



Safe and Supportive Schools Commission – Third Annual Report

This 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).
January 2018

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



Massachusetts Department of Elementary and Secondary Education
Jeff Wulfson
Acting Commissioner

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Massachusetts Department of Elementary & Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeff Wulfson
Acting Commissioner

January 24, 2018

Dear 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 - Third 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."

Creating and maintaining safe and supportive schools is an essential point of focus for districts across the Commonwealth, in service of academics as well as other forms of learning and growth. Preparing all students for success in school, the workplace, and civic life includes developing students' social emotional competencies and attending to their health and wellbeing. Moreover, academic skills and social emotional competencies (including those in the realm of self-awareness and self-regulation, social awareness and relationship skills, and responsible decision making) are mutually reinforcing, and are most effectively developed in environments that are safe and supportive. These environments focus on high expectations for all students; they implement culturally responsive systems of support that help all students experience success and growth; they value the social and cultural experiences of their students, staff, families, and partners; and they actively address bias related to race, color, sex, gender identity, religion, national origin, and sexual orientation.

One of the core strategies of the Massachusetts Department of Elementary and Secondary Education (Department) is to support students' social-emotional learning, health and safety. Explicitly aligned with the focus of the Commission and Safe and Supportive Schools Framework Law (G.L. c. 69, § 1P), the Department's goal within this strategy is to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments address students' varied needs in order to improve educational outcomes for all students. Also in line with the goals of the aforementioned Commission and law, the Department strives to increasingly integrate initiatives and to help local communities do the same.

Furthermore, the Department's Conditions for School Effectiveness articulates that, in order to educate students well, schools create a safe school environment and make use of a system for addressing the social, emotional, and health needs of its students that reflects the Behavioral Health and Public Schools (BHPS) Framework. This BHPS Framework provides the foundation for the Commission's work, as described in this report. Additionally, numerous Department initiatives and guidance documents align with the BHPS Framework, including, but not limited to, the [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](#).

In the fall of 2017, aligned to the Commission's work, the Department again competitively awarded 17 Safe and Supportive Schools Grants through Fund Code 335. More details can be found in this report, and the efforts of these grantees will help to further inform Department and Commission work related to effective processes for developing as well as implementing safe and supportive school action plans.

This work is of great importance to the success of students in the Commonwealth, and I continue to encourage collaboration where helpful and feasible between 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 to thank the Governor and Legislature for its continued commitment to improving the education of students in our Commonwealth.

Sincerely,

Jeff Wulfson
Acting 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 Third 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

Reaching 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 require safe and supportive school-wide environments. 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 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

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

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.

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, therefore, requires 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 It also requires the Commission to investigate and make recommendations with respect to the capacity that is needed in schools to implement a safe and supportive schools framework. The line-item language in the fiscal year 2018 (FY18) 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 were shared through a memo to the Board in January 2018.⁵

Safe and Supportive Schools Framework: To assist schools to align and integrate initiatives and services, the law calls 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 elements of the safe and supportive schools framework are required to be consistent with the Behavioral Health and Public Schools (BHPS) framework⁶ (created by the BHPS Taskforce in collaboration with the Department pursuant to Chapter 321 of

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 A 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>.

⁶ The BHPS framework and self-assessment tool are available online through <http://BHPS321.org>.

the Acts of 2008), and organized according to the following areas of school operations:

- leadership;
- professional development;
- access to resources and services;
- academic and non-academic activities;
- policies, procedures, and protocols; and
- collaboration with families.

The law establishes that the Commission investigate and make recommendations to the Board of Elementary and Secondary Education (Board) on updating, refining, and improving the original framework and self-assessment tool, with the knowledge that has developed since the original BHPS Task Force drafted the framework and tool between 2008-2011.⁷

Safe and Supportive Schools Self-Assessment Tool: Massachusetts G.L. c. 69, § 1P recognizes that the safe and supportive schools 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 provides for the Department to create a safe and supportive schools self-assessment tool organized according to the elements of the framework (and also consistent with the one created by the BHPS Task Force) that can spark 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.⁸ In consultation with the Commission, the Department is working on drafting updates, improvements, and refinements to both the safe and supportive schools framework and self-assessment tool. The current version of the self-assessment tool, accessible through the Department's website, has been used by approximately 160 schools in 80 districts, including the FY14, FY16, and FY17 Safe and Supportive Schools grantees, approximately one-third of the Gateway Cities districts,⁹ five demonstration schools that work on trauma sensitivity

⁷ 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](#).

⁸ 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."

