JOINT SCHOOL COMMITTEE MEETING OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 November 7, 2022 – 6:30 p.m. MEETING HELD IN HYBRID FORMAT 133 Marion Road Media Room, Jr. High School Mattapoisett, MA 02739

District Members Present: Michelle Smith, Chairperson, Frances-Feliz Kearns (in-person), Margaret McSweeny (in-person), April Nye (in-person), Matthew Monteiro (in-person), Jason Chisholm (via zoom), Rosemary Bowman (in-person), Joe Pires (in-person) and James Muse (remote).

District Members Absent:

Union Members Present: Sharon Hartley (in-person), Chairperson, Anne Fernandes (in-person), Nichole Daniel (in-person), Nichole Nye McGaffey (in-person), Robin Rounseville (in-person), Tiffini Reedy (in-person), Cristin Cowles (in-person), Mary Beauregard (in-person) and Carly Lavin (in-person).

Union Members Absent: None.

Other Staff Members Present: Michael S. Nelson (in-person), Superintendent of Schools, Diana Russo (via zoom), Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:32 p.m. by Chairperson Smith and Chairperson Hartley. Chairperson Smith noted that this meeting is being recorded and that the public has the option to participate remotely via zoom or in person.

Superintendent Nelson requested that Chairperson Smith and Chairperson Hartley allow item V. General A. Open Meeting Law Complaints be moved to the top of the agenda, he explained that attorney Peter Sumners was present to discuss these with the school committee. Chairperson Smith and Chairperson Hartley both agreed and there were no objections from either side.

V. General

A. Open Meeting Law Complaint

Superintendent Nelson made the following statement:

Recently the Joint School Committee received two open meeting law complaints, one complaint relates to a member of the MA Union Superintendency Union #55 School Committee and one complaint relates to a member of the Old Rochester Regional School Committee. Both complaints site their roles as members of the Joint School Committee. As a result, this public body is required to follow the response procedures as outlined by the Attorney General's Division of Open Government. These procedures and obligations include: That the Chairpersons disseminate the complaints to the members of the public body (which has been done), The public body must meet to review the complaint within 14 business days, knowing this body was not set to meet until tonight, November 7th my office requested an extension per the instructions and we were granted one until November 9th. The public body after review, must respond in writing to the complainant within 14 business days or within the scope of the extension and provide a copy of the complaint and response to the Attorney General. Tonight, I am recommending that the Joint School Committee delegate their responsibility to respond to legal counsel, Attorney Sumners from Murphy, Lamere and Murphy, who are the appointed attorneys for the School Committee. Mr. Sumners is here this evening to explain the response process. I am asking that the committee vote to delegate their responsibility to respond to the presented open meeting law complaints to legal counsel.

Attorney Sumners explained that he agrees with Superintendent Nelson that as a committee you have an obligation to respond in writing to an open meeting law complaint. He also explained that the Open Meeting Law does allow you to delegate the responsibility to an individual including your legal counsel. Mr. Sumners noted that there were two similar open meeting law complaints filed with the Old Rochester Regional School Committee as well as the Rochester School Committee and and both of those committees delegated their response to legal counsel, for Old Rochester he explained he would be the Representative and for Rochester it would be Attorney Blair Bailey. He explained that neither himself or Attorney Bailey identify any Open Meeting Law violations based on our reading of the Attorney General's determinations concerning social media posts, therefore that will be the general response, obviously with more specific detail, that would be sent on the school committee's behalf. He explained that he's happy to answer any questions.

Motion to delegate their responsibility to respond to the presented open meeting law complaints to Attorney Sumners District, Ms. Nye Union, Ms. Rounseville District, Mr. Chisholm Union, Ms. Daniel ROLL CALL: 8:1 DISTRICT: Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: abstain, Muse: yes, Smith: yes

8:1 UNION: Fernandes: abstained MOTION PASSED (no roll call needed all members present)

OPEN COMMENTS:

Chairperson Hartley read the following statement:

Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

Ms. Rhonda Baptiste from Rochester made the following statement:

My name is Rhonda Baptiste and I live at Walnut Plain Road in Rochester, I am also the Director of Community Engagement for Tri-Town Against Racism and I'm here tonight just to share the discriminatory incidents that have been reported to Tri-Town Against Racism. We created a mechanism of reporting. There are some community members who didn't believe there was an issue in our community or that there wasn't any change necessary or an action that needed to be taken, so in response to that TTAR created a mechanism where community members could discriminatory incidents that happen throughout the community. Tonight I'm going to report on the incidents that were school related. There were fourteen incidents total, twelve of them were school related, ten of those incidents happen since school started at the end of August, five incidents at the Jr. High School and five happened at the Old Hammondtown School and two incidents happened at the High School. Nine of the incidents involved racism, two involved homophobia and transphobia, two involved disabilities and two involved general appearance. When someone files an incident they can check off more than one discriminatory category, here are some of the incidents that were reported. A student was called a burned nugget on two separate occasions, a student was called the N word on three separate occasions, a student was asked for an N word pass, comments were made to a student about hair texture, she was told that her hair was struck by lightning. There were also homophobic and transphobic comments made to students such as "a monkey and what is that? Referring to a trans student and "Oh my God he might break me in reference to non-binary student. I plan on reporting these and any others at the Equity Sub-Committee in January. Thank you.

Mr. Art Leclair, from Mattapoisett made the following statement:

I'm more concerned about the books, when my kids were in school if they brought books like that to school they would probably get kicked out of school. I see too many problems with these books, not that I want to ban them, but what should happen is parents should know what kids want to read, it's the parents job to bring up the children, not the school's not the school committee not the teachers, it's the parents duty to bring up the children, if the child wants to read a book, no problem send home a note to the parents before they read it, it the parents sign and says it's ok, then it's ok, but just to let any kid come and take a book out because he's a student here I don't agree with, it's not the way it should be, parents should be discussing with their children what they should be reading.

Ms. Alison Noyce from Rochester made the following statement:

I've lived here for 25 years we've raised four children in the Tri-Town and now they are raising our six grandchildren in the Tri-Town. I went to a school committee meeting where the letter I'm about to read first read, I later learned that the complaint that prompted that was withdrawn. On October 27th I attended a gathering about "what are your children learning in school?" the discussion however did not match the title, when I arrived this was on every chair, controversial apparently, and the entire conversation was about books and so it was surprising to me, so I asked about it and I was told that the intent of the meeting had been changed to what was going on in our libraries since this matter is far from settled I thought it was important to share this letter again.

"As members of the Old Rochester Regional School District community, we are speaking out against the efforts to suppress, demonize and ban books from our district's school libraries. These attempts target books by and about LGBTQ+, Black people, Indigenous people and people of color. These groups are underrepresented in books in our schools, despite recent school district efforts to provide greater access to books which reflect the diverse makeup of our community. These achievements should be celebrated, not impeded. A parent has a right to decide which books their own children may read, but no single parent or community member has that right over another's child. Access to books and information is integral to a healthy democracy, economic growth and a more compassionate society. Engaging in reading builds empathy. When kids read books centered on someone different from them, they learn to see others as fully human. Recognizing the humanity of others creates a community of compassion and prevents hatred, cruelty, bullying and bigotry. When our young scholars, who are minorities in their communities, read books elevating characters like them, they feel validated and seen. They receive the message: You matter. Attempts to ban books highlighting underrepresented kids sends them the message: You shouldn't exist; your story doesn't matter and we don't want our kids to empathize with you. This is a dangerous message which can result in grave consequences, like depression, self-harm and suicidal ideation. No child should feel like they are unworthy and undeserving of love and respect. We hope for a positive future, free from fear and prejudice; where all of us work together and support each other to create and foster a diverse community built on common ground. Sharing our unique stories and identities is the best way to build that common ground. We stand with our dedicated educators, teachers, librarians and

all those who seek to better the lives of our kids. Education should be about expanding minds and broadening perspectives, not narrowing thoughts.

Ms. Vanessa Miller from Marion made the following statement:

I'm one of those parents who is concerned about the books that are in the library, it's not so much about race, I myself am a minority I'm Mexican and I disagree with having those books that have sexual content in the school libraries, my heritage my culture, it does not go with my culture it's really anti-Mexican. My kids are already taking out books for black history month, Hispanic history month, that's not a problem, but we do have a problem with sexual explicit books and that's what we are against, we are not about books against other ethnicities so I just wanted to say that.

Ms. Kate Hartley from Marion made the following statement:

I'm a lifelong Tri-Town resident I live in Marion, graduate of Old Rochester, as is most of my family. What I'd like to start off by saying is that this book ban is not about protecting our kids from harmful data, images, documents, pornography, what this book ban is an attempt to pull queer literature and queer pop culture out of our schools, which is one of the only places that some kids can access literature that make it easier to access books that represent how they are growing up. What I can say is that the books that are offered in the library that are required reading contain things like, alcoholism, addiction, adultery, child abuse, domestic abuse, racism including but not limited overarching themes and also specific use of the N word, classism, gender equality, sexism, sexual violence, including but not limited to sexual harassment, sexual abuse, incest and rape. Political reform resist in self-harm and suicide. These books are already in our libraries, they are already required reading, the thing is if your kid is looking for that information if your child is queer they are going to find it, would you not rather them find it in a place that is safe. On top of that I believe you spoke to suicide to self-harm, so facts from the Trevor Project which is a very wellknown supportive trans group that deals with children and youth who are considering suicide, suicide is the second leading cause among youth 10 to 24, with LGBTQ are at a significantly increased risk. LGBTQ youth are four times more likely to attempt suicide, 1.8 million youth consider suicide a year and one attempt happens every 45 seconds. 45 of LGBTO youth seriously consider suicide, and again LGBTQ of color are extremely higher risk than that. One of the things that combats all those issues is affirming spaces, lower rates of suicide and self-harm, if you have kids who are living in a community that is safe that affirms their gender their sexuality they are going to be safer they are going to be happier, this is a dangerous move.

Chairperson Smith noted that an email was received from Kathleen LeClair and that it would be entered into the minutes of the meeting. Below is the content of the email from Ms. LeClair. Many members of the community have expressed their opposition to sexually explicit materials being included in the school library. The response to opposition and concerns has been "The books are staying", end of conversation. The 2022/2023 Student Handbook states that Possession of Pornography, including sexting, is considered a category one violation and will result in the administration taking certain actions as punishment for the violation. In the interest of all students, faculty and community members, we would like to make a formal request to the administration and the Board to provide us with clarification and a detailed description on what exactly they consider would be categorized as "Pornography" and punishable under these violations. Further, the Sexual Harassment Policy in the student handbook states, "while it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that are inappropriate and that, if unwelcome, may constitute sexual harassment". Among the examples listed is: "Displaying sexual objects, pictures, cartoons". The policy further states: "The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female or nonbinary students or employees also may constitute discrimination, harassment and/or

sexual harassment." The administration and Board have been on notice for many weeks now that certain parents, community members, students and faculty are NOT comfortable with the sexual nature of the material being included in the Public School Library. The inclusion of these books has resulted in creating a school and work environment that is hostile, many students, staff, parents and community members are offended by the content of the materials but are afraid to speak out. Our concerns are being dismissed as homophobic, transphobic and bigoted and there is an attempt to silence our voices with intimidation and bullying tactics. Despite the vitriol, we state again, our concern is first and foremost, the well-being of the children in our community, the staff that we entrust them with every day and the future of our public school education system. The reluctance of the administration and the board to address these concerns is in clear violation of the District's Sexual Harassment Policy. It is the fiduciary duty and obligation of the Board to ensure that all policies are enforced and followed to the rule of law and that they represent the whole community and not a single constituency. We understand that there has been a request for a Special Hearing on this matter. Given the serious nature of these violations of policy and the potential exposure to the district these violations have created, it would be advisable to respond to this request and schedule this Special Hearing sooner rather than later. Sincerely Kathleen LeClair

At this time the open comment time on the agenda was over. Chairperson Smith thanked everyone for their comments and asked that if anyone was leaving if they could do it in an orderly way so that the meeting could continue.

At this time several attendees in the audience started speaking out of turn and were asked to be removed by the chairperson. Due to the disorderly conduct of the public the meeting was adjourned due to a safety concern. The rest of the agenda items were not reviewed or discussed.

