

Revere School Committee Meeting Agenda
September 15, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, September 15, 2026, at 5:30 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/85752848116?pwd=4dGG5schyAgRKZq3EoTZpaLNGgYje0.1>

Passcode:335145

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/reverseschoolcommittee>

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
 - a. MCIEA Data
 - b. Nellie Mae Grant
 - c. Molly Ross – Intro to Project
 - d. Communications Update
7. Report of the Subcommittees
 - a. Personnel Subcommittee
 - b. Buildings & Grounds Subcommittee
 - c. Policies & Procedures Subcommittee
 - d. Superintendent Search Ad Hoc Subcommittee
 - e. New RHS Working Group Update – Donor Wall
8. Motions
 - a. Motion by Mr. Damiano that the Revere School Committee authorize the continued development of a proposed framework for a joint public discussion with the Revere City Council, including the formation of a small voluntary working group of interested School Committee members, with the opportunity to work collaboratively with City Council members should the Council agree to participate, and that any proposed framework be brought back to the School Committee for further review before any final action is taken.
9. Hearings (None)
10. Unfinished Business
11. New Business
 - a. Request for Enrollment Update
12. Executive Session (None)

13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

File: BEDH - PUBLIC Comment AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The Revere School Committee desires and encourages community members of the district to attend and/or participate its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. This time shall be available at every School Committee meeting whether held in person, online, or hybrid (both in person and online).

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the district's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. Members of the public can sign up for public comment starting 15 minutes before each regularly scheduled School Committee meeting and up until the end of the public comment period. Individuals or group representatives can sign up using the sign-in sheet provided by the School Committee and located in the back of the School Committee room. Members of the public who attend the meeting online/remotely can sign up by entering their name into the Zoom chat box. The sign-up sheet and/or online list will be provided to an officer of the Committee just prior to the meeting being called to order and any additional entries will be provided to the officer conducting the roll call for public comment on a rolling basis, until the end of the public comment period.

2. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.
3. All speakers are encouraged to present their remarks in a respectful manner.
4. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
5. Public Speak shall concern items that are not on the School Committee's agenda, but which are within the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.
6. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material.
7. Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Public Speak.
8. Copies of public comments shared during the public comment period may be presented in writing to the Committee before the meeting for Committee members to review and for inclusion in the meeting minutes.
9. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
10. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/ or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/ or to the extent they exceed the scope of the School Committee's authority.

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only

difference will be the manner in which those wishing to speak sign up. Members of the public wishing to speak can sign up for public comment at the beginning of the meeting via the chat feature and up until the end of public comment.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a “live stream” mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

State law also provides that: No person shall address a public meeting of a public body without permission of the chair of the meeting, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Disclaimer: Public Speak is not a time for debate or response to comments by the School Committee. Comments made at Public Speak do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee does not have the authority to prevent all speech that may be upsetting and/or offensive at Public Speak.