⁹ 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.

through the Trauma and Learning Policy Initiative,¹⁰ and others.

The Commission has learned much and will continue to learn from the work of schools that have utilized the current version of the self-assessment tool by reviewing data and feedback, and this information will continue to inform recommendations on revisions to the framework and self-assessment tool, and on the feasibility of statewide implementation of the framework.

Commission members are continuing to hone further recommendations on ways to streamline the tool, so that educators and others can focus more of their available time on working together to analyze their school culture and tailor local solutions. While numerous districts have found the current version helpful, there is a call to continue to make the self-assessment tool technologically easier to use, and provide more guidance for schools that are creating and implementing action plans on effective and flexible ways to best meet their local needs.

The Commission continued to collaborate with the Department throughout 2017 to investigate selected topics through interviews and focus groups. Through this work, the Commission continues to consider how to best integrate and synthesize core learning into the draft revised framework and tool, and how to streamline the information so that it is most useful and user friendly. This work will continue into 2018, with the goal of the Department posting an updated safe and supportive schools framework for use by schools during 2018-2019.

Recommendations

Through this annual report, the Commission offers five key recommendations, which are set forth below.

Recommendation 1: The Commission recommends continued funding for the Safe and Supportive Schools line item (7061-9612) in the fiscal year 2018-2019 (FY19) budget.

The Commission recommends that the Legislature continues to fund the Safe and Supportive Schools line item 7061-9612. The Commission is grateful that both Governor Baker and the Legislature supported the work of this line item in the current fiscal year (FY18). The current line item addressed several key recommendations made in the Commission's first two annual reports (December 2015 and 2016), including providing funding for full-time staffing to provide some capacity for the Department of Elementary and Secondary Education (Department) to carry out its duties set forth in the law [G.L. c. 69, § 1P(f)].¹¹ These responsibilities are extensive and include coordinating the Safe and Supportive Schools grant program; hosting regional trainings; updating the online framework and self-assessment tool; 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.

¹⁰ The Trauma and Learning Policy Initiative is a collaboration between Massachusetts Advocates for Children and Harvard Law School. <https://traumasensitiveschools.org/>.

¹¹ 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)."

Specifically related to the Commission's work, funding in this year's FY18 line item enables the Department, in collaboration with the Commission, to convene information sessions and focus groups with stakeholders including students and families as well as educators, school support staff, and other school administrators and personnel. This vital information gathering will be used to inform the Commission's future recommendations on topics required by the statute, including but not limited to the requirement to investigate increasing schools' capacity required for effective statewide implementation of the framework.

In addition, FY18 funding is providing technological capacity in the Department to help update and refine the framework and self-assessment tool; funding for the Department to host professional development (including a statewide conference, two sets of three regional meetings, and two webinars where grantees can present their work and learn from others); and funding for the Department's evaluation of the grant program. Most importantly, FY18 funding allows for grant funding to schools, enabling them to convene teams to reflect on the school's urgent needs, use the self-assessment tool to create action plans based on the framework, and implement action plans that help schools to provide safe and supportive learning environments for all students. Related to the FY18 grants, the Commission backs the Department's decision to award a portion of the grants to districts that are implementing action plans that were previously created and informed by use of the self-assessment tool. The Commission also continues to support the Department's awarding of a portion of the grants to districts that are creating action plans in schools new to using the self-assessment tool.

Recommendation 2: Provide resources for capacity building at the district and school levels to support the creation of safe and supportive school cultures.

- A. The Commission recommends that the state policymakers **carry out the recommendations of the Foundation Budget Review Commission and increase state funding to schools**. A sustainable source of increased funding can play a key role in helping enable all schools to have the time and support to create and maintain safe and supportive learning environments. These funds can help communities implement safe and supportive school action plans that are embedded into school and district improvement plans, and to create the structures that will ensure effective implementation and sustainability of these action plans.
- B. The Commission recommends that state and local policymakers consider how to **make existing and additional resources more accessible to help school districts establish and maintain the capacity at the district level to manage the process of systems change to create and maintain safe and supportive school cultures, in a way that best meets local needs**. Numerous members of school leadership focus groups indicated strong interest in capacity building through having one person at the district level focused on driving and supporting the system change.

The Commission also recommends that state and local policymakers consider how to **remove barriers and make additional resources available to help schools establish and maintain the capacity to prioritize time for school staff to meet for collaborative planning and reflection time, for training and professional development, and for cultivating and including student leadership that can help inform and drive the culture change needed**

to create safe and supportive schools. When creating safe and supportive schools is a priority for leaders, and resources that enable this process are provided, all staff can come together with a shared vision, share the understanding of what safe and supportive means at their school, and address priorities in a meaningful and consistent way so that all students benefit.