Motion to adjourn meeting at 7:59 p.m. District, Ms. Nye Union, Ms. Lavin District, Mr. Monteiro Union, Ms. Reedy 9:0 DISTRICT: Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes 8:1 UNION: Nye McGaffey opposed MOTION PASSED (no roll call needed all members present)

Submitted by Diana Russo

JOINT SCHOOL COMMITTEE MEETING OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 November 7, 2022 – 6:30 p.m.

Zoom link:

https://oldrochester-org.zoom.us/j/94518115033?pwd=UHhNMkw5N3VvSGVNR2FIaGtzVFczdz09

Meeting ID: 945 1811 5033

Passcode: 490374

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.

TIME: 6:30 p.m.

MEETING TO ORDER OPEN COMMENTS RECOGNITION CHAIRPERSON'S REPORTS SUPERINTENDENT'S REPORT

- I. Consent Agenda
 - A. Approval of Minutes
 - 1. Regular Minutes: September 29, 2022
 - 2. Executive Session Minutes: September 29, 2022
- II. Old Business
- III. Agenda Items Pending
- **IV.** Special Topic Report
- V. General
 - A. Open Meeting Law Complaints
 - **B.** Draft School Calendar
 - C. Strategic Plan Process
 - **D.** Proposed Superintendent Goals
- VI. New Business
 - A. Curriculum
 - B. Business
 - C. Personnel
 - **D.** Policy Review
- VII. School Committee
 - A. Reorganization (Union #55 Only)
- VIII. Future Business
 - A. Timeline
 - B. Future Agenda Items
- IX. Open Comments
- X. Information
- XI. Executive Session

ADJOURNMENT

JOINT SCHOOL COMMITTEE MEETING OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55

- TO: Old Rochester Regional District School Committee and Massachusetts School Superintendency Union #55
- FROM: Michael S. Nelson, Superintendent of Schools
- **DATE:** November 2, 2022
- **SUBJECT:** Agenda Items

The following items are on the agenda of November 7, 2022

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of September 29, 2022. Please refer to "JSC 11072022 September Minutes.

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of September 29, 2022. These will be brought to the meeting.

V. General

A. Open Meeting Law Complaints

Recommendation:

That the School Committee review two Open Meeting Law Complaints. Please refer to "JSC 11072022 Open Meeting Law Complaint #1" and "JSC 11072022 Open Meeting Law Complaint Supporting Documentation #1". JSC 11072022 Open Meeting Law Complaint #2" and "JSC 11072022 Open Meeting Law Complaint Supporting Documentation #2".

B. Draft School Calendar

Recommendation

That the School Committees review and discuss a draft school calendar for the 2023-2024 school year. Please refer to "JSC 11072022 School Calendar"

C. Strategic Plan Process

Recommendation

That the School Committees hear from Administration regarding the process for the new Strategic Plan.

D. Proposed Superintendent Goals

Recommendation

That the School Committees review and approve the Superintendent Goals for 2022-2024. Please refer to "JSC 11072022 Proposed Superintendent Goals Overview" and "JSC 11072022 Superintendent Goals Presentation."

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies:

<u>JIC – Student Discipline</u> – includes a reference to recently issued federal guidance pertaining to student discipline and Section 504 of the Rehabilitation Act of 1973, ensuring that students are effectively supported when responding to a behavior that is based on a student's disability that could lead to student discipline, and a legal reference to Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School.

- Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School
- Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and
- Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

<u>JB - Equal Educational Opportunities</u> - to include the expanded definition of race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles, and the correlating legal reference to <u>Acts of 2022, Chapter 117.</u>

- JIC Student Discipline This policy was reviewed by the Joint School Committee on September 29th and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25th and reviewed and addressed the questions/feedback and it is recommending the policy for final approval. "Please refer to JSC 11072022 JIC Student Discipline MASC – NEW"
- **JB-Equal Educational Opportunities** This policy was reviewed by the Joint School Committee on September 29th and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25th and reviewed the recommended changes and it is recommending the policy for final approval. Please refer to JSC 11072022 JB Equal Educational Opportunities REVISED".

VIII. Future Business

A. Timeline

The next meeting of the Joint School Committee will be held as follows: Joint School Committee

January 19, 2023

- School Calendar Approval (January)
- Budget Update (March)
- Approval of School Committee Dates (March)
- Professional Development Plan Approval (March)
- Superintendent's Mid-Cycle (June 2023)

XI. Executive Session

Recommendation

That the School Committees go into executive session for reason number seven (7) to comply with the provisions of any general or special law or federal grant-in-aid requirements.

If you have any questions regarding any of these recommendations please feel free to call me.

JOINT SCHOOL COMMITTEE MEETING OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 September 29, 2022 – 6:30 p.m. MEETING HELD IN HYBRID FORMAT 133 Marion Road Media Room, Jr. High School Mattapoisett, MA 02739

District Members Present: Michelle Smith, Chairperson, Frances-Feliz Kearns (in-person), Margaret McSweeny (in-person), April Nye (in-person), Matthew Monteiro (in-person), Jason Chisholm (via zoom), Rosemary Bowman (in-person) and Joe Pires (in-person). **District Members Absent:** James Muse.

Union Members Present: Sharon Hartley (in-person), Chairperson, Anne Fernandes (in-person), Nichole Daniel (in-person), Nichole Nye McGaffey (in-person), Robin Rounseville (in-person), Tiffini Reedy (in-person), Cristin Cowles (in-person), Mary Beauregard (in-person) and Carly Lavin (in-person).

Union Members Absent: None.

Other Staff Members Present: Michael S. Nelson (in-person), Superintendent of Schools, Diana Russo (via zoom), Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:30 p.m. by Chairperson Smith and Chairperson Hartley. Chairperson Hartley noted that this meeting is being recorded and that the public has the option to participate remotely via zoom or in person. *Please note that due to a malfunction ORCTV was not able to access the video footage for this meeting.*

CHAIRPERSON'S REPORT:

Chairperson Hartley made the following statement:

Welcome everyone to our first meeting of this new school year. Each new year is a new beginning... It's like a chapter in a book, waiting to be written. We know that the best way to predict the future is to create it. And that's why --- in the Responsive Classrooms throughout our schools---Teachers and students begin each year with their hopes and dreams. You may have been in some of our schools and seen the students' wonderful hopes and dreams posted on bulletin boards. Take a moment now to think about -to envision - your hopes and dreams- for our schools, for our staff, for our students this year. I'd like to share three of my hopes and dreams for our schools for this year...I hope we work hard, play hard, learn from our struggles and feel success every day. I hope that, whenever we are faced with a problem—a challenge--, we work together to find solutions. And my final hope is based on the work of revered school principal, renown author and researcher, Roland Barth. He said: "After a lifetime of residence in different sorts of schools, I am convinced that the nature of the relationships among the adults who inhabit a school has more to do with the school's quality and character, and with the accomplishments if its pupils than any other factor." And so, I hope that school leaders and all the staff members in all our schools and parents of students in our schools and we, as school committee members, develop and maintain strong relationships in order to make a difference for our students. Here's to a great new year for the Old Rochester Regional School District!

Chairperson Smith welcomed everyone back and thanked everyone for all their work expressed that she looks forward to a positive school year.

SUPERINTENDENT'S REPORT:

Superintendent Nelson made the following statement:

Good Evening everyone – tonight marks the first Joint School Committee meeting of the 2022-2023 school year. At this point we are closing in on having 21 school days in the book and are about to finish our 5th school week of the year. Needless to say – we have been busy. It has been great settling in our students the past month as we gear up for what we envision to be a very enjoyable school year. Since starting the school year I have enjoyed welcoming back our students, families and staff members. It has been great visiting the schools, observing arrivals and dismissal times, and seeing the students and faculty in the classrooms enjoying teaching and learning. Our extracurricular activities and athletic teams are in full swing and all of our schools busy with student happenings. This school year – I enjoyed attending the open houses for our six schools and interacting with our students' families. It is truly amazing to see the strong family turnouts we have here in the Tri-Town whenever we hold family engagement activities. School certainly feels a lot like it did pre pandemic – while taking what we learned from the last two and half years and moving forward even stronger. Our focus this year is really to reengage in all the aspects of teaching and learning and the joy that comes with it. I wanted to share with the Joint School Committee that I am in the process of drafting superintendent goals that will guide my work for the next two years. This committee will need to convene to approve them at a later date, but I will work with the superintendent's goals sub-committee before bringing them forward. Also, last year this body asked to start the review process of the school calendar earlier in the school year – therefore we will bring the initial draft of the 2023-2024 school calendar to the next Joint School Committee meeting to discuss.

OPEN COMMENTS: Please note that the three residents who made comments during the open comments were sent an email requesting they send us their comments. Ms. Karen Thomas, Ms. Misty King and Ms. Melissa Goneau all made comments.

Ms. Karen Thomas emailed me her comments and they were the following:

To Ensure Transparency Make Available to the Community: - All instructional resources listed fully on the district web pages, - Resources to include makeup of families, gender preferences, Social Emotional Learning (SEL), Culturally Responsive Teaching, racial teaching, resources used as part of responsive classroom Members of the community would like to be represented in curriculum decisions and choices including materials and resources. Possibly have curriculum days. If there is a plan for students identified with gender dysphoria, post the protocol/policy Community members would like to be included in the vetting of library books related but not limited to sexual education, sexual narratives, gender resources, gender narratives, and political resources. Setup meetings to approve the media in the library. This would help to avoid banned books that are currently available in the ORR school library.

I. Consent Agenda A. Approval of Minutes

1. Regular Minutes: Motion to approve the June 27, 2022 minutes as amended District, Ms. McSweeny Union, Ms. Lavin District, Mr. Monteiro Union, Ms. Daniel MOTION PASSED (Union 7:2 Abstentions: Nye McGaffey, Beauregard) (District 5:3 Abstentions: Nye, Kearns, Bowman)

V. General

A. Strategic Plan Update

Superintendent Nelson made the following statement:

At our final Joint School Committee Meeting of the 2021-2022 school year – I provided documentation of our Year 4 outcomes related to the current Vision2023 Strategic Plan. Tonight The Leadership Council will review Year 4 and present the desired Year 5 outcomes to all of you – no action is required tonight by the Joint School Committee – instead this is simply informational. As a reminder, we are in the final year of our approved strategic plan. Certainly, since this plan's adoption approximately 4 years ago – the pandemic has impacted our thinking and priorities. During the presentation the administrator group that leads each strategic plan goal will provide an overview of where we have been and where are going with this work. In closing, I would like to thank The Leadership Council for their dedication to this work and all the other staff members and community members who have contributed to the progress we have made as a school community. I'm excited about this year and the future. This year not only will be close out Vision 2023, but we will also carry out the final year of our two-year school improvement plans in the four district. Later this school year, I will work with the four chairpersons to determine a process to build out next strategic plan with community stakeholders.

The Leadership Team presented "Vision 2023 Overview Year 5". Please refer to Attachment A.

B. Substitute Compensation Schedule Update Superintendent Nelson made the following statement:

The past two years our Assistant Superintendent of Finance & Operations and our HR Manager have made proposals for substitute rates to stay as competitive as possible in the region. This evening we are asking the Joint School Committee to review and approve the proposed substitute rates. Attracting and retaining substitutes continues to be an ongoing effort in all our schools. We believe our operating budgets can support the proposed substitute rates. I will note that if the market changes or we need to revisit our rates I will bring this topic back to the Joint School Committee to ensure we have adequate coverage needs in our school buildings.

Mr. Barber presented the following details:

Substitute Eligibility Requirements and Compensation Schedule FY23 Eligibility:

Only applicants meeting the following criteria will be considered for substitute teaching positions:

- Have acquired a Bachelor's Degree from an accredited college or university or completed two full years of study at an accredited college or university.
- Pass CORI & National Fingerprint background checks.

Compensation:

Per-diem Substitute:

Instructional Assistant	\$100/daily rate
Non-Certified Teacher	\$110/daily rate

Certified Teacher	\$130/daily rate
Nurse	\$140/daily rate
Cafeteria, Clerical & Custodial	MA Minimum Hourly Wage

• Long-Term Substitute: If vacancy is greater than 20 consecutive days in same position

Instructional Assistant	Step 1
Non-Certified Teacher	Bachelors Step 1
Certified Teacher	Bachelors Step 1
Cafeteria, Clerical & Custodial	Step 1

• Long-term substitutes, working in the regional school district will be eligible for full benefits after 60 consecutive days, as stated in the current Educator's agreement between ORR School Committee and ORR Educators Association.