SOURCE: MASC

Amended by Revere School Committee: July 2024

STUDENT REP REPORT

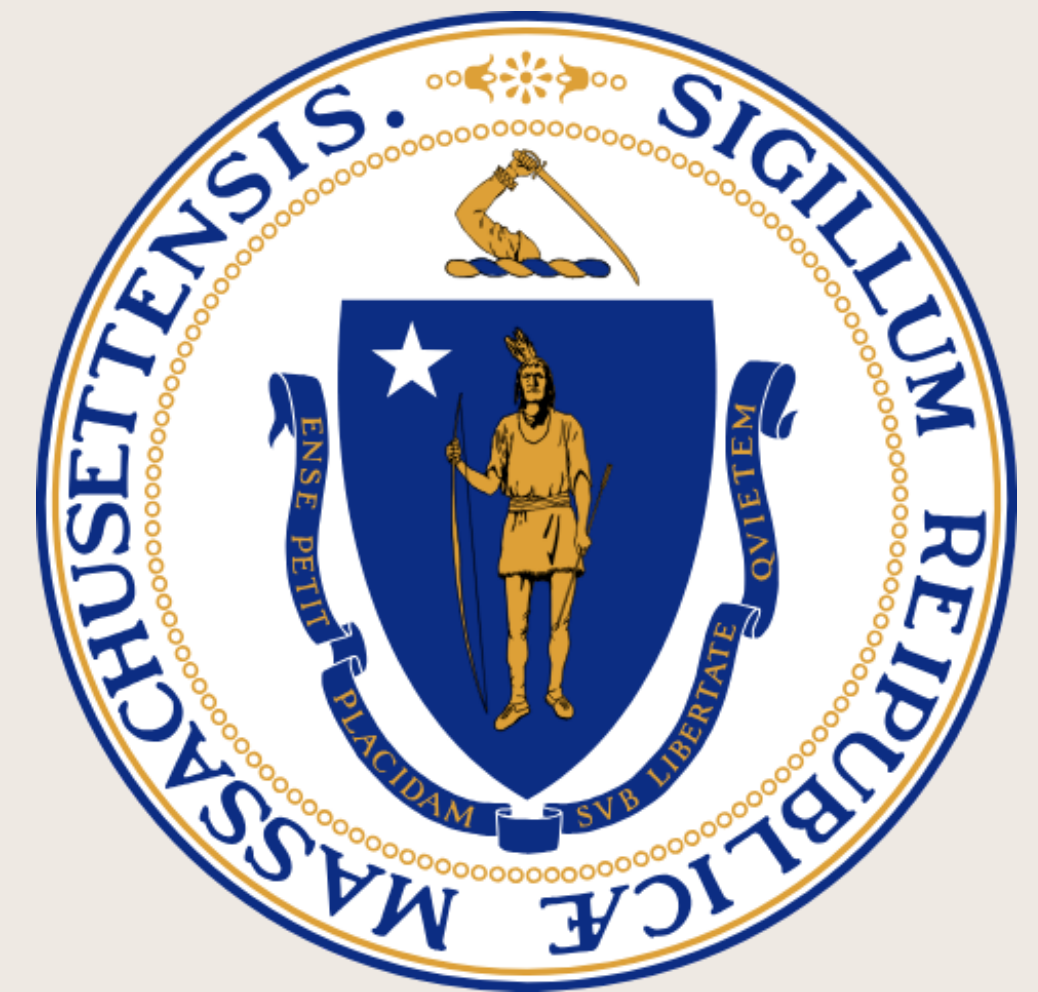
Presented by Student Advisory Board

Report as of September 15, 2026



General Law - Part I, Title XII, Chapter 71, Section 38M

School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district. The members of such student advisory committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee. Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation. A school committee may designate a student outreach coordinator for the purpose of ensuring the establishment of a student advisory committee and regularly informing the advisory committee of the school committee's agenda.



| Student Advisory Board

Members

|

| Student Advisory Board

Senior Rep.



Zoha Hassan

Junior Rep.



Noor Ashour



Jessica Farro



Aleina Barreto



Yasmeen Khamis

Student Life

Student Activities Fair

During advisory block on Friday, September 11th, students have the opportunity to explore the clubs, activities, and enrichments that Revere High School has to offer.

Meet the Teacher Night

Meet the Teacher Night for Middle Schools was on Wednesday, September 9, and the RHS Open House is on Thursday, September 10.

Club Report

Clubs Starting soon:

- Speech and Debate 9/8
- Model UN 9/10
- Robotics 9/10
- Pre-health 9/17
- Math team 9/14
- Red Cross

Middle School Clubs

Susan B. Anthony has offered clubs including a basketball club, a drama club, a community club, and morning fitness. Surveys are being sent to students about clubs they'd like to see in the next couple of weeks.

Club Report

Pre-health

The Pre-Health Club will hold its first meeting on Thursday, September 17th. Upcoming events for the term include Medical Jeopardy, CPR training, and guest speakers from local healthcare facilities.

Red Cross Club

Over the next few weeks, the Red Cross Club will host CPR training along with several community service events, including Totes for Hope, bake sales, and Cards for Kids.