Related to recommendations 2A and B above, the Commission recommends that the Department engage in a study to outline examples of where this capacity is already in place, and how much can be done by reallocating existing resources and the amount of additional resources necessary.

- C. The Commission recommends that the Department **hold a series of convenings, such as leadership summits across the Commonwealth designed to help superintendents and principals develop and enhance skills for leading the process of strengthening safe and supportive school and district cultures.** School and district cultures that create safe and supportive learning environments require **leadership development and promotion** at the state, district, and school levels. Effective leaders of school culture change demonstrate and convey a sense of urgency that safe and supportive schools are needed to ensure that *all* students learn, lead the process of change, and ensure that there is sufficient professional development to support staff in creating safe and supportive learning environments.

The Commission also recommends that the Department help educators and other types of school leaders to further develop their skills for facilitating safe and supportive school culture change. The Commission recommends the Department do this through **state conferences, sharing promising practices, creating learning materials for educators and administrators, providing technical assistance to schools, and hosting a professional learning community.** The Commission also encourages the Department to consider opportunities for ways that regional structures, including education collaboratives or other regional service organizations, can help coordinate and disseminate training, technical assistance, and information to school districts on the implementation of the framework.

At all points the Commission recommends that the Department **maintain a focus on engaging students, families, and communities in this work. The Commission and leaders in the field can learn from their input and engagement, to help inform the planning of these opportunities and in order to help maximize the effectiveness**

Recommendation 3: The Commission recommends continued and increased prioritization of safe and supportive schools at the Department.

The Commission recommends that the Department continue to elevate the urgency to create safe and supportive school cultures throughout the Commonwealth by further integrating safe and supportive school environments into its core strategy of supporting social-emotional learning, health, and safety. The Commission recommends that the Department use its communications tools to promote the message that safe and supportive schools play a key role in accelerating the pace of improvement in preparing students for success in school and after graduation, and in maintaining high standards in subjects such as math, science, and language arts as well as in developing competencies and skills essential to success in school, work, and civic participation.

- A. The Commission recommends that the Department **update and revise the Massachusetts Comprehensive Health Curriculum Framework** (from 1999), and intentionally consider and convey the connection and alignment to the updated safe and supportive schools framework. The Commission recommends that the Comprehensive Health Curriculum Framework includes recognition that in order to successfully implement any curriculum frameworks, particularly those related to health, schools must have systems in place to ensure a safe and supportive learning environment for all students.
- B. The Commission recommends that the Department continue to develop and provide additional guidance documents and technical assistance regarding the safe and supportive schools framework and self-assessment tool for schools and districts, as well as encouragement to use these guidance documents. For example, this guidance would include a **process schools can use to develop action plans** and ways schools and districts can incorporate safe and supportive school goals into their school and district improvement plans. **The Commission also recommends that the Department pilot, with current grantees, a process for integrating safe and supportive schools action plans with school and district improvement plans, and that this work informs further refinement of guidance and resources to others.**
- C. The Commission recommends that the Department **engage in and support information gathering efforts from stakeholders and grantees, such as through focus groups, surveys, and interviews. The goal is for these efforts to continue to inform the Commission's recommendations regarding the capacity schools need to implement the framework; to access culturally, linguistically, and clinically appropriate services; and to revise the framework and self-assessment tool, including but not limited to, ways to include principles for effective practice related to integrating student supports.** Existing data, surveys, and tools should also be considered that can help inform the work, for example the youth risk behavior survey (YRBS) and school health profiles, etc., as well as the evaluation of the Safe and Supportive Schools grant program. Among other areas of focus, information gathering should emphasize the needs of English language learners and the context in which they can develop their skills.
- D. The Commission recommends that the Department investigate ways to **increasingly use safe and supportive schools related metrics to inform measures of school quality and student success.** **As the Department considers such metrics, the Commission is prepared to act as a resource.** The Commission requests **discussion and the opportunity to advise the Department during 2018 as the Department continues to investigate ways to increasingly use safe and supportive related measures as indicators of school quality and student success.** The Commission further recommends that the Department **works with educators to develop and share a variety of options that school districts could use to self-measure their progress toward locally identified outcomes as set forth in their action plans and that could potentially be used as indicators of quality in school improvement plans.** This data could serve the dual purpose of helping districts inform their practices when implementing evidenced-based practices in safe and supportive schools and

of validating potential approaches to including a measure of school culture as part of accountability.

