

**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 McSweeney (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 of 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. McSweeney

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 sub-committee 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. There was no 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. McSweeney

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 seven and to come out only to adjourn

District, Ms. McSweeney

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Daniel

ROLL CALL-District (Kearns: yes, Nye: yes, McSweeney: 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. only to adjourn

District, Ms. Kearns

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Lavin

ROLL CALL- District (Kearns: yes, Nye: yes, McSweeney: 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. Chisholm

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye

MOTION PASSED

Submitted by

Diana Russo

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

September 29, 2022 – 6:30 p.m.

Zoom link:

<https://oldrochester-org.zoom.us/j/93813508778?pwd=R0svRjdlNm8xQ2Q2NDJ4S1Nsc2d0QT09>

Meeting ID: 938 1350 8778

Passcode: 888506

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, Mattapoissett, 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: June 27, 2022

2. Executive Session Minutes: June 27, 2022

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. Strategic Plan Update

B. Substitute Compensation Schedule Update

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: September 23, 2022

SUBJECT: Agenda Items

The following items are on the agenda of September 29, 2022

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of June 27, 2022. Please refer to “JSC 09292022 June Minutes.

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of June 27, 2022. These will be brought to the meeting.

V. General

A. Strategic Plan Update

Recommendation:

That the school committee hear an update from Administration. Please refer to “JSC 09292022 Strategic Plan Presentation”.

B. Substitute Compensation Schedule Update

Recommendation

That the School Committees hear an update from Administration. A recommendation for the 2022-2023 School Year will be reviewed by school committee. Please refer to “JSC 09292022 Substitute Rates”

VII. School Committee

A. Reorganization (Union #55 Only)

Recommendation

That the School Committees reorganize and appoint a Chairperson and a Vice Chairperson for the 2022-2023 school year.

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies per the August 2022 MASC Newsletter:

MASC NEWSLETTER – AUGUST 2022

Updated MASC Model Policies for Student Dress and Student Discipline

*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. These policies have been updated in the MASC online reference manual.

JIC – Student Discipline – 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.

JICA – Student Dress – 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 Acts of 2022, Chapter 117.

AC Non Discrimination including Harassment and Retaliation - 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 Acts of 2022, Chapter 117.

AC-R Non Discrimination including Harassment and Retaliation - 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 Acts of 2022, Chapter 117.

GBA Equal Employment Opportunity - 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 Acts of 2022, Chapter 117.

GCF - Professional Staff Hiring - 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 Acts of 2022, Chapter 117.

JB - Equal Educational Opportunities - 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 Acts of 2022, Chapter 117.

JFBB - School Choice - 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 Acts of 2022, Chapter 117.

- **JIC – Student Discipline** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 JIC Student Discipline MASC – NEW”
- **JICA – Student Dress** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 JICA Student Dress REVISED”.
- **AC-Non Discrimination Including Harassment and Retaliation** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 AC Non Discrimination Including Harassment and Retaliation REVISED
- **AC-R- Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation** - The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 AC-R – Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation.
- **GBA – Equal Employment Opportunity** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 GBA Equal Employment Opportunity REVISED”.

- **GCF – Professional Staff Hiring** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 GCF Professional Staff Hiring REVISED”.
- **JB-Equal Educational Opportunities** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 JB Equal Educational Opportunities REVISED”.
- **JFBB – School Choice** – The policy sub-committee reviewed this policy on September 14th. “Please refer to JSC 09272022 JFBB School Choice REVISED”.

VIII. Future Business

B. Timeline

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

Joint School Committee

January 19, 2023

- ❖ School Calendar Review (January)
- ❖ Budget Update (March)
- ❖ Approval of School Committee Dates (March)
- ❖ School Calendar Approval (March)
- ❖ Professional Development Plan Approval (March)
- ❖ Superintendent’s Mid-Cycle (June 2022)

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**

June 27, 2022 – 6:30 p.m.

MEETING HELD IN HYBRID FORMAT

133 Marion Road

Media Room, Jr. High School

Mattapoisett, MA 02739

District Members Present: Heather Burke (in-person), Chairperson, Michelle Smith (via zoom left at 8:02 p.m.), James Muse (via zoom, arrived at 7:41 pm), Margaret McSweeney (in-person), Matthew Monteiro (in-person), Jason Chisholm (via zoom), Suzanne Tseki (in-person) and Joe Pires (in-person).

District Members Absent: Frances Kearns.