Sports Round-Up

RHS Varsity Volleyball

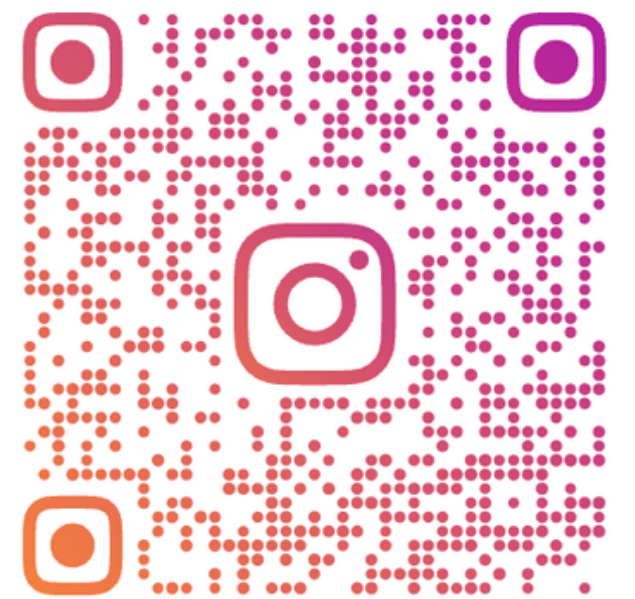
Revere High School Volleyball has officially kicked off its 2026–2027 season, focusing on teamwork, growth, and preparation. After a 3–0 loss in their first game on September 9th, the team looks forward to improving and working toward future wins.

RHS Varsity Football & Cheerleading

On Friday, September 11, the Varsity Cheerleading and Football teams will come together for a special 9/11 tribute. Before the game, athletes will help hold a large American flag during the National Anthem to honor and remember those affected by September 11, 2001

THANK

YOU



REVERESTUDENTADVISORYBOARD

Residency Project Overview: Presentation to the School Committee

Special Education Redesign



Molly Ross
Doctoral Resident to Dr. Kelly



September 15, 2026

- Residency Project completed by Dr. Ford Walker
- Redesign Committee
- MTSS and BBST Revamp
- Department Reorg - Coordinators
- Specialized Programming (SLG) Re-org

Special Education Redesign... Continued

- Focus: **Instructional Rigor** for students with disabilities
- Working Group: Special Education Coordinators and Co-Directors
- Variety of perspectives and stakeholder input
- Final Product: Recommendations and Action Plan

Special Education Redesign...

What's Next

Phase 1: Discover

- Team Formation
- Data Gathering
- Research/Best Practices Review
- Collaborative Analysis and Reflection

Phase 2: Co-Create

- Draft Recommendations
- Get stakeholder feedback

Phase 3: Commit

- Finalize recommendations
- Create action plan
- Communicate

Project Timeline



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Prepared by John Lynds, RPS, Director of Communications

2025-2026

ANNUAL COMMUNICATIONS REPORT

CONNECTING SCHOOLS, FAMILIES AND THE REVERE COMMUNITY

A YEAR OF CONNECTION



Revere Public Schools' communications work in 2025-2026 focused on making district information easier to find, easier to understand, and more reflective of the students, staff, families, and community RPS serves. The year strengthened social reach, sustained a high-volume news operation, supported family engagement and equity initiatives, advanced language access, extended stories into local print media, refreshed core district publications, and built a signature cultural storytelling series.

