines:

Thank you for the email and feedback. I will defer to the Superintendent for a response. Thank you.

Chuck Robinson

From: Kevin Hines <kchines10@gmail.com>
Sent: Monday, March 15, 2021 6:02 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Elementary School Districts

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Good afternoon,

We have two kids at Barrows, one in 2nd grade and one in kindergarten. We are wondering if there are rules/regulations about staying at the same elementary school after moving to a different elementary school district.

Thank you,

The Hines Family

Kevin, Erin, Leo, Oliver & Max

Lapierre, Samantha

From: Robinson, Charles
Sent: Tuesday, March 16, 2021 11:48 AM
To: Theresa Wiggins
Cc: Lapierre, Samantha
Subject: Re: Portrait of the Graduate

Hi Theresa:

Thank you for the email and feedback. The School Committee appreciates and thanks you for your service on this committee.

Thank you
Chuck Robinson

From: Theresa Wiggins <treewiggins@yahoo.com>
Sent: Tuesday, March 16, 2021 11:16 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Portrait of the Graduate

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee Members,

I am writing today in support of the Portrait of the Graduate work that Ms. Boynton will be presenting at the next School Committee Meeting. As a member of the Portrait of the Graduate Committee, I am extremely proud of the the product you will be seeing at the meeting on March 18th.

Being on the Portrait of the Graduate Committee has been an honor. It has been a very collaborative, well planned process throughout. Before working on the actual product you will see, we spent time diving into why this work itself is so important. We learned about the history and evolution of education in this country. We pondered the ever changing landscape our students will face after graduation. We dove deep into the skills they might need to thrive in tomorrow's world.

The Portrait of the Graduate is a cumulative product of many iterations. Our large and committed group offered countless ideas over these several months. These ideas were collected, sorted, and revised. Then collected, sorted, and revised again. And then again. It was at times tedious, but always with the spirit and intent to think deeply about our treasured students.

What you will see on March 18th is truly a collaborative effort of so many voices from throughout our community. I look forward to this continued work for the sake of our Reading Public School graduates.

Sincerely,
Theresa Wiggins

Lapierre, Samantha

From: Robinson, Charles
Sent: Tuesday, March 16, 2021 11:50 AM
To: Carolyn Whiting
Cc: Lapierre, Samantha
Subject: Re: Schools Webinar Today: Reducing Classroom Radiation + Legal & Science Videos Available

Hi Ms Whiting:

Thank you for your email and feedback.

Chuck Robinson

From: Carolyn Whiting <crwhit99@aol.com>
Sent: Tuesday, March 16, 2021 12:28 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Fwd: Schools Webinar Today: Reducing Classroom Radiation + Legal & Science Videos Available

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee Members,

I'm sorry to be sending this message at the last minute, but I had some difficulty finding the appropriate email address to use to send such a message to you. I am sure that you care about protecting the health and safety of our school children here in Reading, and I hope that you will take the time to learn about the need to protect them from wireless radiation. As you will see below, there are two sessions that were previously held and are available as recordings, so I am hopeful that the third one will also be available as a recording, in case you are not able to attend in realtime this afternoon.

I live near the Auburn Street water tank and have therefore learned a lot about the hazards of EMF radiation; and I am very concerned about the hazards of 5G wireless radiation for both children and adults.

Thank you for your consideration.

Carolyn Whiting
17 Chestnut Road
Reading MA 01867
781-944-1917

-----Original Message-----

From: Cece Doucette <MA4SafeTech@gmail.com>
To: crwhit99@aol.com
Sent: Tue, Mar 16, 2021 5:00 am
Subject: Schools Webinar Today: Reducing Classroom Radiation + Legal & Science Videos Available



The first two webinars,
The Legal Imperative for Schools
Regarding Wireless Radiation and ***The Science Behind the TechSafe***
Schools Project were so helpful for our schools!
[Click here for the videos](#) or [see/share on facebook](#).

The third webinar is today at 1 p.m. EST,
Technical Forum on Reducing Wireless Radiation in Schools.
Schools and parents are encouraged to register below.
Please share widely. Thank you!