The Commission recommends that **school climate surveys and social and emotional learning assessments be used as a tool for self-reflection and improvement and response by individual schools and districts, and cautions against what may be unintended consequences of using them for purposes of comparison with other districts or accountability ratings.**

The Commission further recommends that the Department, in order to communicate its commitment to safe and supportive schools, explores avenues for **giving schools credit toward improving their school quality ratings if they demonstrate work contributing to improving school climate and culture.** Examples of evidence of such work could be school or district improvement plans that incorporate actions to create safe and supportive schools, professional development focused on safe and supportive schools, descriptions of aligning school or district-based initiatives with the goal of creating a safe and supportive school, school and district-based safe and supportive schools committee meeting minutes, or school/district-based measurements designed and used to guide local safe and supportive schools initiatives.

- E. The Commission recommends the Department **embed the message of the importance of safe and supportive schools and the critical role they play in ensuring educational success for all students into the planned “Leading the Nation” celebrations and events commemorating the 25th Anniversary of the state’s 1993 Education Reform Act.**

Recommendation 4: The Commission recommends that in order to better support family engagement in schools, state and local policymakers address the need for increased availability of quality translators and interpreters for families across the Commonwealth.

The family/student engagement focus groups revealed much discussion about the lack of qualified interpreters and translators available to schools across the Commonwealth. This challenge often results in inappropriate people, such as other students, being called to interpret in parent teacher conferences where interpretation is required by law, or a general feeling of disconnection with schools in certain communities.

Recommendation 5: The Commission recommends a messaging campaign emphasizing the importance of safe and supportive schools.

The Commission recommends that the Department in conjunction with other state and local policymakers lead a public education campaign, with voices from government and education. The campaign should emphasize the importance of creating safe and supportive school cultures and the critical role they play in ensuring educational success for all students.

Proposed Next Steps

The Commission sets forth an ambitious agenda described below. Elements include making further progress towards recommendations for a safe and supportive schools framework and tool;

collaboration with the Department to inform guidance that can be shared with schools and districts related to effectively integrating safe and supportive schools' goals into school and district improvement plans; and gathering information from additional stakeholders to inform future recommendations called for in the Safe and Supportive Schools statute (G.L. c. 69, § 1P).

The Commission's goal is to assist school communities with creating safe and supportive learning environments for *all* students. 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. 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. Safe and supportive schools actively work to eliminate bias related to race, color, sex, gender identity, religion, national origin, and sexual orientation in all school-wide activities and throughout all school operations. It values the social and cultural experiences of students, staff, families, and partners, and ensures that culturally responsive systems of support are fully integrated into the culture of the school.

The Commission reached consensus on the direction of these next steps described below, and agreed that further discussion will inform details and priorities for the upcoming year and beyond.

1. In order to help meet the statutory charge in G.L., c. 69, § 1P that the Commission "investigate and make recommendations to the board on updating, improving and refining the framework and the self-assessment tool as appropriate," the Commission will work with the Department and Board, as appropriate, to advise and continuously refine the development of the **safe and supportive schools framework. The goal is for the Department to make an updated framework available for use during the 2018-2019 school year.** The Commission will additionally continue to inform the Department's efforts to utilize expert assistance to ensure the **safe and supportive schools self-assessment tool** is user friendly and helpful in assisting schools and districts to enhance the infrastructure necessary to address the needs of the whole child; to integrate and align initiatives related to safe and supportive schools; and to support equitable access, opportunity, and outcomes for all students.
2. In order to help meet the statutory charge in G.L., c. 69, § 1P that the Commission "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," the Commission will continue to collaborate with the Department as it pilots and refines the guidance developed with the Commission in 2017 for **incorporating locally tailored action plans developed through the use of the self-assessment tool into school and district improvement plans** using the Department's Planning for Success approach. The Commission also plans to draft and propose a readiness guide to complement the guidance for incorporating action plans into school improvement plans. This readiness guide will be designed to assist schools and districts with understanding the framework and tool, gathering data, and using the tool to engage in a safe and supportive school culture change process that is embodied in the self-assessment tool.

The Commission will also propose ways to incorporate the many laws and legal reporting requirements into the framework and self-assessment tool (for example, those related to student discipline from Chapter 222 of the Acts of 2012, and those related to bullying prevention and intervention plans from Chapter 92 of the Acts of 2010 and Chapter 86 of the Acts of 2014), in order to make plan creation and reporting by schools more streamlined and integrated with the many other initiatives it must carry out.