THE COMMUNICATIONS PORTFOLIO

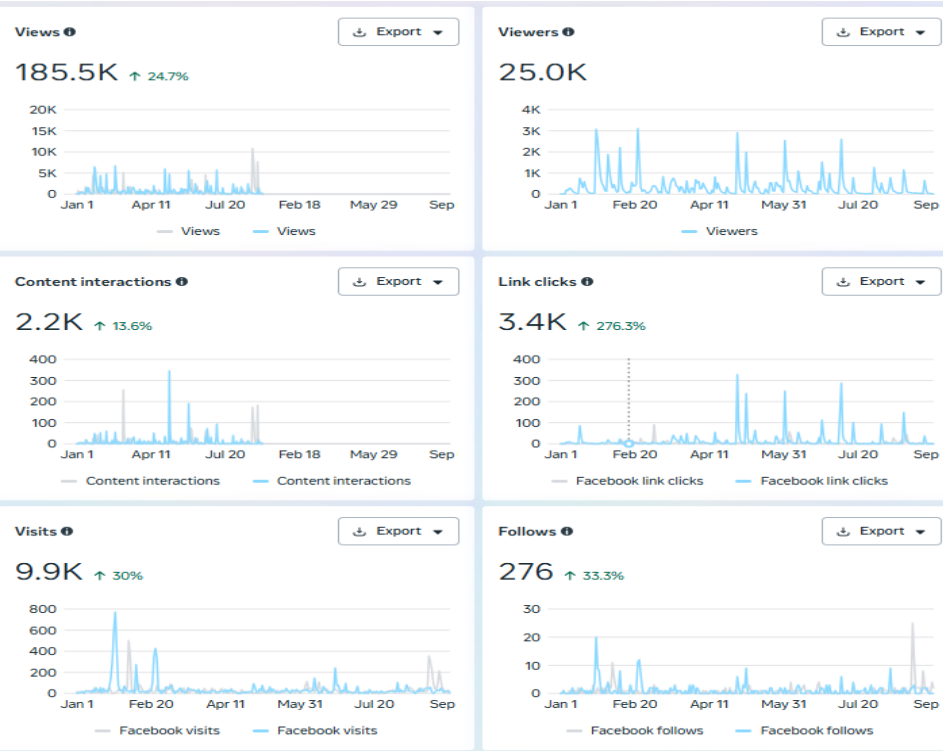
- ☐ Website news and photo storytelling
- ☐ Social media and analytics
- ☐ Family engagement communications
- ☐ Equity and inclusion storytelling
- ☐ Print media and earned coverage
- ☐ Student and staff handbook design
- ☐ Language access implementation

COMMUNICATION THAT CONNECTS

The communications strategy pairs timely information with storytelling: practical updates help families navigate the district, while news, photography, video, and earned media document the people and experiences that define Revere Public Schools.

COMMUNICATIONS BY THE NUMBERS

Facebook remained one of RPS's strongest direct-to-community channels, helping families move from district storytelling to practical resources and information.



+276.3% LINK CLICKS
A sharp increase in link clicks shows that social content is successfully directing audiences to district resources.

+13.6% INTERACTIONS
Likes, comments, and shares increased, signaling a stronger response to district content.

+30% VISITS
More users visited the Facebook page during the reporting period.

THE DISTRICT NEWSROOM



84+ PUBLISHED STORY LINKS

Tracked in the 2025-2026 work log

The RPS website serves as the district communications home base - a searchable public record for news, photography, and practical family information. Representative coverage included graduation, the Spring Deeper Learning Student Showcase, Ignite Reading, leadership appointments, family engagement, cultural heritage months, budget coverage, student activities, health and wellness, and summer programs.

ONE STORY. MULTIPLE TOUCHPOINTS.

A school event can become a website feature, social post, photo gallery entry and newspaper placement - extending the life and reach of each reporting and photography effort while building a fuller public record of district life.

THE DISTRICT NEWSROOM (cont'd.)

109 published news and information items, including **84 original news and feature stories**, documenting student achievement, teaching and learning, school events, district initiatives, staff accomplishments, family engagement, equity and inclusion, community partnerships, and major policy developments across Revere Public Schools.