Union Members Present: Sharon Hartley (in-person), Chairperson, Anne Fernandes (via zoom), Nichole Daniel (in-person), April Nye (in-person), Robin Rounseville (in-person), Tiffini Reedy (via zoom), Cristin Cowles (via zoom) 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 Burke and Chairperson Hartley. Chairperson Burke noted that this meeting is being recorded and that the public has the option to participate remotely or in person.

CHAIRPERSON'S REPORT:

Chairperson Hartley made the following statement:

"Welcome everyone to the final meeting of the school year. This meeting seems to me and I hope it will with a celebratory tone, we have lots of things to celebrate. I was thinking about this June meeting and was thinking that June is a month about graduations and promotions. This year Old Rochester District held one high school graduation, one jr. high school graduation and three elementary school ceremonies. At these events, students, families and friends were able to return to the traditional procedures and it was so wonderful, it was great to have those events back to where they had been for so many years. At several of these events students reflected on the past two years, when during the pandemic learning took place in isolation, at home or when they could only attend school a few days each week and when school vocabulary included terms like zoom, virtual, social distance, isolation, cohort and hybrid. As schools close for summer vacation we celebrate the students and the joys of teaching and learning together at school and we thank our staff and leaders for all the work they have done in the past two years. We also thank all the members of school committee, those who are here, those who just retired for all your patience and dedicated service during these times and all times. We are really grateful to each of you for your commitment and your work.

Chairperson Burke made the following statement:

"I said all of my 'thank you's' last night, so I won't get into all of those again except to thank Sharon Hartley for being a wonderful co-chair of this committee and also Rosa Pedrosa and all of the ORR administration for a fabulous Commencement and Senior Week. It was all great fun and so special.

When my family was deciding whether or not to move to the Tri-Town, I attended a community fair at the high school. It was the conversations I had with students there that sealed the deal of Marion for us. The students were so engaged and excited by their school, welcoming and well-spoken. The opportunities available were impressive, especially given the small size of the school. ORR students are incredible! It has been my honor to serve them and a joy to watch so many classes grow and develop into their own, wonderful, fascinating, full-of-promise selves.

So, my advice to the schools is to keep the connection between the students and the community strong, as it is now. The students are your best representatives. Those intersections are educational for all. And, of course, be sure to communicate about them so everyone knows how great ORR schools and students are.

To the families I encourage you to get involved with your schools. It is so rewarding. It strengthens the school, the community, and helps you navigate these school years better.

And these school years are precious times. I know they are busy and it is hard to keep up with it all. But try to take a moment here and there to take it all in. Take a minute on the soccer field to watch your child embrace his teammates, read one of your child's essays - not to perfect it, but to hear his thoughts, his insights, his views. Listen to the crazy antics of a club you don't understand. Stay in your seat as the house lights go down and take it in. Because those school years are a precious time."

SUPERINTENDENT'S REPORT:

Superintendent Nelson made the following statement:

Knowing this is the time of year for reflection – I do want to acknowledge all of the time our school committee members have given and the efforts they have made this year. Our work rests on public service and I thank you sincerely for the service you have provided our schools.

Additionally – I would like to recognize the administration team that works with me day-in and day-out ...without their leadership our schools would not make the progress they do. The team you have cares deeply about their responsibilities and duties and the proof is in our outcomes.

At this time – I'd also like to acknowledge the incredible educators and support staff we have in our school-system. Their work is what makes our schools so special. As I have said many times – our teachers and staff members have met each challenge in front of them and continue to find any way necessary to meet our students' and families' needs.

Before closing – I also want to acknowledge our students. As the school year closed and I attended many of our ceremonies and end of the year events – I could not help but be immensely proud of all of our students – what they have been through and more importantly where they are going.

I'm already excited for what next school year will bring!

OPEN COMMENTS: NO OPEN COMMENTS

XI. Executive Session

Motion to go into executive session at 6:46 p.m. for reason number three and seven and to come out and return to the regular meeting.

District, Ms. Tseki

Union, Ms. Nye

District, Mr. Monteiro

Union, Ms. Daniel

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Smith: yes, McSweeny: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

Motion to come out of executive session 7:40 p.m. and continue the regular meeting

District, Ms. Smith,

Union, Ms. Daniel

District, Mr. Muse

Union, Ms. Nye

ROLL CALL- District (Tseki: yes, Chisholm: yes, Monteiro: yes, Smith: yes, McSweeny: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes:

Motion to approve the May 10, 2022 minutes as presented

District, Ms. Smith

Union, Ms. Nye

District, Mr. Chisholm

Union, Ms. Lavin

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Smith: yes, Muse: yes, McSweeny: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: abstained)

V. General

A. Appointment of Asst. Supt. of Teaching & Learning Superintendent Nelson made the following statement:

This spring – we commenced our search for our next Assistant Superintendent of Teaching and Learning after accepting Dr. Pearson-Campbell’s resignation. I want to take this opportunity to thank Dr. Pearson-Campbell for her contributions the past two years and the work she helped us complete. Next, I want to thank the hiring committee that was comprised of many different stakeholder groups that helped navigating our search. This team reviewed the job description, developed desired characteristics, vetted the applications and helped identify the individuals we interviewed. After identifying to finalists we conducted site visits, performed reference checks, and reviewed all available data points on the candidates.