* Clerical, Cafeteria & Custodial substitute hourly rates will be maintained at current MA minimum hourly rates.

Motion to approve the Substitute Compensation Schedule as presented District, Ms. Nye Union, Ms. Rounseville District, Mr. Monteiro Union, Ms. Fernandes MOTION PASSED (Union 9:0) (District 8:0)

VI. New Business

D. Policy Review

Recommendation:

Superintendent Nelson reported to the school committee that the policy sub-committee met on September 14th and reviewed the following policies: JIC-Student Discipline, JICA-Student Dress, AC- Non Discrimination Including Harassment and Retaliation, AC-R-Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation, GBA-Equal Employment **Opportunity, GCF-Professional** Staff Hiring, **JB-Equal** Educational Opportunities, and JFBB - School Choice. Superintendent Nelson explained that these policies had all been revised by MASC to include new language in response to recent updates in federal law, new guidance issued at the federal level, and recent action taken by the 192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), MASC Field Staff have updated the following policies to reflect the new requirements and guidance. He also explained that JIC - Student Discipline is a new policy that includes a reference to recently issued federal guidance pertaining to student discipline and Section 504 of the Rehabilitation Act of 1973, ensuring that students are effectively supported when responding to a behavior that is based on a student's disability that could lead to student discipline, and a legal reference to Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School.

- Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School
- Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and
- Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

Superintendent Nelson reported that these policies were sent to all school committee members for feedback and we did receive some feedback on Policy JIC Student Discipline and Policy JB Equal Education Opportunities, therefore he suggested that these policies be brought back to the policy subcommittee for further discussion. Superintendent Nelson also reported to the school committee that Policy JFBB-School Choice had a minor suggested change and thought it was one the committee could review and could potentially approve. He suggested that the committee approve the remainder of the policies at once unless anyone had any opposition.

Motion to approve the JICA - Student Dress, AC- Non Discrimination Including Harassment and Retaliation, AC-R-Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation, GBA – Equal Employment Opportunity and GCF- Professional Staff Hiring

District, Mr. Monteiro Union, Ms. Rounseville District, Ms. Kearns Union, Ms. Lavin MOTION PASSED (Union 9:0) (District 8:0)

The Superintendent reported that the change to the School Choice Policy was the following, from "except if there is a lack of funding in the program" to "unless there is a lack of funding".

Motion to approve **JFBB School Choice** Policy as amended District, Ms. McSweeny Union, Ms. Lavin District, Mr. Monteiro Union, Ms. Rounseville MOTION PASSED (Union 9:0) (District 8:0)

VII. School Committee

A. Reorganization:

Superintendent Nelson asked for nominations for chairperson for the Massachusetts Superintendency Union #55 School Committee for the 2022-2023 school year. Ms. Daniel nominated Ms. Hartley and Ms. Rounseville seconded the motion. Ms. Hartley accepted the nomination. Mr. Nelson asked if there were any other nominations, there were none. MOTION PASSED 8:1 (Fernandes: Abstained)

Ms. Hartley was appointed the Chairperson to the Massachusetts Superintendency Union #55.

Ms. Hartley asked for nominations for Vice- Chairperson for the 2022-2023 school year.

Ms. Lavin nominated Ms. Cowles, Ms. Reedy seconded the motion, Ms. Cowles accepted. Ms. Hartley asked if there were any other nominations, there were none. MOTION PASSED 9:0

Ms. Cowles was appointed the Vice-Chairperson to the Massachusetts Superintendency Union #55.

Ms. Fernandes expressed her concern for the open comments shared tonight and suggested that an individual committee be created to discuss developmentally inappropriate books and that the committee should look at forming a group and also next steps.

XI. Executive Session

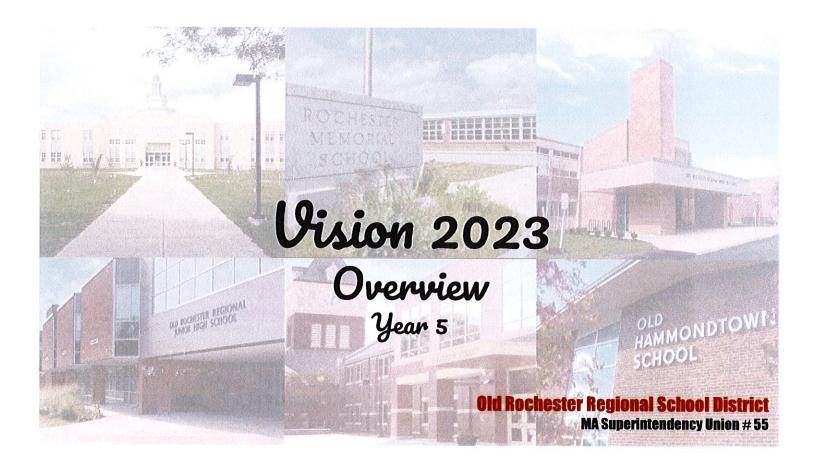
Motion to go into executive session at 8:24 p.m. for reason number three and seven and to come out and return to the regular meeting.

District, Ms. McSweeny Union, Ms. Lavin District, Mr. Monteiro Union, Ms. Daniel ROLL CALL-District (Kearns: yes, Nye: yes, McSweeny: yes, Chisholm: yes, Monteiro: yes, Pires: yes, Bowman: yes, Smith: yes) ROLL CALL-Union (Beauregard: yes, Daniel: yes, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: yes, Rounseville: yes, Hartley: yes)

Motion to come out of executive session 8:32 p.m. and continue the regular meeting District, Ms. Kearns Union, Ms. Daniel District, Mr. Monteiro Union, Ms. Lavin ROLL CALL- District (Kearns: yes, Nye: yes, McSweeny: yes, Chisholm: yes, Monteiro: yes, Pires: yes, Bowman: yes, Smith: yes) ROLL CALL-Union (Beauregard: yes, Daniel: yes, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: yes, Rounseville: yes, Hartley: yes)

Motion to adjourn meeting at 8:33 p.m. District, Mr. Union, Ms. Daniel District, Mr. Monteiro Union, Ms. Nye MOTION PASSED

Submitted by Diana Russo







2023 Vision Overview



21st Century Learning



Social and Emotional Learning



Global Citizenship



Questions



2023 Vision Overview

Old Rochester Regional School District MA Superintendency Union # 55

Vision 2023:

The mission of our school system is to inspire all students to think, to learn, and to care

If We....

provide all students with life and career skills, learning and innovation skills , and technology skills, by integrating these skills into a rigorous and relevant curriculum.

AND

develop and consistently utilize evidence-based approaches and strategies that foster the social and emotional well being of students to promote their success,

And

create a school district environment that broadens our students' leadership skills , understanding and appreciation of multiculturalism, diversity , and global awareness by building relationships to establish a broader worldwide network,

Then We Will.

have provided our Tri-Town students with 21st- century academic skills, strengthened their socials and emotional competencies and prepared them to be engaged global citizens



21st Century Learning

Old Rochester Regional School District MA Superintendency Union # 55

21st Century Learning Team Members:

Chairperson:

Silas Coellner - Principal - ORRJHS

Team Members:

Shari Fedorowicz - Assistant Superintendent of Teaching and Learning

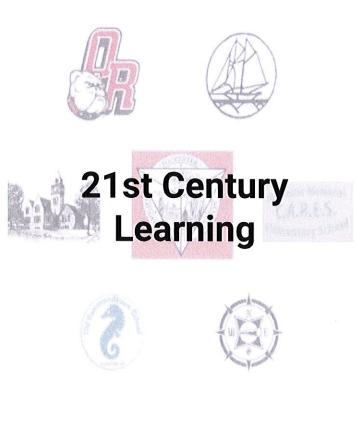
Doreen Lopes - Early Childhood Coordinator

Marla Sirois - Principal - Sippican Elementary School

Linda Ashley - Principal - Center School

21st Century Learning Year 4 Review:

Strategic Initiatives	Strategic Outcomes	4th Year
Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.	Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.	 The project Based Learning template was reviewed with staff to ensure that PBL units were planned and documented consistently throughout the district Teacher teams planned and implemented at least two units that were standards based and provided opportunities for students to collaborate Examples of units included: Sled Race Challenge, Engineering Compost Bins, ABCs of the Revolution, Best Part About Me, Water Cycle Graphic Novel Published, Civics Action Projects and Mass Hire Project
Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.	Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.	 Principals provided professional development at staff meetings to re-establish common language around Creativity, Collaboration, Communication, and Critical Thinking The Leadership Council - starting the second half of the school year - conducted learning walks using the Culturally Responsive Look-For's and Kaleidoscope tool through Responsive Classroom.
Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).	Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).	 Professional Development from ATLAS consultancy was provided district wide After the PD, time was provided for teachers to discuss and assess next steps needs for their grade level/departments Professional development time was given by grade level/department to teachers for curriculum writing The district through the office of teaching and learning is ready to move forward with establishing a curriculum review cycle
<u>Technology</u> - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly.	Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.	1:1 Devices - Google Classroom - Google Education Suite - IXL Jamboards - Interactive Display Boards - Interacting with Simulations - Building Apps on Glide - Creating Digital Songs - Creating Graphic Art on Canva - Coding Projects - 3-D Printing Media Production
meaningfully, and effectively.		Old Rochester Regional School District MA Superintendency Union # 55



Strategic Initiative:

Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes

Year 5 Expected Outcome:

- Assemble a Curriculum Team to develop a comprehensive curriculum review plan PreK-12 that will lead us into the next 5 year strategic plan.
- Develop a Curriculum Review Plan which will include a multi-year review of specific content areas utilizing the DESE Curriculum Implementation Guide aligned with MA State Frameworks and DESE Culturally Responsive Teaching and Leading.
- Gather tools and resources to determine consistency and alignment of grade level and content area curriculum, instruction, and assessments for best practices and designs for curriculum writing.





21st Century Learning

21st Century

Learning





Strategic Initiative:

Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.

Year 5 Expected Outcome:

- Revisit Project Based Learning with faculty
- Provide review training on the PBL 'Project Overview Template'
- Assess and document that PBL are aligned to the 'Project Overview Template'
- Ensure leading or guiding questions of PBL aligned to real life problem-solving issues
- Publish PBL finished projects including 'Project Overview Template' and 'Rubric' for accessibility to all staff

Old Rochester Regional School District MA Superintendency Union # 55

Strategic Initiative:

Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).

Year 5 Expected Outcome:

- Conduct District-wide Administrative Learning Walks to look for evidence of the 4Cs (collaboration, creativity, communication, and critical thinking/ problem-solving) in the classroom
- Create best practices and designs for curriculum writing ensure the 4Cs will be reviewed for application, coverage and consistency





21st Century Learning



Strategic Initiative:

Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.