Coverage Area

Examples

Student achievement & recognition

Scholarships, academic awards, Vocabulary Bowl, Harvard Model Congress, robotics championship

Teaching & learning

Ignite Reading, deeper learning, student-led conferences, summer learning, curriculum/programming

School events & student life

Culture Nights, concerts, Glow Gallery, Revere Sings, drama, dodgeball, showcases

Equity, culture & belonging

Hispanic, Italian, Native American, Black, Women's, AANHPI and Pride coverage; *From Where We Come*

Family & community engagement

Monthly family nights, mental-health resources, housing resources, restorative practices, caregiver programs

Staff & leadership

New-teacher orientation, principal appointments, administrator appointments, Teacher Appreciation

District governance/policy

FY27 budget, middle-school assignment change, RHS cellphone policy

Community partnerships

Chartwells, Big Brothers Big Sisters, Subaru, Burlington, NSCC, WCVB, state agencies

Health & wellness

Self-Care Fair, mental-health supports, healthy relationships/substance-use awareness, food resources

Major district initiatives

New RHS construction, district strategic work, new athletic logo, early childhood

Graduation/milestones

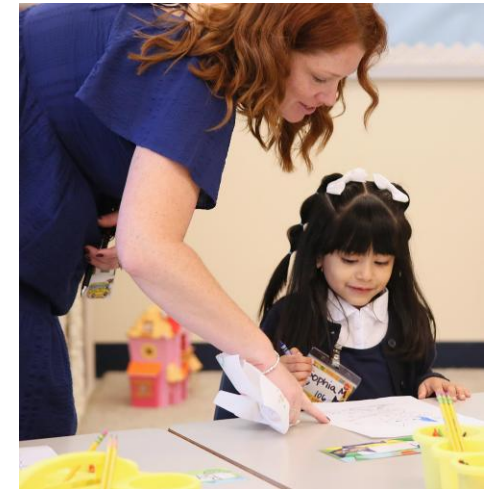
RHS, CityLab and Coast Collaborative graduations

Public service/information

Registration, Summer Eats, Summer Math, backpack distribution, safety notices

Human-interest/profile pieces

Staff/student stories, Welcome Club, Bill O'Brien tribute, heritage storytelling



FAMILIES AT THE CENTER



COMMUNICATION IS PART OF THE EVENT

Family Engagement Nights are a communications project as much as an event series. Promotion, multilingual materials, presentation support, photography, event coverage, and local-media placement turn each gathering into information families can use before, during, and after the event.

2025-2026 HIGHLIGHTS

- **KICK-OFF:** Community Resource Kick-Off Night connected families with school staff and community partners.
- **MENTAL HEALTH:** North Suffolk Community Services presented on student mental health supports.
- **60+ CAREGIVERS:** More than 60 caregivers attended the March session with the Federation for Children with Special Needs.
- **COMMUNITY:** Revere Housing Authority and CityLab High School were featured in April

STORIES OF IDENTITY + BELONGING



FROM WHERE WE COME

The 2025-2026 school year established From Where We Come as a signature RPS storytelling series. First-person video stories moved cultural celebrations beyond dates on a calendar and toward personal narratives about heritage, family, identity, resilience, and belonging.

HISPANIC HERITAGE

AANHPI HERITAGE

ITALIAN HERITAGE

WOMEN'S HISTORY

BLACK HISTORY

PRIDE MONTH

LANGUAGE ACCESS IN ACTION



TOOLS + PRACTICES

- ❖ Home Language Survey and PowerSchool preferences
- ❖ ParentSquare language selection
- ❖ Multilingual welcome posters and “I Speak” sheets
- ❖ Districtwide greeting scripts

75%+

OF RPS FAMILIES SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME

5,452 FAMILIES

The Language Access Plan translates the district's equity commitment into concrete communication practices, tools, and staff training. Communications support included plan development, public-facing messaging, website and awareness work, translation-access implementation, and support for real-time interpretation tools.

- ❖ Interpreter/translator professional learning
- ❖ Real-time interpretation tools and equipment
- ❖ Annual surveys, focus groups, and usage review

BEYOND DISTRICT CHANNELS

EARNED
MEDIA

Regular placement in the Revere Journal and Revere Advocate extends school stories to residents who may not follow district social channels or ParentSquare.

Wednesday, July 13, 2026

THE REVERE JOURNAL

Page 5

Three Revere Public Schools educators honored

Vanessa Hugu, Lino Cabral, and Ana Maria Elkhessassi receive 2026 Latino Educators Shine Awards

Three Revere Public Schools educators were recognized for their commitment to students, families, and educational excellence after being named recipients of the 2026 Latino Educators Shine Award, an annual statewide honor presented by Latinos for Education.