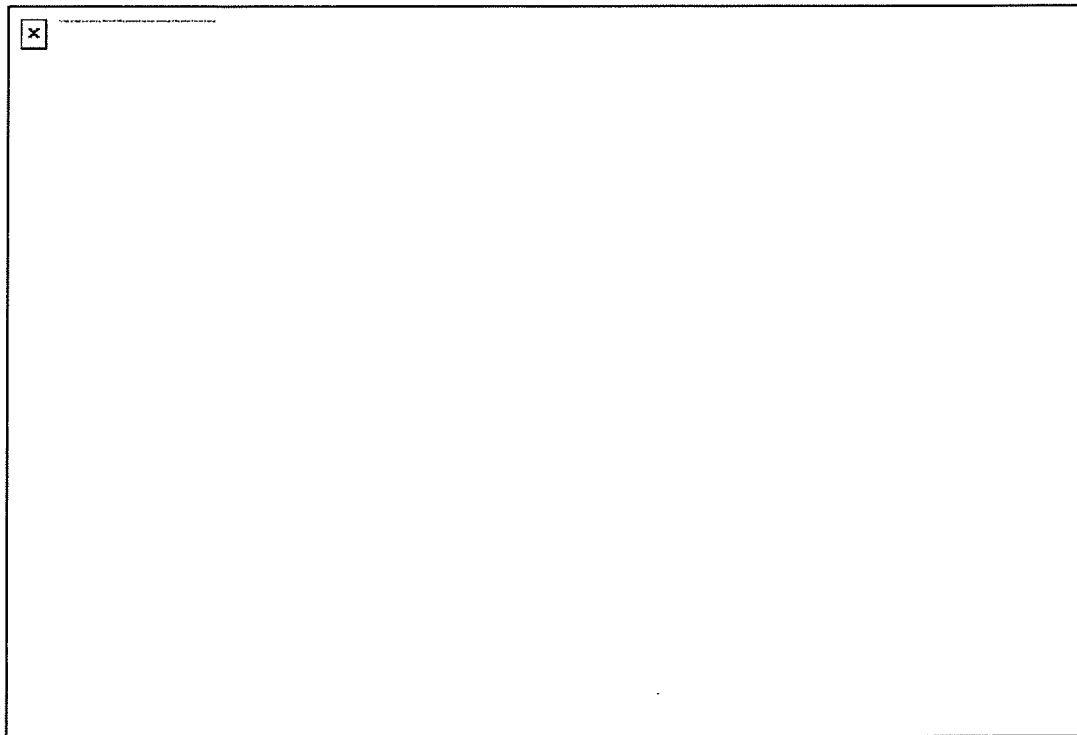
P.S. MA for Safe Technology will be holding our monthly meeting on Wednesday
at noon EST. Please join us, Zoom link to come.

Great News: *TechSafe Schools* Launched!

We are very excited to announce the award-winning environmental non-profit Grassroots Environmental Education has launched a new project, TechSafe Schools!

(Some of you may be familiar with other projects of theirs including The BabySafe Project with Yale's Dr. Hugh Taylor, Americans for Responsible Technology, and 5GCrisis.com.)

Their goal with TechSafe Schools is to help our schools understand the legal and health risks of wireless technology, and to walk them through excellent low-risk technology solutions.



What is the TechSafe Schools Project?

The TechSafe Schools project consists of the following for you to share with your schools:

- A personal letter addressed to school administrators
- A legal letter from seven prominent attorneys with experience in wireless radiation and tort litigation
- A short Q&A brochure about RF radiation in schools

- An invitation for school officials to attend one or more of three national webinars starting Tuesday

Click the button below for a 3-minute video.

Watch the TechSafe Schools Video

The 5-Minute Ask

1. Call your School Superintendent's office today. Feel free to use the following script and leave a voice message if nobody is in the office:

Good Morning/Afternoon. This is _____ and I am calling to ask that Superintendent _____ or a designee attend the national webinars on the health and legal risks of today's wireless technology.

The first two webinars were last week. A team of legal experts walked us through liability risks and what is happening right now in the courts. Then scientists and a pediatrician taught us the biological risks for children and adults.