Year 5 Expected Outcome:

- Maintain momentum with technology instructional initiatives as a result of ongoing 1:1 district-wide
- Continue to embed Digital Literacy standards in the K-12 grade level and content area curricula for best practices in teaching and learning
- Implement staff and student use of Promethean Boards during instructional learning and presentations
- Assess instructional technology used by students throughout the district

Old Rochester Regional School District MA Superintendency Union # 55



Social Emotional Learning

Social Emotional Learning Team Members:

Chairperson:

Charles West - Assistant Principal - Rochester Memorial School

Team Members:

Kelly Chouinard - Assistant Principal - ORRJHS

Peter Crisafulli - Assistant Principal - Sippican Elementary School

Lauren Millette - Director of Guidance - Old Rochester Regional HS/JHS

Michael S. Nelson - Superintendent of Schools

Old Rochester Regional School District MA Superintendency Union # 55

Social Emotional Learning Year 3 Review:

Strategic Initiatives	Strategic Outcomes	4th Year
Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.	Relationships - Students are invested in their learning and feel they are valued members of their learning communities.	 HS continues to implement SEL lessons through Bulldog Block. CASEL competency weaknesses identified in 9th grade. The district continues to train new staff in Responsive Classroom practices with the goal of 100% trained staff. JHS continues to use RC in their advisory program. Feedback through survey and student reporting has allowed jhs to adjust lessons based on needs of the students. District administrative staff participated in a refresher training for the Kaleidoscope Tool, which will enable future assessment of RC teacher practices. Panorama survey data continues to be utilized in all schools and is one way to measure student/staff connectedness. This type of Panorama survey data helps direct adjustment to practice toward meeting School Improvement Plan goals, as well as District Strategic Plan goals. Situdent engagement practices continue to be at the forefront of our goal to build a sense of belonging for our student population.
Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.	Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.	 All District schools have agreed to utilize the same incident reporting system, which will be in Powerschool. The plan is to pilot the system consistently across grade levels beginning in September of 2022. In addition to the reporting system, the discipline response plan identifies tiers of intervention prior to administrator referral and punitive discipline measures Restorative discipline and CASEL are both currently embedded in use district-wide but will continue to be utilized and updated in alignment with best practices. Elementary schools will align codes of conduct using DESE's current language as it relates to discipline. Secondary schools are currently aligned but will update language as necessary to more closely mirror DESE recommendations.
Partnerships - Enhance family and community engagement opportunities, communication, and practices.	Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.	 All schools in the district engaged in multiple family engagement opportunities during this school year. These activities ranged from musical events to cultural opportunities. Families were allowed to have increased access to the events in the school. District Administration was able to take a closer at the DESE Family Engagement Framework and are in the process of developing a more formal family engagement philosophy.
Safety and Security - Identify and enhance effective and comprehensive safety and security measures.	Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.	 Health and Safety procedures were updated through the District MERP Cameras and alarm system upgrades at HS, OHS and RMS. Phone systems have been updated at all district buildings. All in-house ALICE district trainers were recertified in ALICE procedures and dnils were conducted at the HS & JHS (staff and students). Procedure and dnils were conducted for the staff at all elementary schools.





Social and Emotional Learning





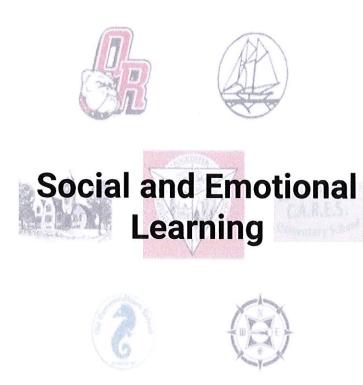
Strategic Initiative:

Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.

Year 5 Goal:

- Ongoing/annual training for all eligible district staff in Responsive Classroom. RC practices will continue to be utilized throughout PK-8 classrooms across the district. SEL programming will be utilized at the High School during Bulldog Block.
- Student feedback will be gathered bi-annually through Panorama surveys and/or building based surveys to gauge engagement and sense of belonging. Data will be used to identify strengths and areas of need.
- District Administrators will continue to utilize the Kaleidoscope (RC) tool in elementary schools and JHS to monitor and ensure best practices of Responsive Classroom implementation across all grade levels.
- School SEL teams will identify at-risk students and will create an intentioned plan to support these students.

Old Rochester Regional School District MA Superintendency Union # 55



Strategic Initiative:

Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.

Year 5 Expected Outcome:

- All classrooms and other learning settings will routinely establish clear behavioral expectations on an annual or as needed basis.
- Consistent and aligned incident/discipline data collection methods are fully implemented through PowerSchool extension. Training for administrators and teaching staff will occur.
- The District will adopt an established and consistent discipline philosophy that will be modeled and utilized in each school.
- Building-based behavioral interventions and discipline practices will be guided by <u>CASEL competencies</u> and restorative practices.
- Common student handbook language related to school behavioral expectations and discipline practices.







Social and Emotional Learning





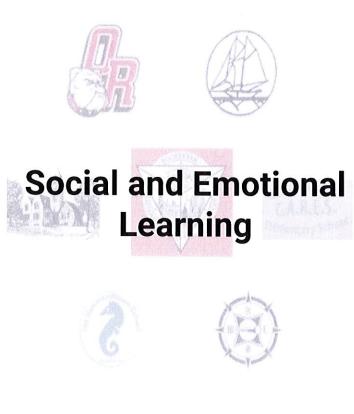
Strategic Initiative:

Partnerships - Enhance family and community engagement opportunities, communication, and practices.

Year 5 Expected Outcome:

- The district will adopt a collaborative and inclusive family engagement philosophy that will be modeled and utilized in each school. The DESE Family Engagement frameworks will be used in guiding the development of this philosophy.
- Specific family engagement practices and opportunities will be established at the district, building and classroom level.
 Parental and community involvement will continue to be the primary focus of family engagement.
- All schools will communicate identified family engagement opportunities with their school communities and stakeholders in a timely manner during the course of the school year.
- Teachers will continue to demonstrate best practices in regularly communicating and engaging with families and use a variety of strategies to support every family to participate actively and appropriately in the education of their children.

Old Rochester Regional School District MA Superintendency Union # 55



Strategic Initiative:

Safety and Security - Identify and enhance effective and comprehensive safety and security measures.

Year 5 Expected Outcome:

- All district buildings will have current and operational crisis plans, which incorporate research-based best practices. These plans will be shared with building staff.
- The district will integrate school safety software that enables schools to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families
- All buildings will conduct annual student and staff Alice safety trainings over the course of the 2022-2023 school year.
- Review and analyze school safety Panorama data for all stakeholders, identify strengths and areas for improvement, implement at least one action item to address areas of improvement during the course of the 2022-2023 school year. CPI Safety Training will continue to be provided to identified staff in each building.

Old Rochester Regional School District MA Superintendency Union # 55

17



Global Citizenship

Old Rochester Regional School District MA Superintendency Union # 55

Global Citizenship Team Members:

Chairperson:

Michael Devoll - Principal - ORRHS

Team Members:

- Vanessa Harvey Assistant Principal ORRHS
- Derek Medeiros Principal Rochester Memorial School
- Kevin Tavares Principal Old Hammondtown School
- Craig Davidson Director of Student Services

Global Citizenship Year 3 Review:

Stantania Initiatium	Stantania Outranna	
Strategic Initiatives	Strategic Outcomes	4th Year
Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.	Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.	 Identified/Re-engaged members of the district Social Studies/Civics curriculum team through the Office of Teaching and Learning. Department Coordinators shared exemplar lessons with educators regularly Examples included: Culturally diverse toys-Early Childhood: Inquiry and Investigation in Art History; Genetically modified crops in agriculture; Women's Rights in Turkey; Critical Lens Theory- ELA; Harlem Renaissance during the Great Gatsby; Race in Latin America; Cultural views of heroism-Latin
Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.	Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.	 District professional development: Connecting 21st Century Learning, Project Based Learning and Social Emotional Learning, as well as Social & Emotional Learning & Global Citizenship Building based PD locus on Culturally Responsive Look Fors/Teaching Social & Emotional Learning & Global Citizenship World Language teachers used applications such as conjuguemos, gimkit, and duolingo to assist student connections in the global society Partnering with the school-based organizations (Gender Sexuality Alliance and Cultural Club), staff have participated in several trainings to create a more inclusive learning normal for all. Handbook updates have been made to include more inclusive language for students, families, and caregivers.
Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.	Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.	 Identified/Re-engaged members of the district Social Studies/Civics curriculum team through the Office of Teaching and Learning. Members of the district SS/Civics team created a draft of this curriculum. It will be reviewed with the Office of Teaching and Learning. Bith grade has completed a transition to a full year civics curriculum that is ongoing in its development Community Service Club civics projects. For example: High School Knitting Club donates what they make to the New Bedford Women' Shelter. 9-12 Social Studies courses embed lessons on the Constitution, the Bill of Rights, and amendments as well as court cases that have influenced our society. Local History elective exposed students to local government and its operation. The life solences and environmental sciences class have updated curriculum to incorporate lessons on how to be better citizens with respect to the earth, including renewable resources, cimate change, and recycling
Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.	Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.	Entries in the TTAR Art Show In the high school environmental and genethics courses, teachers have incorporated lessons that have students research both sides o ethical issues, such as gene editing and climate change Building-based student offerings: Jamele Adams (grades 7-12) and TTAR open dialogue on equitylempathy Buildog Block staff created offerings for students: <i>Black History in Music, Unsung Heroes of the Civil Rights Movement, Notable Africar</i> Americans From Greater New Bedford Cultural Proficiency teams were established and met monthly Otha Day SchoolBeats/FamlyBeats Drum and Rhythm event Teachers21 Training District Equity subcommittee











Strategic Initiative:

Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

Year 5 Expected Outcome:

- Academic content area units will be reviewed to include lessons and/or learning experiences for global/multicultural learning with links and resources to integrate into curriculum.
- Work toward integrating a sense of belonging through classroom group work and communication.











Strategic Initiative:

Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.

Year 5 Expected Outcome:

- Content area units that include experiences for global/multicultural learning will be reviewed and digital tools will be embedded into those lessons.
- Clear behavioral expectations will be communicated and visible in learning settings to encourage strong ethical behavior and tolerance.

Old Rochester Regional School District MA Superintendency Union # 55











Strategic Initiative:

Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.

Year 5 Expected Outcome:

- Utilizing the new curriculum review plan, the PreK - 12 vertical team will reconvene to review and continue to update the Civics and Social Studies curriculum.
- Civics and Social Studies curriculum will ensure that the curricula is taught with needed resources and continues to align with the new MA State Frameworks.







Strategic Initiative:

Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.

Year 5 Expected Outcome:

- Old Rochester Regional School District and Superintendency Union #55 will provide building-based and district-wide opportunities that foster students' sense of belonging within our school community.
- Conduct a series of multicultural awareness community events for students, parents and staff that brings in the perspective of empathy and open-mindedness.

Old Rochester Regional School District MA Superintendency Union # 55



Questions?

APPENDIX

Strategic Initiatives:

- **21st Century Learning for All Students** To better prepare our students for college and career readiness in a dynamically ever-changing world, our students' learning experiences must continue to move forward to be better aligned with 21st-century thinking and skills. The three key areas for development are: life and career skills, rigorous learning and innovation skills, as well as information, media, and technology skills. We believe that if we focus on improving curriculum, instruction, and assessment of these skills, we will better prepare our students for college and career readiness.
- Multiculturalism, Diversity, and Global Citizenship Create a school environment that broadens our students understanding and appreciation of multiculturalism, diversity, and social justice; build relationships to establish a broader community/worldwide network, within and external to the school district, that is committed to improving the recognition and acceptance of the dignity and worth of every individual and provide a warm, welcoming, supportive, and vibrant environment for all underrepresented students that will engage and enhance their social, intellectual, interpersonal, and leadership development and skills.
 - Social and Emotional Learning Develop and consistently utilize evidence-based approaches and strategies, that foster the social and emotional well being of students to promote their success.



The Commonwealth of Massachusetts Office of the Attorney General One Ashburton Place Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the <u>chair of the</u> <u>public body</u> **AND** to the <u>municipal clerk</u>.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at <u>openmeeting@state.ma.us.</u>



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General One Ashburton Place Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:	
First Name:	Last Name:
Address:	
City:	State: Zip Code:
Phone Number:	Ext
Email:	
Organization or Media Affiliation (if a	iny):
Are you filing the complaint in your c (For statistical purposes only)	apacity as an individual, representative of an organization, or media?
Individual Organiza	tion Media

Public Body the	at is the subject o	of this complaint:	
City/Town	County	Regional/District	State
Name of Public Boo town, county or reg	dy (including city/ gion, if applicable):		
Specific person(s), committed the vio			
Date of alleged vio	lation:		

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

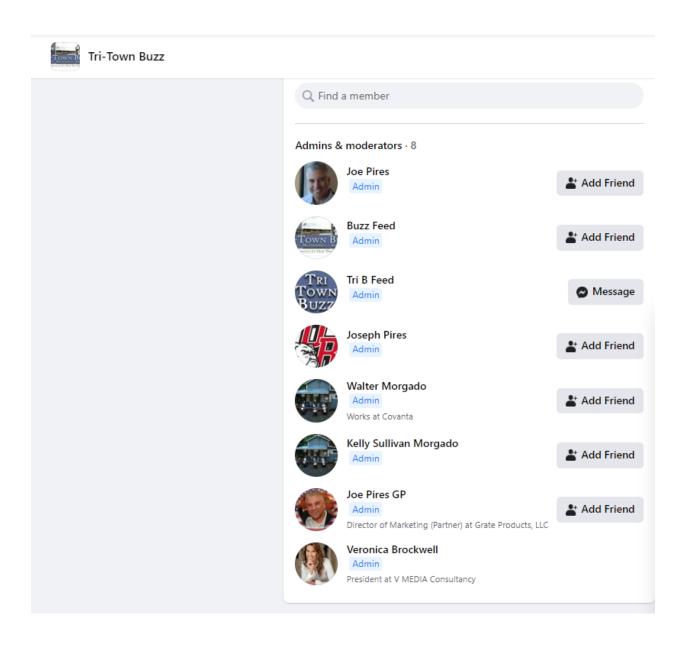
Signed:

Date	
Juic.	