Vanessa Hugu, Lino Cabral, and Ana Maria Elkhessassi were among more than 37 educators from across Massachusetts celebrated during the fifth annual Latino Educators Shine Awards ceremony, held June 22 at the MCLE Conference Center in Boston. Members of the Massachusetts Legislature nominated each recipient in recognition of their dedication to students and the communities they serve.

Assistant Superintendent of Equity and Inclusion Dr. Lourenço Garcia said representation matters and RPS's students benefit from learning with educators who bring different experiences, perspectives, and cultures into our classrooms. It also helps strengthen relationships between our schools and the families and communities we serve.

"Thank you, Latinos for Education, for creating a space that recognizes and celebrates the contributions of Latino and Hispanic educators," said Dr. Garcia. "This recognition honors their work and highlights the importance of a strong and diverse educator workforce in meeting the needs of all students and families." He congratulated the three outstanding RPS educators on this well-deserved recognition.

"Thank you for your dedication, your leadership, and your commitment to our students, our families, and the Revere community," he said. "The difference you make each day extends far beyond your classrooms and strengthens our entire school community."

School Committee Vice Chair and Director of Policy and Advocacy at Latinos for Education, Jacqueline Montenegro, and Assistant Superintendent of Equity and Inclusion, Dr. Lourenço Garcia.

From left: Honorees Vanessa Hugu, Ana Maria Elkhessassi, and Lino Cabral with School Committee Vice Chair and Director of Policy and Advocacy at Latinos for Education, Jacqueline Montenegro, and Assistant Superintendent of Equity and Inclusion, Dr. Lourenço Garcia.

ing multilingual learners at Revere High School. A sheltered math teacher, he is known not only as an educator but also as a mentor, advocate, and leader who has helped hundreds of students build the confidence and skills needed to succeed.

As advisor to the Wellness Club, Cabral has transformed the organization into one of the school's most impactful student groups, creating a welcoming community where newcomers, multilingual, and transfer students find belonging, leadership opportunities, and academic support.

Beyond the classroom, Cabral serves on the Revere High School Equity Board, mentors new educators, and has built partnerships with organizations including Latinos in Action, Re-Imagining Migration, the Revere Cultural Council, the Revere Human Rights Commission, Revere Youth in Action, and Men in Leadership. Through those partnerships, he has expanded opportunities for students while strengthening the school's commitment to equity and inclusion.

As a migrant himself, Cabral brings a deeply personal understanding of the challenges many of his students face. His journey fuels his commitment to ensuring every student—regardless of language, background, or circumstance—feels seen, heard, and empowered to achieve their dreams.

"Receiving the Latino Educators Shine Award is an incredible honor, and I am truly humbled by this recognition. I share this award with my family, my colleagues, my students, and the entire community, because every success I have achieved has been made possible through their support, trust, and inspiration," said Cabral. "My mission has never been about awards or recognition—it has always been about serving the community, uplifting our youth, and creating opportunities that allow every child to reach their full potential. Thank you to Latinos for Education for this meaningful honor, and I promise to continue leading with heart, purpose, and an unwavering commitment to the community I am proud to serve."

Ana Maria Elkhessassi is an ESL teacher in Revere Public Schools whose work centers on helping multilingual learners thrive through inclusive, culturally responsive teaching. Originally from Chile, she combines her background in special education, social-emotional learning, and positive discipline to build strong relationships with students and families while fostering classrooms where every child feels represented and a sense of belonging. Beyond the classroom, she has advocated for greater educator diversity as a Teach Plus Policy Fellow and recently completed the AI Catalyst program through Latinos for Education and the Center for Black Educator Development, focusing on ethical and culturally grounded uses of artificial intelligence in education.

"As a teacher, showing every day for my kids is an honor. I always think that I don't do enough for them and their families and to find better ways to support them and make them feel represented and a sense of belonging," Elkhessassi said.