3. In order to help meet the statutory charge in G.L., c. 69, § 1P that the Commission “identify strategies for increasing schools’ capacity to carry out the administrative functions identified by the behavioral health and public schools task force,” and “propose steps for improving schools’ access to clinically, culturally, and linguistically appropriate services,” and “develop recommendations on best practices for collaboration with families, including families of children with behavioral health needs,” the Commission will collaborate with the Department in **gathering information** as the Commission considers making recommendations regarding **access to clinically, culturally, and linguistically appropriate services**. The Commission will also address concerns raised by stakeholders in the 2017 focus groups through recommendations to 1) address capacity at the school level to coordinate these services within the school and with outside agencies, and 2) to add to efforts to identify service gaps. The Commission will also focus on how **schools and districts can better link with and integrate community-based services** as appropriate, building from its initial set of principles sent to the Board in January 2018, following the requirement to do so in the state’s FY18 budget.
4. In order to help meet the statutory charge in G.L., c. 69, § 1P (g) that the Commission “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,” the Commission will also assist the Department in gathering information from Safe and Supportive Schools grantees about their successes and challenges and from other stakeholders. This information can help guide the Department as it develops **professional learning materials** that respond to stakeholders’ specific requests for materials to enhance school/district capacity to lead the process of creating safe and supportive schools.
5. As part of an information campaign, the Commission will work with the Department to develop written **materials that delineate the relationship between safe and supportive schools cultures and academic success**. These materials will articulate how building a safe and supportive school culture fits with the many other initiatives in the Department and to help create the context, and vision that underlies the safe and supportive schools work so that schools understand why safe and supportive schools are needed.
6. The Commission will work with the Department on holding leadership summits to prioritize work to create safe and supportive environments, provide leaders with the tools to lead professional development to staff, and assist the Department with the development of materials.

7. The Commission will provide advice to the Department on revising the **Comprehensive Health Curriculum Framework**.
8. The Commission will provide advice and participate in discussions with the Department as it investigates ways to **increasingly use safe and supportive schools measures as indicators of school quality and student success**.
9. **The Commission will present annual recommendations to the Governor and Legislature on areas set forth in the statute.** The Commission will reflect upon the information gathered through the steps described above, and will develop a draft summary from the information gathering. As the information is assessed and synthesized, the Commission will deliberate upon appropriate recommendations related to topics the Commission is asked to address. Agreed upon recommendations will be included in the fourth annual report (December 2019).
10. **Commission Members will engage in outreach to represented organizations and other stakeholder groups, and participate in public relations campaigns.** Commission members will solicit, from the organizations they represent, input on the Commission's recommendations to the Board, Department, and Legislature. Also members will support any public information campaign work undertaken by statewide leadership, where appropriate (see the Recommendations section for more information about this proposed campaign).

Commission Activities Undertaken in 2017

Commission areas of focus in 2017 included identifying and moving forward three strategic priorities for the year. The top priority for the year was to gather additional information to inform proposed changes to the current version of the framework, based on three lenses listed in the law that need to be effectively integrated into the framework: *equity, substance use and abuse prevention, and bullying prevention*. These lenses built upon the three areas of focus in 2016: *social and emotional learning, trauma-sensitivity, and positive behavioral approaches that reduce suspensions and expulsions*. Below is a brief summary of activities conducted during this third year of the Commission.

- Maintained the Commission website¹² with information on responsibilities, members, meetings, and contact information.
- Convened seven full Commission meetings in 2017, including a full day summer retreat. Meeting dates and locations were as follows: January 23 (Hilton Garden Inn, Devens), March 22 (Department, Malden), May 12 (Hilton Garden Inn, Devens), June 2 (Assabet Valley Collaborative, Marlborough), August 2 (retreat, Harvard Law School, Cambridge), October 3 (Assabet Valley Collaborative, Marlborough), and November 15 (Department).
- Extended the current member-selected Co-Chair's position through summer 2018, with a new term to begin in January 2019. The Co-Chair is selected from the Commission membership to serve alongside the Department's Commissioner (or designee).

¹² Commission website: <http://www.doe.mass.edu/sfs/safety/?section=commission>.

- Continued work on three strategic objectives: 1) *progress towards updating, refining and improving the framework and self-assessment tool*; 2) *promoting integrated initiatives, including how the framework and self-assessment tool can be part of the school improvement process*; and 3) *communications and information gathering to inform current and future Commission work and recommendations*. Agreed to have short-term workgroups form and meet as needed on specific projects throughout the year. Highlights on work for the three objectives are included below.