Today at 1 p.m. Eastern, a building biologist will show us how to transition from risky wireless technology to low-risk hard-wired solutions.

I will send you an email with details. Thank you for your time, and I hope we can count on you to have our district present. Good-bye.

2. Forward this email so they can register. Feel free to edit as you see fit.

3. Please share this with friends, family, colleagues, your community and local media.

See Press Release below. Social media posts can be shared from [Americans for Responsible Technology](#).

Register for Webinars Here!

Press Release

*Team of Expert Attorneys Advises School Officials
to Take Steps to Avoid Potential Liability*

**"TechSafe Schools" Aims to Reduce
Student Exposure to Wireless Radiation**

(New York) A team of distinguished attorneys with experience in telecommunications and tort litigation has sent a letter to several hundred public and private schools in the Northeast, notifying school administrators of the potential for legal liability if they fail to take steps to protect the health and safety of students under their care by reducing exposure to radiofrequency radiation ("RF radiation") emitted by wireless networks, laptops, tablets and other wireless devices.

The letter is one part of a multi-pronged advocacy initiative known as [TechSafe Schools](#), which provides school administrators with recent scientific studies documenting harm from exposure, and includes detailed technical instructions for school IT personnel to mitigate exposures.

"Decades of research have demonstrated how chronic exposure to RF radiation can impact human health, and why children's developing bodies are uniquely vulnerable," says Patricia Wood, Executive Director of non-profit Grassroots Environmental Education which designed the program. Ms. Wood is the recipient of the EPA's National Children's Environmental Health Excellence Award and a Visiting Scholar at Adelphi University. "This program promotes wired access to the internet, which is faster, more reliable and secure, and comes with none of the potential problems associated with wireless technologies."

"Accumulated peer-reviewed scientific evidence clearly confirms that current government standards are inadequate to protect our children –and the rest of us," says Dr. Devra Lee Davis, founder and President of Environmental Health Trust (EHTrust.org), which helped to provide scientific studies for the TechSafe Schools website. "Wireless microwave radiation can damage basic biological processes, and the push to increase wireless exposures in schools constitutes a massive uncontrolled experiment with our children as the subjects."

"A substantial body of evidence builds a *prima facie* legal case for heightened vigilance and fiduciary responsibility on the part of school administrators, school boards and parents," says Julian Gresser, twice Visiting Mitsubishi Professor at Harvard Law School who is leading the TechSafe Schools legal team. "Our goal is to chart a clear path of collaboration among all parties to create a '21st Century Resilient Classroom,' where students and teachers have access to the best and fastest technology available, but without jeopardizing their health and well being."

Three national informational webinars, open to both school officials and members of the press, are part of the TechSafe Schools project:

- On March 9th, a team of attorneys will present legal information and answer questions;
- On March 11th, a medical and scientific panel will present the latest information on the links between exposure to wireless radiation and human health;
- On March 16th, an expert on radio-frequency mitigation will answer technical questions about mitigation techniques.

The webinars are open to school officials and members of the press. Reservations and more information at www.TechSafeSchools.org/webinars.

About Grassroots

Grassroots Environmental Education is an award-winning non-profit organization with a focus on environmental toxins and exposures and their impact on human health, especially children. More information at the organization's website, www.Grassrootsinfo.org.

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Register for Webinars Here

If you'd like to do a little more, please contact your school nurses too, and town administrators and ask them to attend. They may wish to have their municipal attorney join in too.

I spoke with the Massachusetts Department of Elementary and Secondary Education office of Commissioner Riley, as well as the Massachusetts Association of School Committees and the Massachusetts Teachers Association. Feel free to contact your state-level education authorities as well.

If you have loved ones in college, please contact the President's office and extend this invitation too. The industry often targets universities for cell towers, and with the mental health epidemic on campus, they may be eager to understand the significant role of wireless radiation in these neurological illnesses.

Thanks so much for your time and consideration.