I

For Use By Public Body Date Received by Public Body: For Use By AGO Date Received by AGO:

Mr. Pires' is listed as the admin/moderator for Tri-Town buzz using three of his facebook profiles





Joe Pires GP shared a link.

•••

I personally would like to see a more stringent approval process (criteria) for how and what books are accepted into our school libraries. In addition, parents need to be made aware of all approved books so that they can be involved in the decision process, rather than learning about inappropriate materials after their children have been exposed to it. ALL students need to be taken in to consideration when addressing the selection of what reading material they have access to.



SOUTHCOASTTODAY.COM

ORR has been asked to ban several books on gender, race issues. Here's what we know.

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ORR has been asked to ban several books on gender, race issues. Here's what we know.

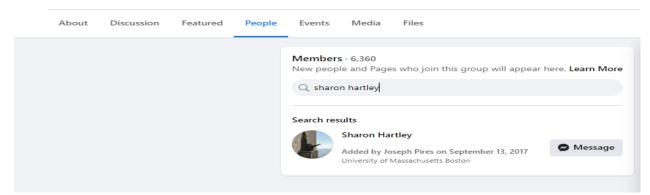
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	•	process for what books are	ely not. I am suggesting that we have approved. For start, we can choose graphic and explicit content in them	e NOT to have
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Rochester Memorial School Committee memberships to Tri-Town Buzz

bout	Discussion	Featured	People Events Media Files
			Members - 6,360 New people and Pages who join this group will appear here. Learn More
			Q, anne fern
			Search results
			Anne Fernandes Added by Elizabeth Glennon Hathaway on January 1, 2019

Tri-Town Buzz

O Public group · 6.4K members



Tri-Town Buzz

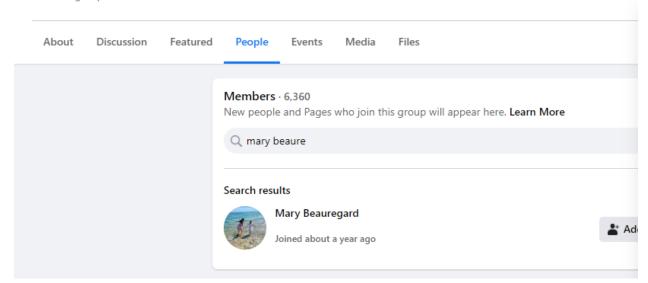
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Tri-Town Buzz

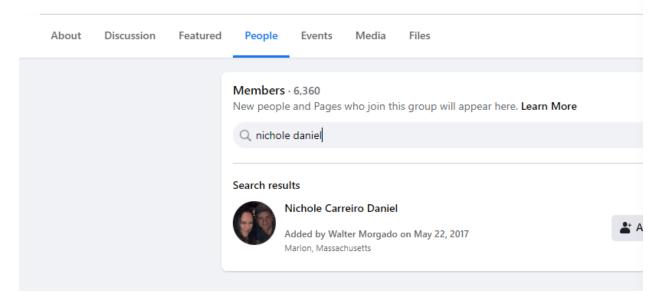
O Public group · 6.4K members

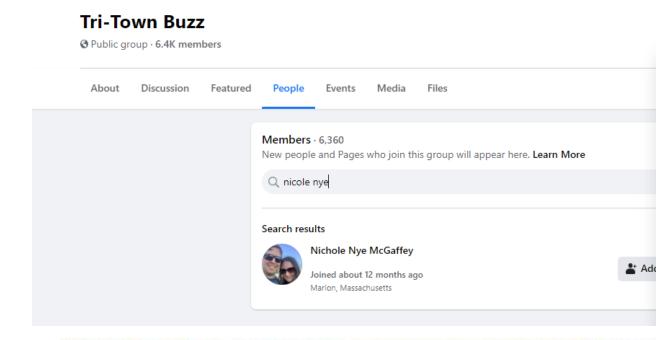
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O Public group · 6.4K members

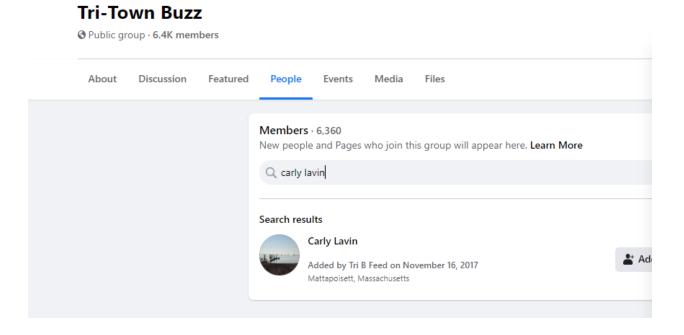


Tri-Town Buzz

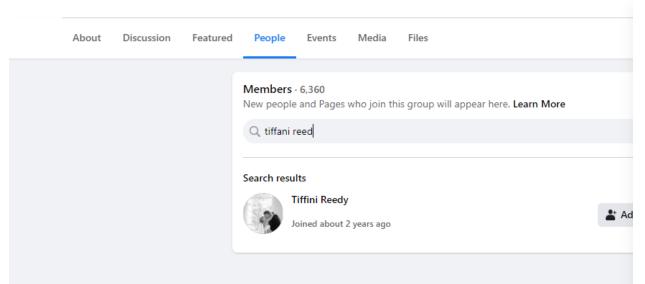




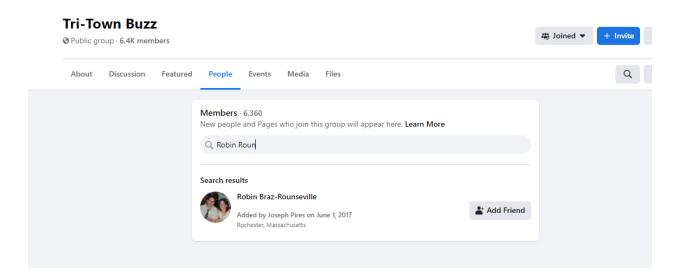
HAPPENINGS IN OUR TRI-TOV



O Public group · 6.4K members



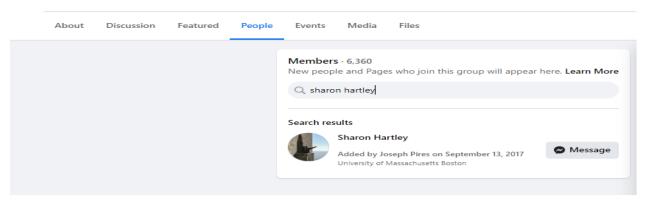
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Tri-Town Buzz

O Public group · 6.4K members

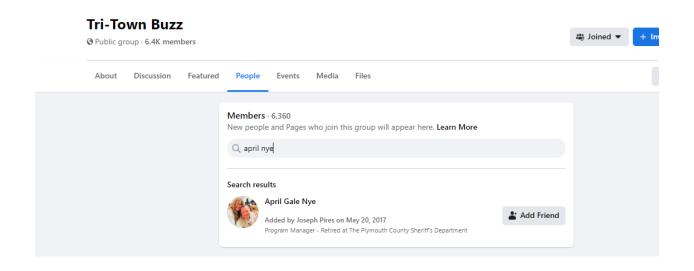


Tri-Town Buzz

O Public group · 6.4K members

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Old Rochester Joint School Committee Members:



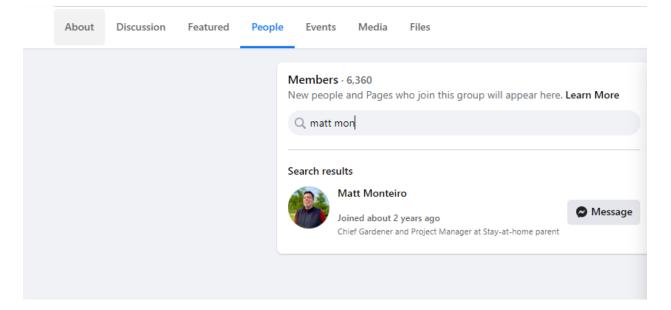
O Public group · 6.4K members

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Tri-Town Buzz

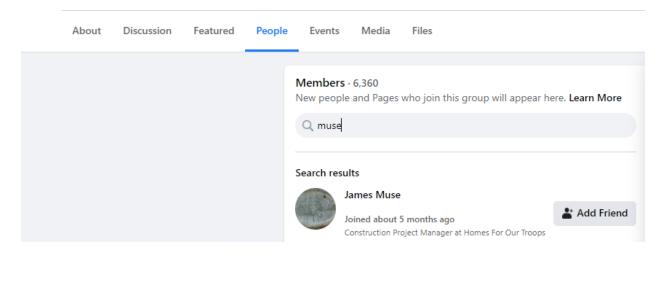
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S Public group · 6.4K members



Tri-Town Buzz

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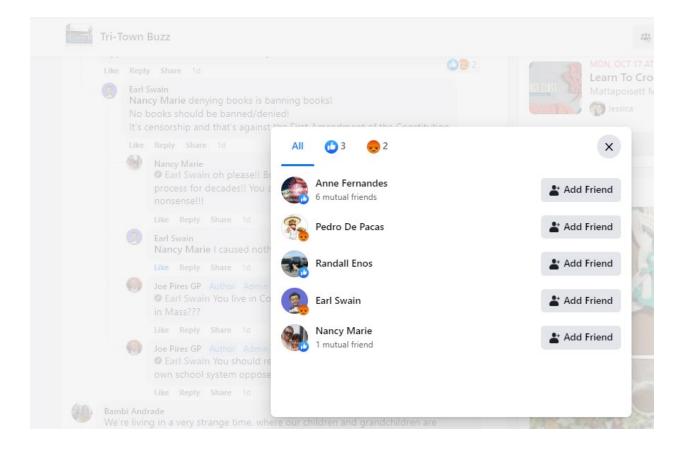


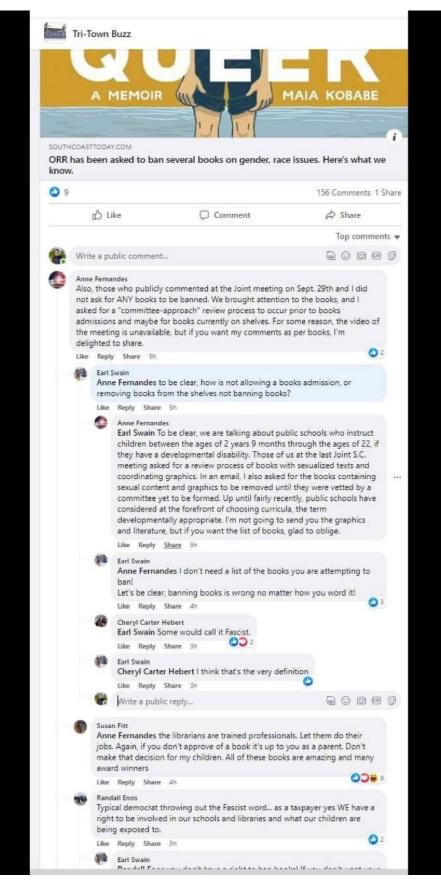
Tri-Town Buzz Public group · 6.4K members		ttage Joined ▼ + Invite
About Discussion Featured	People Events Media Files	Q
	Members · 6,360 New people and Pages who join this group will appear here. Learn More	
	Search results Sharon Hartley	
	Added by Joseph Pires on September 13, 2017 University of Massachusetts Boston	Message

	People Events Media Files	Q
	Members · 6,360 New people and Pages who join this group will appear here. Learn More	
	Q, anne fernandes	
	Search results	
	Added by Elizabeth Glennon Hathaway on January 1, 2019	

About Discussion Featured People Events Media Files		
		Q
Members - 6,360 New people and Pages who join this group will appear here. Learn More Q Robin Roun		
Search results Robin Braz-Rounseville Added by Joseph Pires on June 1, 2017 Rochester, Massachusetts	Add Friend	

Mrs. Fernandes engaged with Joe Pires' comments on the mentioned post Mr. Pires' made on the public forum Tri-Town Buzz. She also made several comments and engaged with community members. See below:





My exchange with Mrs. Fernandes in the comment section of Mr. Pires' post.