This evening, I am proud and excited to present to you for appointment Dr. Sharlene Fedorowicz as our next Assistant Superintendent of Teaching and Learning. Shari comes to us with nearly 15 years of experience as a curriculum, instruction, and assessment school leader – presently serving as the Director of Curriculum, Instruction, and Assessment for the Abington Public Schools. What separated Shari from the other candidates was her proven track record developing and reviewing curriculum at all grade levels and her commitment to high quality professional development. Shari’s references and her current colleagues could not mention her ability to listen, analyze, and develop action plans enough when speaking with them. I’ve included in the school committee’s back up information all related documents that support this recommendation and at this time I am asking the school committee to take action to appoint Dr. Fedorowicz as our next Assistant Superintendent of Teaching & Learning.

SCHOOL COMMITTEE FEEDBACK:

Ms. Nye expressed that she had the pleasure of serving on the search committee, she expressed that she was part of the committee that interviewed Dr. Fedorowicz as well as going on the site visit and she expressed that she was very impressed. She expressed that Dr. Fedorowicz put together a very extensive and thorough site visit, she expressed that everyone spoke very highly of Dr. Fedorowicz, she expressed that her favorite part was going into classrooms, it was quite clear that the faculty and

students all knew her and she was well respected. She welcomed her and she expressed that they are very glad that she' on board.

Mr. Medeiros, Principal of Rochester Memorial School expressed that he also had the pleasure of being on the committee and also had the opportunity to go to the site visit at Dr. Fedorowicz's current school district and expressed that they quickly saw how in depth and well organized the site visit and it was clear as we went through buildings, that staff, faculty and students all had a great admiration and respect for Dr. Fedorowicz and he expressed that she has a high level of professionalism.

Ms. Burke expressed that she was not part of the search committee, but as she reviewed the materials about Dr. Fedorowicz and the committee she expressed that she is satisfied that the search was thorough and vigorous and comprehensive in every way. She expressed that Dr. Fedorowicz rose to the top because of her professionalism and experience. She expressed that she is truly confident of the work of the search committee and she thanked the committee for all their hard work.

Motion to appoint Dr. Sharlene Fedorowicz as the Asst. Supt of Teaching & Learning
District, Mr. Pires
Union, Ms. Nye
District, Mr. Monteiro
Union, Ms. Rounseville

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, Smith: yes, McSweeny: yes, Burke: yes, Pires: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Marcolini: yes, Reedy: yes, Barrows: yes)

Dr. Fedorowicz introduced herself and thanked everyone for their support. She expressed that the hiring committee did a great job. She expressed that she was very impressed with everyone so far, she expressed that she feels very welcomed already and she is looking forward to be part of ORR.

B. Strategic Plan/Vision 2023 Update

Superintendent Nelson made the following statement:

Tonight the leadership team is not seeking any action regarding this topic. Instead we are submitting for the school committee a presentation or report of the year four outcomes that have been met. At our first Joint School Committee meeting of the 2022-2023 school year we will review this presentation and present year five projected outcomes to all of you. I encourage all members who will be with us next year to take some time to look it over and we look forward to discussing it at our next meeting.

C. End of Cycle Supt's Summative Evaluation

Chairperson Hartley expressed that the school committee members worked very hard on the Superintendent's summative evaluation. She expressed that the work of the school committee is very important and that they did a great job at filling out the evaluation and giving great comments about the work that has taken place in the last two years. Ms. Hartley reported that she has been part of many supt. evaluations as other members have been and she expressed that the results that she saw were the most consistent that she has ever seen, and she expressed that it made it rewarding to review and compile a summary. She expressed that in Massachusetts the Supt's Evaluation follows a formal process, she expressed comes from DESE and each school committee is tasked with setting the goals and evaluating the superintendent using a summative evaluation report format. School Committee members access the performance of the Supt. based on goals and standards in instructional leadership, management and operations, family and community engagement and professional culture and then the Joint School Committee Chairs read all the evaluations and compile