Kind regards,

Cece

Cecelia (Cece) Doucette, MTPW, BA

Technology Safety Educator

Director, Massachusetts for Safe Technology

Founder, Understanding EMFs

Education Services Director, Wireless Education

Outreach Coordinator, EMF Medical Conference 2021

City of Boston Legal Comment to FCC

HiBR Conference @ NIH

Expert Forum on Wi-fi in Schools

Municipal Presentation on 5G & EMFs

Additional YouTube EMF Talks

Generation Zapped Award-Winning Film

x

x

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You are receiving this email because we have been in touch about wireless radiation risks and safer technology solutions.

Our mailing address is:

Massachusetts for Safe Technology

P.O. Box 393

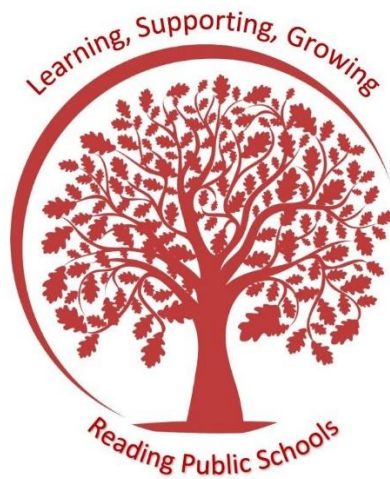
Concord, Massachusetts 01742

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Reading Public Schools
School Committee Meeting Packet
March 18, 2021



Calendar

2020-21 School Committee Calendar Topics

Please note that this calendar may change depending on the status of the current health crisis and/or availability of presenters and topic material in consultation with the Chair

An Asterik indicates office half hour for this session at 6:30 p.m. All meetings will be in the RMHS Schettini Library unless noted.*

Date	Topic	Group
July 9*	Discuss Elementary Space Plan Reorganization	Administration School Committee
July 26	RMHS Class of 2020 Graduation	
July 29 Remote	Back to School Plans Superintendent Search Process	Administration School Committee
August 6 Remote	Preliminary School Reopening Plan Vote	Administration
August 20 Remote	First Reading Policy EBCFA — Face Coverings First Reading Policy IHBHE Remote Learning Executive Session	School Committee School Committee
August 27 Remote	Executive Session School Reopening Plan Second Reading Policy EBCFA — Face Coverings Second Reading Policy IHBHE Remote Learning	Administration Administration School Committee School Committee
September 1	Primary Election	
Sept. 10 Remote	Book Discussion Reopening Plan — Athletics & Extra-Curricular	School Committee Administration
September 23	Financial Forum	Finance Committee
September 24	Fall Reopening Update Equity Book Discussion FY20 End of Year Summary Preliminary Discussion of District Improvement Plan	School Committee
October 1 Remote	Superintendent Search — Interviews of Selected Proposers	School Committee
October 7	Financial Forum II	Finance Committee
October 15 Remote	Appointment of Superintendent to Collaborative Boards First Reading of Policy ECAF First Reading of JLCB First Reading of Policy AC Approval of RMHS Student Handbook	Administration School Committee School Committee School Committee Administration
October 21	Financial Forum III	Finance Committee
October 29 Remote	Fall Reopening Update Second Reading of Policy ECAF Second Reading of JLCB Second Reading of Policy AC Enrollment Update	Administration School Committee School Committee School Committee Administration
November 2 Remote	Superintendent Search Process	School Committee