Like Reply Share 1h

Rhonda Baptiste

Anne Fernandes I believe there is already language in the complaint procedure that allows for material included in the request for consideration to be denied to the children of the complainant. So as a SC member,maybe you could offer that as an option to the parents who have issue with the content instead of suggesting the school go against an established procedure in accordance with the statement of philosophy that's already clear and in place? Here's the language for reference:

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

Like Reply Share 41m

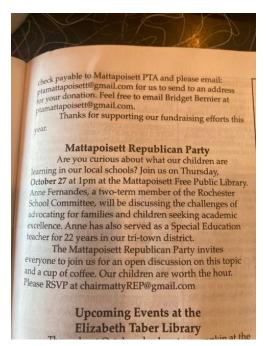
Anne Fernandes

Rhonda Baptiste Duly noted, Rhonda. Our district continually revises policies and procedures, and in fact, many in the last two years. Systems change.

Like Reply Share 1m

Advertisement in local newspaper with ad for Anne Fernandes as the speaker at an event hosted by the Mattapoisett

Republican Party:



FAQ section of Open Meeting Law regarding posting on social media and communicating with other members of the public body:



May members of a public body communicate with the public through social media platforms such as Facebook, Twitter, and webpages?

Yes, members of public bodies may communicate with members of the public through any social media platform. However, members of public bodies must be careful not to engage in deliberation with the other members of the public body through such communications. If a member of a public body communicates directly with a quorum of the public body over social media platforms such as Feedback Facebook or Twitter, that communicatior may violate the Open Meeting Law. Publ body members should proceed with caution when communicating via these platforms.

May a members of a public body participate in a listserv?

§ <u>File</u>: IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

Below are the school committee members for the Joint School committee and the Rochester School Committee (of which Anne Fernandes is a member of both), with a strike through to any who are NOT public members of the public group "Tritown Buzz." Screenshots of membership to Tritown Buzz by school committee members are included earlier in this document.

2022-2023 JOINT SCHOOL COMMITTEE

Marion - MA Supt. Union #55

- Mary Beauregard Email
- Nichole Daniel Email
- Nichole Nye McGaffy Email

Mattapoisett - MA Supt. Union #55

- Carly Lavin Email
- Tiffini Reedy Email
- [•]——Cristin Cowles Vice-Chairperson <u>Email</u>

Rochester - MA Supt. Union #55

- Anne Fernandes Email
- Sharon Hartley Chairperson Email
- **Robin Rounseville** Email

Old Rochester Regional School Committee

- Michelle Smith Chairperson | Email
- April Nye | Email
- Margaret McSweeny
- Jason Chisholm | Email
- Matthew Monteiro | Email
- Joseph Pires | Email
- James Muse | Email
- Frances Kearns Vice Chairperson | Email
- •----<mark>Rosemary Bowman|<u>Email</u></mark>

2022-2023 ROCHESTER SCHOOL COMMITTEE

 Sharon Hartley - Chairperson | Email | 149 Marion Rd, Rochester, MA 02770 | 508-763-2463 | Term: 2025 **

Robin M. Rounseville - Vice Chairperson | Email | 58 Braley Hill Road, Rochester, MA 02770 | 508-763-8685 | Term: 2024 **

Anne Fernandes Email |515 Snipatuit Rd, Rochester, MA 02770 |508-763-3486
 |Term: 2023 **

 Jason Chisholm (Alt: Kate Duggan) Email |16 Cromwell Ln, Rochester 02770 |508-758-2772 |Term: 2024 *

• **Katherine Duggan** <u>Email</u> | 520 New Bedford Rd, Rochester, MA 02770 | 508-758-2772 | Term: 2023

Diana Russo - School Committee Secretary/Recording Secretary |<u>Email</u> |135 Marion Rd, Mattapoisett, MA 02739 |508-758-2772

** RSC representative to Mass. School Supt. Union No. 55

* RSC representative to **ORR School Committee**



The Commonwealth of Massachusetts Office of the Attorney General One Ashburton Place Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the <u>chair of the</u> <u>public body</u> **AND** to the <u>municipal clerk</u>.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at <u>openmeeting@state.ma.us.</u>



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General One Ashburton Place Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:								
First Name:	Last Name:							
Address:								
City:	State: Zip Code:							
Phone Number:	Ext							
Email:								
Organization or Media Affiliation (if a	iny):							
Are you filing the complaint in your capacity as an individual, representative of an organization, or media? (For statistical purposes only)								
Individual Organiza	tion Media							

Public Body that is the subject of this complaint:									
City/Town	County	Regional/District	State						
Name of Public Boo town, county or reg	dy (including city/ gion, if applicable):								
Specific person(s), committed the vio									
Date of alleged vio	lation:								

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed:

Date	
Juic.	

I

For Use By Public Body Date Received by Public Body: For Use By AGO Date Received by AGO:

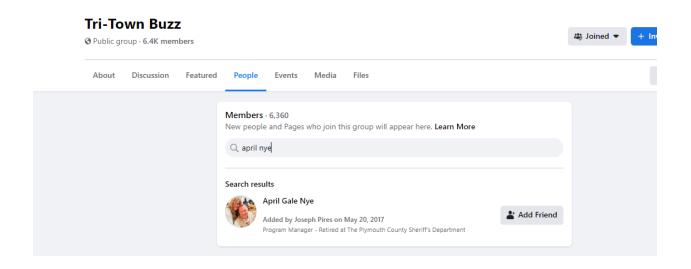
Mr. Pires' post on the public forum Tri-Town Buzz

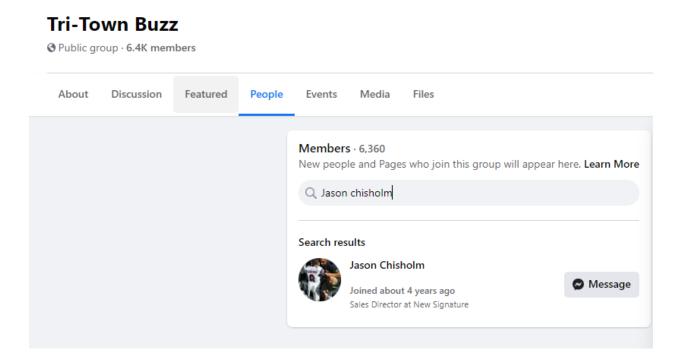


Tri-Town Buzz admin/moderator information

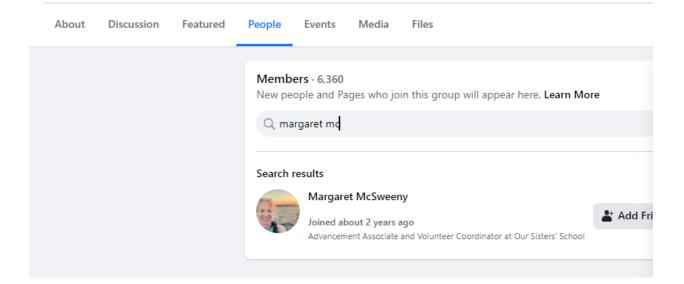
Tri-Town Buzz			
	Q Find a	a member	
	Admins &	moderators · 8	
		Joe Pires Admin	Add Friend
	Town B	Buzz Feed Admin	Add Friend
	TRI TOWN BUZ7	Tri B Feed Admin	Message
		Joseph Pires Admin	Add Friend
		Walter Morgado Admin Works at Covanta	Add Friend
		Kelly Sullivan Morgado Admin	Add Friend
	Ø	Joe Pires GP Admin Director of Marketing (Partner) at Grate Products, LLC	Add Friend
		Veronica Brockwell Admin President at V MEDIA Consultancy	

Old Rochester Regional School District School Committee Member membership in the public forum Tri-Town Buzz includes seven of the 9 members of the committee. (See screenshots of membership below, the only Old Rochester School District School Committee Members who do not have public membership to Tri-Town Buzz are Michelle Smith and Rosemary Bowman).





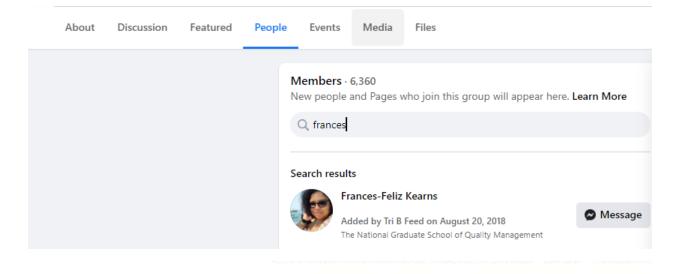
O Public group · 6.4K members



Tri-Town Buzz

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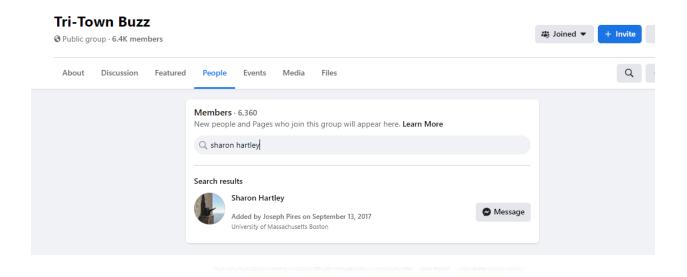
O Public group · 6.4K members

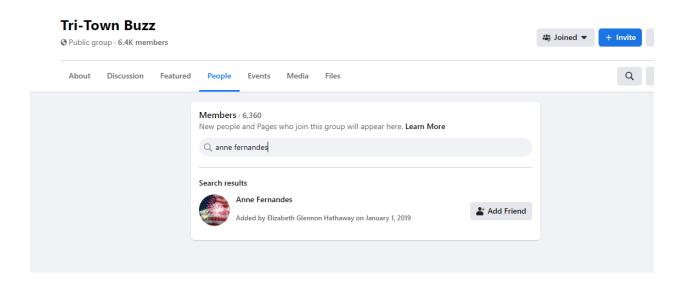


Tri-Town Buzz

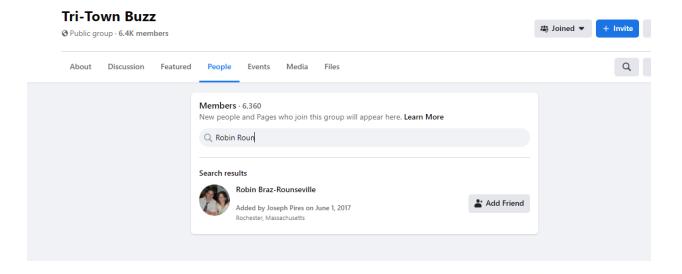
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				and the second sec		months ago ject Manager at Homes For Our Troops	불 Add Friend

Old Rochester Joint School Committee member membership in Tri-Town Buzz includes 15 of the 18 members. The JSC includes all of the members of the Old Rochester District School Committee whose membership is shown above plus the following members whose membership is shown in screenshots below (The only Joint School Committee members who do not have public membership of Tri-Town Buzz are Rosemary Bowman, Cristin Cowles and Michelle Smith)





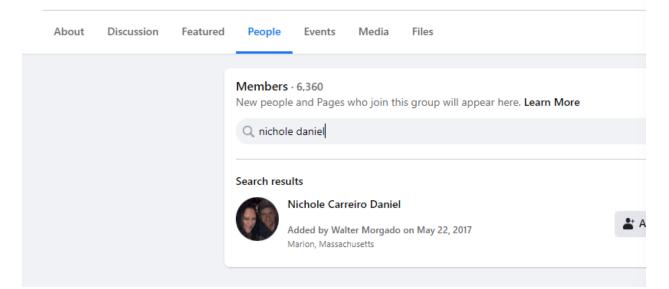
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Tri-Town Buzz

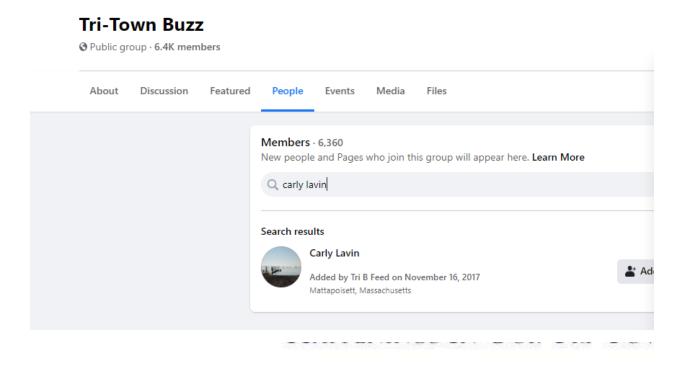
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O Public group · 6.4K members



Tri-Town Buzz O Public group · 6.4K members About Discussion Featured People Events Media Files Members · 6,360 New people and Pages who join this group will appear here. Learn More Q nicole nye Search results Nichole Nye McGaffey よ Add Joined about 12 months ago Marion, Massachusetts

HAPPENINGS IN OUR TRI-TOV



Tri-Town Buzz

Mr. Pires engaged in discourse with several members of the community in the comment section as did Mrs. Fernandes, a fellow JSC member. Mrs. Fernandes also engaged in Mr. Pires' comments by "liking" them.