Hosted annually by Latinos for Education, the Latino Educators Shine Awards recognize educators who are making a lasting impact in classrooms and communities throughout the Commonwealth. The organization is dedicated to expanding leadership opportunities for Latino educators and strengthening the diversity of the education workforce, helping ensure students see themselves reflected in those who teach and lead them.

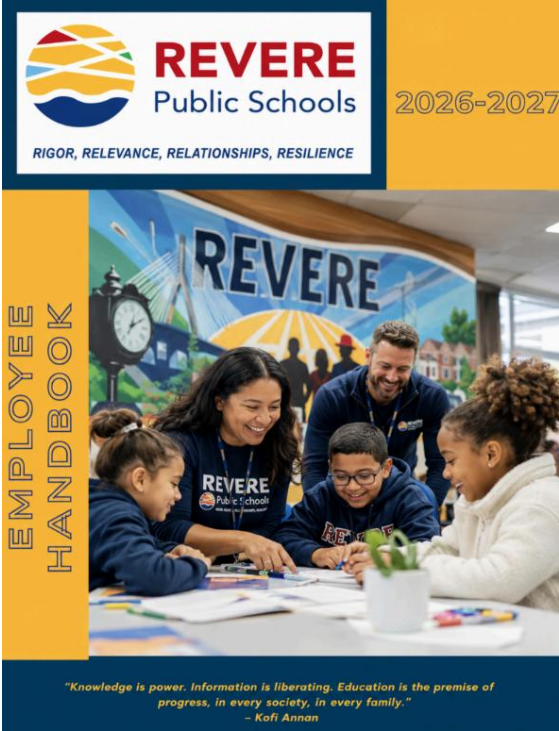
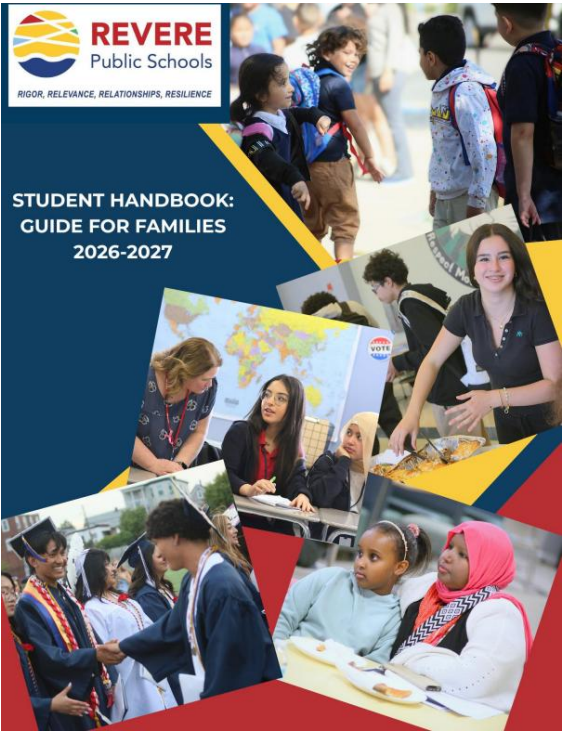
The Revere Public Schools community congratulates Ana Maria Elkhessassi, Lino Cabral, and Vanessa Hugu on this well-deserved recognition and thanks them for the dedication, leadership, and compassion they bring to students every day.

From left: Honorees Vanessa Hugu, Ana Maria Elkhessassi, and Lino Cabral with School Committee Vice Chair and Director of Policy and Advocacy at Latinos for Education, Jacqueline Montenegro, and Assistant Superintendent of Equity and Inclusion, Dr. Lourenço Garcia.