1. Strategic objective one focused on “(i)” in the second paragraph of G.L. c. 69, § IP, which requires the Commission to “*investigate and make recommendations to the board on updating, improving, and refining the framework and the self-assessment tool as appropriate.*” Work in 2017 included the following:

- Planned protocols and interviewed nearly two dozen people with insights and experience in the three lens areas selected. As noted above, these lenses included equity, trauma-sensitivity, positive discipline, substance use and abuse prevention, and bullying prevention. Interviews were conducted by Commission members and volunteers, and informed discussion and proposed revisions to the framework. The Commission is grateful to all who agreed to be interviewed.¹³
- Analyzed the in-depth information supplied by the interviews, and identified core pillars or values that cut across all the initiatives investigated thus far (bullying prevention, positive discipline, trauma-sensitivity, social/emotional learning, substance use and abuse, and equity). The Commission is discussing ways to use and pilot these core pillars in the framework and self-assessment tool to guide schools as they work to integrate and align the many initiatives needed to create the foundation for a safe and supportive school. Using these pillars, educators can evaluate whether their actions:
 - Support student **safety** along four dimensions – physically, socially, emotionally and academically;
 - Support students to develop **competencies** and academic and non-academic success;
 - Explicitly **connect** students to the school community;
 - Support students to form **positive relationships** with adults and peers;
 - Support students to manage and **self-regulate** their emotions and behaviors; and
 - Support **equitable access, opportunity and outcomes** for all students
- Made progress on the design of the draft revised framework, informed by the aforementioned lenses.

2. Strategic objective two focused on “(vii)” in the second paragraph of G.L. c. 69, § IP, which requires the Commission to: “*examine and recommend model approaches for integrating school action plans...with school improvement plans and for using the*

¹³ See Appendix C for a list of people interviewed during 2017.

framework to organize other school and district improvement processes.” Work in 2017 included the following:

- Continued to work closely with the Department to identify ways that the Planning for Success¹⁴ model can work synergistically with the framework and self-assessment tool to have school and district improvement planning processes help communities create and maintain safe and supportive schools that improve educational outcomes for all students. A draft document outlining the use of the Planning for Success model with the framework and self-assessment tool was shared with Commission members and will be posted in 2018 for field piloting, feedback, and future revisions.
- 3. Strategic objective three focused on communications and gathering information to inform current and future Commission work and recommendations, related in part to “(ii)” and “(vi)” in the second paragraph of G.L. c. 69, § IP (g), respectively: “(ii) *identify strategies for increasing schools' capacity to carry out the administrative functions identified by the behavioral health and public schools task force;*” and “(vi) *develop recommendations on best practices for collaboration with families, including families of children with behavioral health needs;*” Work in these areas in 2017 included the following:
 - Conducted focus groups and interviews in July 2017 to determine the capacity, readiness, and needs of districts. The two focus groups were with members of the Massachusetts Association of School Superintendents and the Massachusetts Association of School Committees.¹⁵
 - Conducted five in-depth interviews during the winter 2016-2017 with other school and district leaders. A summary of highlights from the interviews was presented and a write-up shared with Commission members.¹⁶
 - Conducted seven focus group interviews in February and March 2017 to inform future considerations for improvements to the framework, as well as potential recommendations to the legislature and/or Department. A summary of highlights from the interviews was presented and a write-up shared with Commission members.¹⁷
 - Information from the above focus groups and interviews, along with discussions amongst Commission members, informed the recommendations included in this 3rd annual report, and will continue to inform future Commission work and potential recommendations.
- The FY18 safe and supportive schools line item, 7061-9612, contained language calling for the Commission to make recommendations to the Board by December 31, 2017 regarding

¹⁴ For more details on Planning for Success, see: <http://www.doe.mass.edu/research/success/>.

¹⁵ A draft summary report of the MASS and MASC focus groups will be available in winter 2018. Highlights were presented and discussed with the Commission during summer and fall 2017.

¹⁶ School leader interviews draft interim summary report : <http://www.doe.mass.edu/sfs/safety/meetings/2017-0322capacity.docx>.

¹⁷ Family engagement focus group draft summary report: <http://www.doe.mass.edu/sfs/safety/meetings/2017-0322familyengagement.docx>.

ways to include in the framework and self-assessment tool principles of effective practice. The Commission conducted a literature review along with interviews with five leaders in the field to inform a document that outlines principles of effective practice. This document was shared with the Board, along with a memo containing initial recommendations regarding ways to incorporate the principles into the framework and self-assessment tool.¹⁸

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

The statute calls for many actions to be taken on the part of the Department, all of which are subject to appropriation. A brief update on Department work to date and plans for the balance of the fiscal year are also noted below.