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		Swain you real	ly sugg	esting v	ve bar	books?								
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	•	Joe Pires GP Author Admin Earl Swain Hi Earl, absolutely not. I am suggesting that we had process for what books are approved. For start, we can choose books that contain phonographic and explicit content in them							choose N	se NOT to have m.				
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ORR has been asked to ban several books on gender, race issues. Here's what we know.

own school system opposed to insugating in ours... don't you think: : : :

Like Reply Share 1d

Bambi Andrade

We're living in a very strange time, where our children and grandchildren are exposed to things we weren't until well into adulthood. They can stream anything they want right from their phones. There is no shielding them from anything anymore and we lost the control of their exposure a long time ago.

My grandson came home from the third grade a couple of weeks ago and informed me immediately after getting off the bus that a girl in his class was going to be a boy now. We're being forced to discuss things with children at a much younger age now. Some of it is uncomfortable and we will not agree with it all, but the fact is, this it the world we have created and it's our responsibility to help them navigate through it. It's our job to discuss racism and sexuality at home to prepare them for what they are/will be exposed to.

That all being said, I think the high school library content should be a reflection of any public library. The school could implement a permission slip for certain content and that may very well be a good idea if the book is as graphic as described above.

As long as we lead with love and compassion for all of the human race they will be just fine.

Like Reply Share 1d



D 10

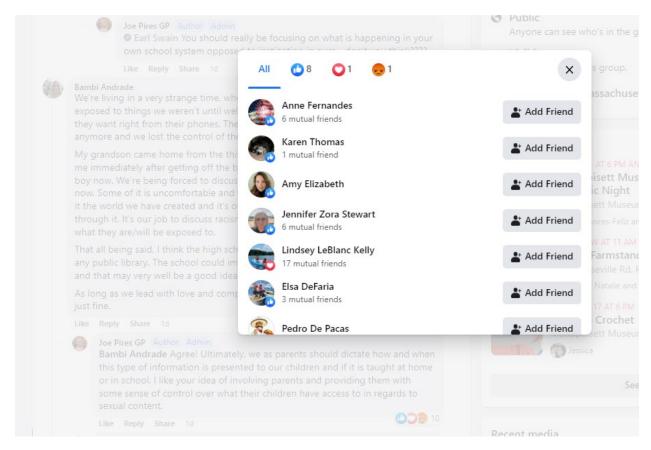
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Joe Pires GP Author Admin

Bambi Andrade Agree! Ultimately, we as parents should dictate how and when this type of information is presented to our children and if it is taught at home or in school. I like your idea of involving parents and providing them with some sense of control over what their children have access to in regards to sexual content.

Like Reply Share 1d

Below is a screenshot of one of instances of Mrs. Fernandes (a fellow JSC member) engaging in Mr. Pires' discussion with public members with a thumbs up "like" in response to his comment above:



FAQ section of Open Meeting Law regarding posting on social media and communicating with other members of the public body:



May members of a public body communicate with the public through social media platforms such as Facebook, Twitter, and webpages?

Yes, members of public bodies may communicate with members of the public through any social media platform. However, members of public bodies must be careful not to engage in deliberation with the other members of the public body through such communications. If a member of a public body communicates directly with a quorum of the public body over social media platforms such as Facebook or Twitter, that communication may violate the Open Meeting Law. Publ body members should proceed with caution when communicating via these platforms.

May a members of a public body participate in a listserv?

<u>§</u> <u>File</u>: IJ-R - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

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- Mary Beauregard <u>Email</u>
- Nichole Daniel Email
- Nichole Nye McGaffy Email

Mattapoisett - MA Supt. Union #55

- Carly Lavin Email
- Tiffini Reedy Email
- Cristin Cowles Vice-Chairperson Email

Rochester - MA Supt. Union #55

- Anne Fernandes Email
- Sharon Hartley Chairperson Email
- Robin Rounseville Email

Old Rochester Regional School Committee

- Michelle Smith Chairperson | Email
- . April Nye | Email
- Margaret McSweeny
- Jason Chisholm | Email
 Matthew Monteiro | Email
- Joseph Pires | Email
- James Muse | <u>Email</u>
 Frances Kearns Vice Chairperson | <u>Email</u>
- •-----Rosemary Bowman|<u>Email</u>

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 DRAFT SCHOOL CALENDAR 2023-2024

lub.				2023		Augus				2023		Conto	mhor			2023	
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Old Rochester Regional School District Massachusetts School Superintendency Union #55



То:	School Committee Members of Old Rochester Regional School Committee & Massachusetts Superintendency Union #55 School Committee
From:	Howard G. Barber, Assistant Superintendent of Finance & Operations
Cc:	Michael S. Nelson, Superintendent of Schools
Date:	November 7, 2022
Re:	Strategic Plan

We have been working diligently to gather information on behalf of Superintendent Nelson and our School Committees for the Strategic Plan of the Old Rochester Regional School District & Massachusetts School Superintendency Union. With communications that we have had on behalf of the school committee, we have received verbal estimates from contracted vendor organizations (2) and individual contractors (2).

Considering the above referenced information:

- The two (2) potential contracted vendors that work with Districts have provided verbal estimates ranging from \$20,000 to \$35,000.
- The two (2) individuals with broad ranges of experience for the purpose of this scope of service were under \$8,500.

These estimated amounts would be contingent on the specifications that align with the Planning for Success Model.

SUPERINTENDENT'S GOALS 2022-2024



MICHAEL S. NELSON SUPERINTENDENT OF SCHOOLS

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION NO. 55

Superintendent's Goals Sub-Committee

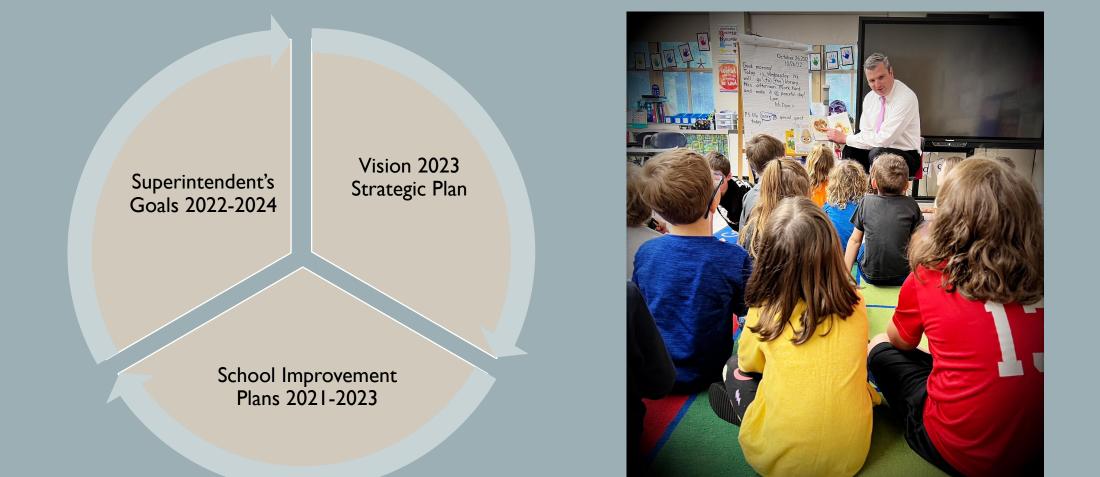
Nichole Daniel, Marion School Committee Anne Fernandes, Rochester School Committee Sharon Hartley, Rochester School Committee Carly Lavin, Mattapoisett School Committee Matthew Monteiro, Old Rochester School Committee Michelle Smith, Marion & Old Rochester School Committee

Assisted in goal development through feedback meetings.

Superintendent's Evaluation Timeline

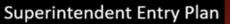
Date	Description
November 2022 - Public Meeting	Superintendent Evaluation Process for FY23 & FY24 is Reviewed and Approved
June 2023 – Public Meeting	Superintendent Mid-Cycle Review Occurs
September 2023 – Public Meeting	Review Superintendent's Evaluation Timeline
April of 2024 Beginning of the Month	Committee Members are Provided Superintendent Evaluation Materials and Explanation of Process
End of the Month	Evidence/Supporting Materials are Provided to Committee Members by Superintendent
By May 2024	All Committee Members Submit Evaluations to Sub-Committee
By May 2024	Superintendent, Sub-Committee/Chairs Review Materials and Prepare Final Evaluation
June 2024	Sub-Committee/Chairs Review Final Evaluation with Superintendent
June 2024 - Public Meeting	Superintendent's Evaluation Occurs

MOVING OUR MISSION FORWARD: TO INSPIRE ALL STUDENTS TO THINK, TO LEARN, AND TO CARE.



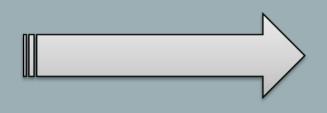
SUPERINTENDENT ENTRY PLAN November 2020



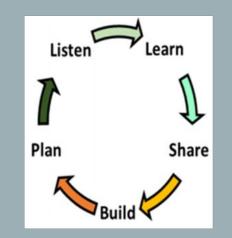




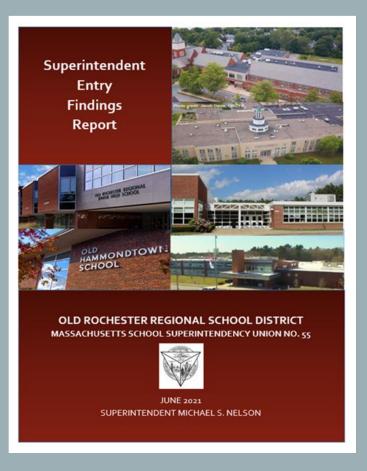
Michael S. Nelson Old Rochester Regional Schoo District & MA Sup. Union #55 2020-2021



- Established Productive School Committee, Superintendent and Community Relations
- Acquired Knowledge and Understanding of School System
- Engaged in Critical Issue Analysis
- Established Effective Communication and Engagement Process and Procedures



SUPERINTENDENT ENTRY FINDINGS REPORT July 2021



VISION 2023 YEAR 5 OF 5

- 21st Century Learning: Project Based Learning
- Social & Emotional Learning: Students learn best when they feel safe.
- Global Citizenship: Culture, Civic Responsibility & Empathy







SUPERINTENDENT'S GOALS 2022-2024

Goal I: Supporting Teaching, Learning, and Sense of Belonging

Goal 2: Developing the 2023-2028 Five Year Strategic Plan

Goal 3: New Superintendent Induction Program Completion

Goal 4: Communication Enhancement Strategy

GOAL I: SUPPORTING TEACHING, LEARNING, AND SENSE OF BELONGING

TO WORK WITH THE LEADERSHIP COUNCIL TO COMPLETE THE DESIRED YEAR FIVE OUTCOMES OUTLINED IN THE ADOPTED VISION2023 STRATEGIC PLAN ALSO SUPPORTED BY THE TWO-YEAR ADOPTED SCHOOL IMPROVEMENT PLANS. ADDITIONALLY, TO FACILITATE LEADERSHIP CAPACITY THROUGH ACADEMIC AND SOCIAL EMOTIONAL SUPPORTS AND RESOURCES.

STANDARD I: INSTRUCTIONAL LEADERSHIP STANDARD II: MANAGEMENT AND OPERATIONS STANDARD III: FAMILY AND COMMUNITY STANDARD IV: PROFESSIONAL CULTURE

Key Actions

-Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon "Look Fors" to calibrate teaching & learning expectations system-wide..