a summary or a composite of the summative evaluation. She reported that the goals are rated in five categories, did not meet, some progress, significant progress, met and exceeded and the goal is to have the superintendent met or exceed. The standards are rated in four categories, unsatisfactory, needs improvement, proficient and exemplary and the is to have the superintendent in proficient or exemplary and in both cases that did happen. DESE requires each district to submit a summative evaluation with one overall rating based on the overall composite of all the school committee members. Mr. Nelson's evaluation also contains summary comments and often they are a wide range of comments, in this case most of the viewpoints were very similar and consistent therefore it made it easier for the chairpersons to compile a summary. Ms. Hartley expressed that the comments she's reading tonight is very much the comments of all the school committee members.

Ms. Hartley read each goal and also gave the summative rating.

Goal 1: Effective Entry and Direction Setting RATING: EXCEEDED

By the close of June 2021, the district will have broad recognition of key stakeholder groups most critical needs and the district will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. **Standard I:** Instructional Leadership, **Standard II:** Management and Operations, **Standard III:** Family and Community, **Standard IV:** Professional Culture

Goal 2: Maintaining Momentum During the Transition RATING: EXCEEDED

Lead the district moving forward during this year's transition by working with principals and other district leaders to ensure that meaningful progress is made on critical district and schools goals.

Standard I: Instructional Leadership, **Standard II:** Management and Operations

Standard IV: Professional Culture

Goal 3: New Superintendent Induction Program Engagement RATING: EXCEEDED

Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program. **Standard I:** Instructional Leadership, **Standard II:** Management and Operations, **Standard IV:** Professional Culture

Goal 4: Meeting Leadership RATING: EXCEEDED

I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement-75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality teaching and learning.

Standard I: Instructional Leadership, **Standard II:** Management and Operations, **Standard IV:** Professional Culture

Ms. Hartley read and reviewed a rating for each standard.

Standard I: Instructional Leadership RATING: EXEMPLARY

Standard II. Management and Operations RATING: EXEMPLARY

Standard III: Family and Community Engagement RATING: EXEMPLARY

Standard IV: Commitment to High Standards RATING: EXEMPLARY

OVERALL PERFORMANCE RATING: EXEMPLARY

Chairperson Hartley gave the following summary on the Superintendent's Summative Evaluation:

Mr. Nelson began his position as Superintendent at the start of the pandemic and, despite the many complications and unexpected difficulties, he never faltered. He continuously strived to not only meet, but also, to exceed in all areas for our students, families and educators. He continuously analyzed what we were doing to ensure that areas of need had the supports required to succeed. He

has led us with determination and also with a sense of calm and good humor. He led our schools with dedication, leadership and guidance for all.

Mr. Nelson successfully led our schools through a very challenging time. He consistently provides thoughtful, positive, supportive, motivating leadership. His reports include detailed descriptions of initiatives, supportive and insightful comments and sincere enthusiasm for accomplishments. His significant effort, his natural leadership, and his commitment to powerful teaching and learning have made a difference in our schools, in our communities and for our students and their families.

Mr. Nelson demonstrates extraordinary leadership. He has met these challenging times with courage, compassion and a clear sense of purpose. While there is still work to be done in regard to school culture, district improvements and social and emotional learning initiatives, Mr. Nelson is a wonderful leader and we are lucky to have him in this role. He has a detailed understanding of our district needs and works to build team spirit while maintaining high standards.

Mr. Nelson has done an outstanding job in his first years leading the ORR School District. He successfully navigated this district through uncharted territory during the COVID-19 Pandemic, all while maintaining a high level of professionalism. It is this same level of professionalism that he demands from this staff and he's well respected for it. His fortitude, strength of character, and straightforward communication skills foster a sense of community within the district.

Superintendent Nelson made the following statement:

As I mentioned in the Superintendent's Report earlier tonight – I am already excited about the 2022-2023 school year and this evaluation outcome only motivates me more. I thank the school committee for their ongoing support and guidance. As much as I understand that this evaluation is tied to my position – it is also reflective of our collective efforts as a school community. Simply put – I am keenly aware how lucky I am to serve as your Superintendent of Schools and in a school community like ours. Again – I want to recognize the amazing leadership team and faculty our schools have that do the work each and every day. Thank you very much.

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies:

A. AC – Non Discrimination Policy & AC-R Procedures: PLEASE REFER TO “JSC 06272022 AC NON DISCRIMINATION POLICY” AND “JSC 06272022 AC-R PROCEDURES”.