5:00 p.m.		
November 5 Remote Social Media Coordinators Gaffen Nazzaro	Elementary Space Refresher District and Superintendent's Goals Introduction Second Reading of Tabled Policy JLCB Second Reading of Tabled Policy AC	Administration Administration School Committee School Committee
November 19 Remote	Curriculum Update District and Superintendent's Goals—Vote First Reading Policy II First Reading of Policy IMB FY21 Budget Update	Administration Administration School Committee School Committee CFO
November 23 Remote	Superintendent Search Process	School Committee
Week of November 30	Superintendent Search—Advertising Finalized Position Posted	School Committee
December	Finance Committee/Select Board FY22 Budget	
December 3 Remote Social Media Coordinators Wise Parks	Introduce New HR Director School Calendar Superintendent Search—Appoint Preliminary Screening Committee Second Reading Policy II Continued First Reading of Policy IMB First Reading of BDF—Advisory Committees to the School Committee	Administration Administration School Committee School Committee School Committee School Committee School Committee
December 7 Remote	Permanent Building Committee Meeting	
December 17 Remote	FY22 Prebudget Presentation RMHS Student Handbook Update & Review/Guidance Update Student Opportunity Act Second Reading of Policy BDF—Advisory Committees to the School Committee	Finance RMHS Administration School Committee
January 5 4:00 p.m. Remote	Superintendent Search—Screening Committee Orientation	School Committee
January 6	Superintendent Search—Application Deadline	School Committee
January 7 Remote Social Media Coordinators Robinson Brandt	FY22 Budget Discussion FY21 Capital Plan	Administration
January 11 Remote	Superintendent Search—Screening Committee meets to Select Semi-Finalists to be Interviewed	School Committee
January 14	FY22 Budget Discussion—Regular Day & Special Education	Administration
January 19 & 20	Superintendent Search—Screening Committee Interviews Semi-Finalists	School Committee
January 21	FY22 Budget Discussion Public Hearing on FY22 Budget Questions	Administration School Committee Administration
January 23	Superintendent Screening Committee Semi-Finalist Interviews	School Committee
January 25	FY22 Budget Discussion Final Vote	Administration School Committee

January 26	Superintendent Search—Interviews of Semi-Finalists	School Committee
January 27	Superintendent Search—Concludes Interviews of Semi-Finalists and Finalist Selection	School Committee
January 28	Presentation of Finalists to School Committee Second Reading of Policy IMB	
Week of February 4—10 Social Media Coordinators Robinson Nazzaro	Superintendent Search—Site Visits	School Committee
February 9th	Superintendent of Schools Candidate Interview—Tom Milachewski 7:15 p.m.—9:00 p.m.	School Committee
February 10th	Superintendent of Schools Candidate Interview—Matthew Janger Superintendent of Schools Candidate Interview—Stephen Zdravec 7:00 p.m.—10:00 p.m.	School Committee
February 11	Superintendent of Schools Candidate Deliberation and Decision	School Committee
February 24	Finance Committee	FY22 Budget Presentation
March 4 Social Media Coordinators Nazzaro/Wise	Citizen's Proposal for Park Bench Superintendent's Evaluation Process and District Improvement Plan Update Kindergarten Enrollment Update Special Education and Student Services High School Principal Search Process 2 nd Reading of Policy IMB Winter Hybrid Update Superintendent's Contract (Executive Session)	Administration Superintendent Superintendent Superintendent Superintendent School Committee Superintendent School Committee
March 10	Finance Committee	Town Core and Capital Plan Presentation
March 17	Finance Committee	Vote on TM Articles
March 18	Portrait of Graduate Update Dissolution of Superintendent Screening Advisory Committee Spring In Person Update	RMHS Administration Finance Human Resources School Committee Superintendent
April 1 Social Media Coordinators Robinson/Gaffen	Intermunicipal Agreement with Wakefield – POST Program Superintendent Evaluation Birch Meadow Master Plan Conceptual Design Quarterly Updates on HR and Finance	Administration School Committee Recreation
April 6	Town Election	
April 15	1 st Reading of Policy Updates District Space Discussion	School Committee Administration
April 26, 29, May 3, 6	Town Meeting	
May 13 Social Media Coordinators TBD	School Choice-Public Hearing Special Education/SEPAC Presentation Regular Day and Athletic Bus Transportation Contact Approval (Tentative) 2 nd Reading of Policy Updates	School Committee Administration/SEPAC Finance and Operations School Committee
May 27	RMHS Handbook Update NEASC Accreditation Report	Administration RMHS Administration
June 6 (RMHS Field House or Field)	Graduation	School Committee
June 10* Social Media Coordinators Gaffen/Wise	Reorganization Liaison Assignments FY21 Quarterly Budget Update	School Committee School Committee Administration

	FY21 Quarterly Personnel Update SC Final Vote on FY22 Budget FY 21 Budget Transfers (if needed) Declare Surplus Equipment	Administration School Committee School Committee Finance
June 17	Teacher/Staff Recognition Curriculum Update	Administration Learning and Teaching Team

DRAFT