-Collaborate with the Assistant Superintendent of Teaching & Learning and appropriate building administrators to complete a Literacy Needs Assessment utilizing an outside consultant to drive future decision regarding literacy programming.

-Work with the Director of Student Services to explore the need for explicit social emotional student programming at both the elementary and secondary level (i.e. Junior High School) to support the Responsive Classroom (i.e. Fly Five) approach in our classrooms.

-Establish an adopted comprehensive curriculum review cycle and plan, supported by the efforts of the Instructional Council and teachers.

-Collaborate with the Leadership Council to develop extended day learning opportunities for students in alignment with student achievement data and learning needs.

-Ensure technology integration in the classroom through hardware resources, software resources, and professional development offerings.

Benchmarks

-Learning Walk calendars and collected data in relation to the "Look Fors."

-Literacy Needs Assessment Report & Action Plan.

-Recommendation for explicit social emotional programming.

-Curriculum review cycle adopted and published, professional development agendas, & survey feedback.

-Extended day programming schedules.

-Strategic Plan and School Improvement Plan(s) presentations.

Resources

-Vision 2023 Strategic Plan

-School Improvement Plans

-MA State Standards Alignment/Curriculum

-Common Assessments

-Professional Development Plan

GOAL 2: DEVELOPING THE 2023-2028 FIVE YEAR STRATEGIC PLAN

OVERSEE AND FACILITATE THE ENGAGEMENT OF SCHOOL COMMUNITY STAKEHOLDERS IN THE DEVELOPMENT AND ADOPTION OF A NEW FIVE YEAR STRATEGIC PLAN (2023-2028) – UTILIZING THE PLANNING FOR SUCCESS PROCESS.

STANDARD I: INSTRUCTIONAL LEADERSHIP STANDARD III: FAMILY AND COMMUNITY ENGAGEMENT STANDARD IV: PROFESSIONAL CULTURE

Key Actions

-Engage with an independent facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system's next strategic plan.

-Work with Leadership Council to create a full planning team for Planning for Success sessions.

-Create multiple school community stakeholder opportunities to provide voice and feedback regarding the strategic direction of the school-system (i.e. open forums, town halls, etc.).

-Review the school-system's overall mission statement.

-Develop a school-system theory of action to realize the mission of our school-system.

-Provide regular updates on the strategic planning development process to the school committees.

-Create a series of strategic objectives, strategic initiatives, and outcomes for the next five years.

Benchmarks

-Create calendar of strategic plan development events.

-Collected school community stakeholder feedback.

-Capture data sets that drive strategic planning.

-Approval by the Joint School Committee of the five year strategic plan at the conclusion of the 2022-2023 school year.

-Action planning to begin the next strategic plan work during summer of 2023..

Resources

-Vision 2023 Strategic Plan Outcomes

-Stakeholder Feedback

-Student Achievement Data

-School Improvement Plans

GOAL 3: NEW SUPERINTENDENT INDUCTION PROGRAM COMPLETION

TO PARTICIPATE AND COMPLETE YEAR THREE OF THE M.A.S.S. NEW SUPERINTENDENT INDUCTION PROGRAM (NSIP). DEVELOP SKILLS IN STRATEGY DEVELOPMENT, DATA ANALYSIS, AND INSTRUCTIONAL LEADERSHIP BY ACTIVELY ENGAGING IN THE THIRD AND FINAL YEAR OF THE NEW SUPERINTENDENT INDUCTION PROGRAM.

STANDARD I: INSTRUCTIONAL LEADERSHIP STANDARD II: MANAGEMENT AND OPERATIONS STANDARD IV: PROFESSIONAL CULTURE

Key Actions

-Attend all in-person day long sessions.

-Complete all NSIP assignments.

-Participate in all Consultancy Group sessions facilitated by NSIP coach.

-Meet regularly with assigned NSIP coach.

-Share examples of lessons, skills, and strategies from NSIP training with the Central Office Leadership Team and the Leadership Council as appropriate.

Benchmarks

-Calendar documents attendance and contact with superintendent coach (process).

-Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).

-Leadership tools and resources utilized by NSIP program shared at Leadership Council meetings.

-Completion of the three year NSIP program.

Resources

-New Superintendent Induction Program

-Superintendent NSIP Coach

-Leadership Team Meetings

GOAL 4: COMMUNICATION ENHANCEMENT STRATEGY

TO DEVELOP A COMMUNICATION ENHANCEMENT STRATEGY THAT WILL UPGRADE THE STUDENT AND FAMILY COMMUNICATION PLATFORMS UTILIZED BY THE SCHOOL-SYSTEM TO STRENGTHEN STUDENT AND FAMILY ENGAGEMENT.

STANDARD II: MANAGEMENT AND OPERATIONS STANDARD III: FAMILY AND COMMUNITY ENGAGEMENT STANDARD IV: PROFESSIONAL CULTURE

Key Actions

-Review and upgrade the school-system's website.

-Adopt a school-system APP to enhance and streamline communication from school to home.

-Establish a Superintendent's Office social media account that links to the individual schools' accounts.

-Create and begin issuing a Central Office Newsletter regarding school happenings.

Benchmarks

-Launch an upgraded school-system website utilizing a new template.

-Begin offering a school-system Mobile APP that will streamline communication from school to home.

-Establish and regularly utilize social media to share communication from the Superintendent's Office.

-Distribution of regularly issued Central Office newsletters.

Resources

-Blackboard Tools & Services -School Website -SMORE Newsletter Tool

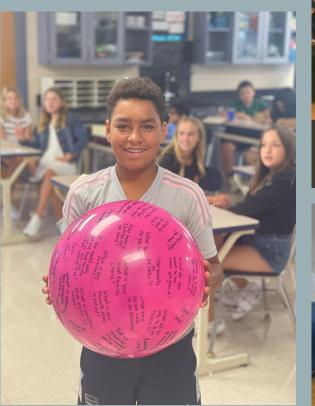
SUPERINTENDENT'S RUBRIC

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard IV: Professional Culture
 A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support 	 A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs 	 A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement 	 A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
 B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs 	 B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies 	 B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration 	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator1. Variety of Assessments2. Adjustment to Practice	 C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration 	 C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication 	C. Communications Indicator 1. Communication Skills
 D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review 	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	 D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
 E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning 	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
			 F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building





Thank you!









OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SUPERINTENDENCY UNION #55 Marion - Mattapoisett - Rochester 135 Marion Road Mattapoisett, MA 02739

www.oldrochester.org

Phone: 508-758-2772 Fax: 508-758-2802 Michael S. Nelson, M.Ed. Superintendent of Schools

Sharlene Fedorowicz, Ph.D Assistant Superintendent of Teaching & Learning

Howard Barber, CPA, MCPPO Assistant Superintendent of Finance & Operations

> **Craig J. Davidson, M.Ed.** Director of Student Services

Superintendent's Proposed Goals: 2022-2024

Name: Michael S. Nelson, M.Ed.

Title: Superintendent of Schools

<i>Leadership Goal</i> Student Learning Goal	<i>Leadership Goal</i> District Improvement Goal
 SMART Goal 1 – Supporting Teaching, Learning, and Sense of Belonging: To work with the Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources. Standard I: Instructional Leadership Standard II: Management and Operations Standard IV: Professional Culture 	 SMART Goal 2 – Developing the 2023-2028 Five Year Strategic Plan: Oversee and facilitate the engagement of school community stakeholders in the development and adoption of a new five year strategic plan (2023-2028) – utilizing the Planning for Success Process. Standard I: Instructional Leadership Standard III: Family and Community Engagement Standard IV: Professional Culture
 Key Actions Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon "Look Fors" to calibrate teaching & learning expectations system-wide. Collaborate with the Assistant Superintendent of Teaching & Learning and appropriate building administrators to complete a Literacy Needs 	 Key Actions Engage with an independent facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system's next strategic plan. Work with Leadership Council to create a full planning team for Planning for Success sessions.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

Assessment utilizing an outside consultant to drive future decision regarding literacy programming.

- 3. Work with the Director of Student Services to explore the need for explicit social emotional student programming at both the elementary and secondary level (i.e. Junior High School) to support the Responsive Classroom (i.e. Fly Five) approach in our classrooms.
- 4. Establish an adopted comprehensive curriculum review cycle and plan, supported by the efforts of the Instructional Council and teachers.
- Collaborate with the Leadership Council to develop extended day learning opportunities for students in alignment with student achievement data and learning needs.
- 6. Ensure technology integration in the classroom through hardware resources, software resources, and professional development offerings.

Benchmarks

- 1. Learning Walk calendars and collected data in relation to the "Look Fors."
- 2. Literacy Needs Assessment Report & Action Plan.
- 3. Recommendation for explicit social emotional programming.
- 4. Curriculum review cycle adopted and published.
- 5. Extended day programming schedules.
- 6. Professional Development Agendas & Survey Feedback.
- 7. Strategic Plan and School Improvement Plan(s) presentations.

- Create multiple school community stakeholder opportunities to provide voice and feedback regarding the strategic direction of the school-system (i.e. open forums, town halls, etc.).
- 4. Review the school-system's overall mission statement.
- 5. Develop a school-system theory of action to realize the mission of our school-system.
- 6. Provide regular updates on the strategic planning development process to the school committees.
- 7. Create a series of strategic objectives, strategic initiatives, and outcomes for the next five years.

Benchmarks

- 1. Create calendar of strategic plan development events.
- 2. Collected school community stakeholder feedback.
- 3. Capture data sets that drive strategic planning.
- 4. Approval by the Joint School Committee of the five year strategic plan at the conclusion of the 2022-2023 school year.
- 5. Action planning to begin the next strategic plan work during summer of 2023.

Outcomes
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Leadership Goal	Leadership Goal	
Educator Professional Practice Goal	District Improvement Goal	
SMART Goal 3 –	SMART Goal 4 –	
New Superintendent Induction Program Completion:	Communication Enhancement Strategy:	
To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP).	To develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and	
Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the New Superintendent Induction Program.	family engagement. Standard II: Management and Operations Standard III : Family and Community Engagement	
Standard I: Instructional Leadership	Standard IV: Professional Culture	
Standard II: Management and Operations		
Standard IV: Professional Culture		
Key Actions:	Key Actions:	
1. Attend all in-person day long sessions.	1. Review and upgrade the school-system's website.	
2. Complete all NSIP assignments.	Adopt a school-system mobile app to enhance and streamline communication from school to home.	
 Participate in all Consultancy Group sessions facilitated by NSIP coach. 	 Establish a Superintendent's Office social media account that links to the individual schools' accounts. 	
4. Meet regularly with assigned NSIP coach.	 Create and begin issuing a Central Office Newsletter regarding school happenings. 	

Benchr	 Share examples of lessons, skills, and strategies from NSIP training with the Central Office Leadership Team and the Leadership Council as appropriate. marks 	Benchmarks
1.	Calendar documents attendance and contact with superintendent coach (process).	 Launch an upgraded school-system website utilizing a new template.
2.	Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).	2. Begin offering a school-system APP that will streamline communication from school to home.
3.	Leadership tools and resources utilized by NSIP program shared at Leadership Council meetings.	3. Establish and regularly utilize social media to share communication from the Superintendent's Office.
4.	Completion of the three year NSIP program.	4. Distribution of regularly issued Central Office newsletters.
Resour	rces	Resources
•	New Superintendent Induction Program	Blackboard Tools & Services
•	Superintendent NSIP Coach	School Website
		SMORE Newsletter Tool

STUDENT DISCIPLINE – NEW POLICY

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or

property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall

have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC – August 2022

LEGAL REF: M.G.L. <u>71:37H; 71:37H ½;</u> 71:37H ¾; 76:17 603 CMR 53.00 Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

File: JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful considera-tion and sympathetic understanding of their personal feelings, par-ticularly with reference to race, color, sex, gender identity, religion, na-tional origin, sexual orientation or physical and intellectual differences. their *race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school ad-missions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, <u>guidancesupport services</u>, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC – August 2022

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment OpportunityEmployment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

603 CMR 26:00, 603 CMR 28.00

The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and

protective hairstyles.)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

CROSS REF.: <u>AC</u>, Nondiscrimination