EXAMPLES OF MEDIA PLACEMENTS

- Aug. 28: [Revere Public Schools welcomes new teachers](#)
- SEPT. 24: [Family Engagement Series launch](#)
- JAN. 8: [Influence 100 leadership fellows visit RPS](#)
- MARCH 4: [RPS Celebrates Black History Month](#)
- MARCH 11: [Family night focused on mental health supports](#)
- APRIL 15: [CityLab uses the city as a lab for learning](#)
- JUNE 10: [Revere Public Schools Hold Annual Self-care Fair](#)
- JULY 8: [Pride Month stories of courage and belonging](#)
- July 15: [Three Revere Public Schools educators honored](#)

CLARITY IS A DESIGN CHOICE



STUDENT + STAFF HANDBOOKS

Editing, visual redesign, and annual updates make high-use district documents easier to navigate and more consistent with the RPS identity.

COMMUNICATIONS VALUE

READABILITY

Clear hierarchy makes dense policy information easier to use.

CONSISTENCY

A shared visual language strengthens district identity.

NAVIGATION

Better structure helps staff and families find answers faster.

SUSTAINABILITY

Annual revisions can be integrated without redesigning from scratch.

WHAT COMES NEXT

01

UNIFIED ANALYTICS

Capture comparable Facebook, X, website and ParentSquare metrics.

02

CONVERT REACH

Use stronger follow/subscribe calls and cross-promotion.

03

PHOTO + VIDEO ARCHIVE

Organize reusable district visual assets.

04

MEASURE LANGUAGE ACCESS

Track interpretation, translation and family feedback.

05

COVERAGE BALANCE

Ensure every school is represented regularly.

06

SIGNATURE STORYTELLING

Continue From Where We Come and build repeatable formats.



COMMUNICATIONS THAT CONNECT.

The next chapter is about pairing a strong content operation with consistent measurement - showing not only how much RPS communicates, but how effectively families and community members find, use and respond to district information.

ONE DISTRICT. ONE COMMUNITY. CONNECTED

RESTRICTED PARKING

**SCHOOL STAFF & VISITORS
ONLY**

MON—FRI 6AM—PM
WHILE SCHOOL IS IN SESSION

NO PARKING

**BEFORE, DURING, OR AFTER
SNOW EVENTS**

**VIOLATORS WILL BE TOWED
AT VEHICLE OWNER'S EXPENSE**

INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In Revere Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to equal access to public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds without a Judicial Warrant or Judicial Order.

The Superintendent shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

These procedures will be designed in accordance with the statute and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

- (i) Procedures for identifying and designating an authorized person(s) at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating an authorized person(s) at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the designated authorized person at the school and the district superintendent's office or school administrative office, who will contact the school's legal counsel, in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information.
- (iv) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school premises;
- (v) Procedures for notifying a student's parents or guardian or the student if the student is 18 years or older or emancipate if a law enforcement agent requests access to a student or student's information for any civil law enforcement purpose;

- (vi) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including procedures to notify parents and guardians, teachers, administrators, and school personnel when the school confirms the presence of law enforcement agents engaged in civil law enforcement on the school site, in a manner that ensures the confidentiality and privacy of any potentially identifying information;
- (vii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed;
- (viii) A plan to share these procedures and policies with students and families, including but not limited to, on the school district's website;
- (ix) Training(s) to school staff based on the training developed by the Department of Elementary and Secondary Education, in consultation with their state partners pursuant to Section 4 of Chapter 71, Section 102(d).

The accompanying procedures shall be incorporated into the written emergency response plan required by Section 102(e) of Chapter 71 of the General Laws.

CROSS REFS.: EBC, EMERGENCY PLANS
 ECA, BUILDINGS AND GROUNDS SECURITY
 ECAF, SECURITY CAMERAS IN SCHOOLS
 JIH, SEARCHES AND INTERROGATIONS
 JRA, STUDENT RECORDS
 KI, VISITORS TO THE SCHOOLS
 KLG, RELATIONS WITH POLICE AUTHORITIES
 ECAB – Access to Buildings and Grounds

LEGAL REFS.: Chapter 163 of the Acts of 2026 (PROTECT Act); G.L. c. 71, §102.

SOURCE: PROTECT Act, Chapter 163 of the Acts of 2026; MASC Model Policy and Guidance, August 2026, DESE Model Procedures for Interacting with Civil Law Enforcement

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

Updated: September 2026