“(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.”

Safe and Supportive Schools Grant Program: In mid-September 2017, the Department posted a competitive grant funding opportunity for fiscal year 2017-2018 (FY18) Safe and Supportive Schools Grants through [Fund Code 335](#), with applications due October 13, 2017. Information about this opportunity was also included in the September 22, 2017 Commissioner’s Weekly Update.¹⁹ Based on feedback from Commission members, the FY18 Safe and Supportive Schools Grant (Competitive)²⁰ offered districts up to \$10,000 per selected school and \$20,000 maximum per selected district for one of two categories. Districts that had not used the framework or self- assessment tool in the past applied through grant *Category A* to develop action plans that organize, integrate, and sustain school and district-wide efforts to create safe

¹⁸ See <http://www.doe.mass.edu/bese/docs/FY2018/2018-01/item10.html>.

¹⁹ Weekly Update with grant information: <http://www.doe.mass.edu/commissioner/?update=9/22/2017>.

²⁰ FY18 Safe and Supportive Schools Grant (Competitive) details: <http://www.doe.mass.edu/grants/2018/335/>.

and supportive school environments and coordinate and align student support initiatives. Selected schools in grant recipient districts will create action plans based on all the elements of the online framework and self-assessment tool. Grantee districts will also create district action plans that support the selected schools. Districts that had received grant funding in the past could apply through grant *Category B* which allowed schools to implement items from the action plans they created using the self- assessment tool. A total of 29 districts applied, and 17 districts were selected for funding.²¹ Just over \$230,000 from line item 7061-9612 will be leveraged by grantees through this grant program to develop and implement action plans that will help create and maintain safe and supportive learning environments.

On May 24, 2017, the Department convened [FY17 grantees](#) and others from across the state, for a full-day conference titled, “Safe and Supportive Learning Environments: Bringing Together Social and Emotional Learning, Trauma Sensitivity, and Positive Behavioral Approaches.” The event was planned in collaboration with the Department of Early Education and Care (EEC), the Collaborative for Educational Services, and Mass. Advocates for Children’s Trauma and Learning Policy Initiative. At the conference, presenters shared best practices around topics related to why we need safe and supportive environments and how to use the framework and self- assessment tool to help in the process of creating them. The day also included community team planning time to share information learned, engage in vertical alignment of strategies and approaches, and strengthen working relationships. These topics were informed by grantee requests and included a focus on social and emotional learning, trauma-sensitivity, and positive behavioral approaches. A centerpiece of the conference were presentations from schools engaged in the process of becoming trauma-sensitive, and a keynote from [Dr. Jayne Singer](#).²²

Additional safe and supportive schools related work: The Department plans to use the balance of close to \$170,000 of the \$500,000 available in line item 7061-9612 towards an independent evaluation of the Safe and Supportive Schools Grant program (to be awarded in January 2018); conferences held by the Department; additional tool improvements; and targeted funding of \$100,000 to leverage preexisting investments and establish an infrastructure to facilitate coordination of school and community based resources, including but not limited to social services, youth development, health and mental health resources;²³ and towards full-time staffing to support Safe and Supportive Schools Framework 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, and in research and evaluation activities.

²¹ FY18 Safe and Supportive Schools Grant recipients: <http://www.doe.mass.edu/grants/2018/awards/335.html>.

²² On participant evaluations, using a scale of 1 (Didn’t find informative at all) to 5 (Found very informative) for those who responded to that question, nearly 90 percent of survey respondents (n=118) rated the overall day a 4 or 5, and more than 95 percent (n=145) rated the keynote speaker Dr. Jayne Singer a 4 or 5.

²³ This text and funding from the line item was on hold but then released for spending in January 2018, and as of the writing of this report, the Department is in process of confirming details regarding an associated Request for Proposals.

APPENDIX A: Safe and Supportive Schools Commission Members

Name (Last, First)		District / Agency Represented	Title (as of December 2017)
Amador	Andria	MA School Psychologists Association (MSPA)	MSPA Immediate Past President; Boston Public Schools - Assistant Dir., Special Education & Related Services - Comprehensive Student Support Services
Adams	Brandon	State Student Advisory Council	Student Member (shared member seat)
Anastasio	Brian	State Student Advisory Council	Student Member (shared member seat)
Bennett	Rachelle Engler	MA Department of Elementary and Secondary Education (ESE)	Commission Co-Chair (ESE Designee); ESE Associate Commissioner, Student and Family Support
Brown	Donna M.	MA School Counselors Association (MASCA)	MASCA Executive Secretary
Burd	Sara	Arlington Public Schools, Practitioner of the Framework	Arlington Public Schools Director of Social Emotional Learning
Cole	Susan	MA Advocates for Children (MAC)	Commission Co-Chair (Selected by Commission Members); MAC Senior Project Director, Trauma and Learning Policy Initiative
Cristiani	Angela	American Federation of Teacher-Massachusetts	AFT; Boston Teachers Union (BTU) Political Director (shared member seat)
Margie	Daniel	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)	Superintendent, Reading Public Schools
Holmes	Ellen	MA Association of School Committees (MASC)	MASC Regional School Committee Chair; Ashburnham-Westminster Reg. School Committee Member
Kelly	Amy	MA School Administrators Association (MSAA)	Newton Public Schools District Leader of Social and Emotional Learning (shared member seat)
Kohler	Tara	MA School Administrators Association (MSAA)	Principal, Fairhaven HS (shared member seat)
Lipinski	Michelle	Representative of Mass. Recovery High Schools with expertise in adolescent substance use disorders	Principal, Northshore Recovery High School
Lipper	Katherine	Secretary of Education (EOE Designee)	General Counsel, MA Executive Office of Education
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
Perillo	Julie	MA Teachers Association (MTA)	Teacher, Grade 5, Louis F. Angelo School, Brockton PS MA (shared member seat)
Styer	Judith	MA School Nurse Organization (MSNO)	MSNO President; Framingham Public Schools Director of Health and Wellness
Whitehead	Richard	MA Administrators for Special Education (ASE)	Dracut Public Schools Director of Student Services

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>.

APPENDIX C: Individuals Interviewed

The Commission is grateful for the time, interest, and expertise of all who agreed to be interviewed on the following topics, to help inform Commission work.

Bullying Prevention

- Catherine Bradshaw, Ph.D., M.Ed., professor at the Curry School of Education at the University of Virginia
- Dorothy Espelage, Ph.D., professor of educational psychology at the University of Florida
- Anne Gilligan, Department, Office of Student and Family Support
- Jane Harrison, Senior Consultant to Engaging Schools and certified trainer in Resolving Conflict Creatively Program (RCCP)
- Gayle Macklem, professor of school psychology at William James College
- Jeff Perrotti, Department, Director of the Safe Schools Program for LGBTQ Students

Substance Use and Abuse Prevention

- Nick DeSimone, former principal, Winchendon Middle/High School and Montachusett Regional Vocational Technical School, Fitchburg
- Mary Ann Gapinski, Director of School Health Services, MA Department of Public Health
- Fiona Jensen, Executive Director, and Adria Kennedy, Program Director, at Calmer Choice Yarmouth
- Michelle D. Lipinski, Principal, Northshore Recovery High School
- Erica McNamara, Executive Director of Reading Coalition Against Substance Abuse
- Karen Jarvis Vance, school health leader in Northampton Public Schools
- Katie Vozeolas, school health leader in Haverhill Public Schools
- Heather Warner, Strategic Planning Initiative for Families and Youth, Collaborative for Educational Services, Northampton.

Equity

- Joseph Corazzini, Director of Community Resource Development, Framingham Public Schools
- Safire Dejong, Co-Chair of Social Justice and Equity Initiative, Collaborative for Educational Services
- Patti DeRosa, Changeworks Consulting
- Larry Dieringer, Executive Director, Engaging Schools
- Danielle M. Gonzales, Assistant Director for Policy with the Education and Society Program, The Aspen Institute
- Maria Paiewonsky, Institute for Community Inclusion (ICI), UMASS Boston.

Integrating Student Supports

- Joanne Camillo, current Principal (Barrett Russell School) and former School Adjustment Counselor, Brockton Public Schools
- Glenn Daly, Director, Office of Youth Development, Office of Children, Youth and Families, EOHHS, about the Family Resource Centers (FRC)
- Patrice DiNatale, Director of New Practice, City Connects; Center for Optimized Student Support (COSS), Boston College Lynch School of Education
- Jack Simons, Director, Children's Behavioral Health Initiatives (CBHI), Mass Health
- Joan Wasser Gish, Director of Strategic Initiatives, COSS, Boston College Lynch School of Education