These policies were reviewed by the policy sub-committee on May 4th and June 22nd. Below is the recommendation from MASC.

MASC Guidance: *“As part of our ongoing policy revision work, MASC staff, with guidance from the Attorney General's Civil Rights Division, recently undertook a review of Policy AC-Non-Discrimination Policy Including Harassment & Retaliation. The revised policies AC and AC-R broaden “discrimination” to include harassment and retaliation. This expanded description takes into account that discrimination can encompass a range of behaviors and forms, whether targeted or unintentional. The revision further reinforces the need for schools and members of school communities to protect the civil rights of their students, staff, volunteers, and others who work in or with the schools.*

It's also important to note that all these policies were reviewed and revised by the school district's legal counsel, Murphy, Lamere, Murphy.

Motion to approve the AC Non Discrimination Policy and the AC-R Procedures as presented
District, Mr. Muse
Union, Ms. Rounseville
District, Mr. Monteiro

Union, Ms. Nye

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, McSweeney: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

B. ACAB Sexual Harassment Policy, ACAB-R Grievance Procedures & JICK Harassment of Students: PLEASE REFER TO “JSC 06272022 ACAB SEXUAL HARASSMENT POLICY”, “JSC 06272022 ACAB-R GRIEVANCE PROCEDURES” AND “JSC 06272022 JICK HARASSMENT OF STUDENTS”.

These policies were reviewed by the policy sub-committee on May 4th and June 22nd. These have been similarly revised to expand protected classes and adjust language to be in line with current federal and state requirements and recommendations, please note that policy JICK is new, the revisions made were by the school district’s legal counsel.

Motion to approve ACAB Sexual Harassment Policy and ACAB-R Grievances Procedures as presented

District, Ms. McSweeney

Union, Ms. Nye

District, Mr. Muse

Union, Ms. Daniel

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, McSweeney: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

Motion to approve JICK Harassment of Students Policy as presented

District, Ms. McSweeney

Union, Ms. Nye

District, Mr. Muse

Union, Ms. Rounseville

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, McSweeney: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

Ms. Nelson explained that current the Anti-Racism Resolution is coded AC-R in the policy manual, however with the insertion of the new AC-R Procedures the Anti-Racism would have to be moved. He explained that after consulting with MASC and Ms. Russo they would make the recommendation to not code the Anti-Racism Resolution and instead place at the beginning of the policy manual right after the introduction.

Motion to remove the code from the Anti-Racism Resolution and to place it right after the introduction of the Policy Manual

District, Ms. McSweeney

Union, Ms. Nye

District, Mr. Muse

Union, Ms. Rounseville

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, McSweeney: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

Next meeting is on September 29, 2022 at 6:30 p.m.

Ms. Rounseville inquired if we would continue to meet in hybrid format. Mr. Nelson reported that currently we are working under the guidelines set by the state which let open meetings meet in hybrid format until July 16, 2022, he advised that he would keep school committees informed if that order was extended or if it ended.

Motion to adjourn meeting at 8:18 p.m.

District, Mr. Muse

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, McSweeny: yes, Pires: yes, Burke: yes)

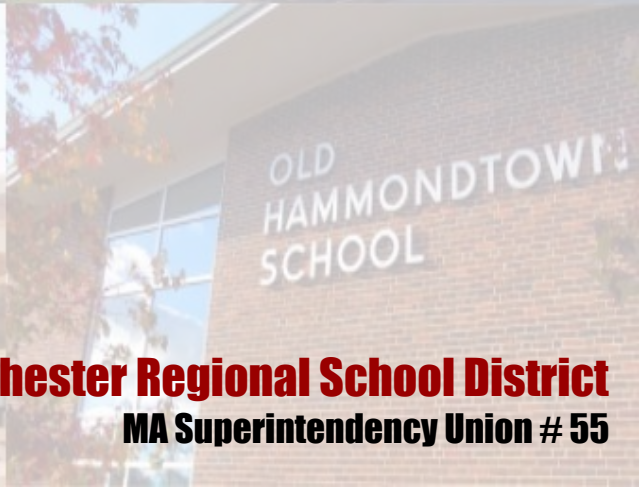
ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Reedy: yes, Cowles: yes)

Submitted by

Diana Russo



Vision 2023



Overview Year 5

Old Rochester Regional School District
MA Superintendency Union # 55

Contents



2023 Vision Overview



21st Century Learning



Social and Emotional Learning



Global Citizenship



Questions



2023 Vision Overview

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

21st Century Learning Team Members:

Chairperson:

Silas Coellner - Principal - ORRJHS

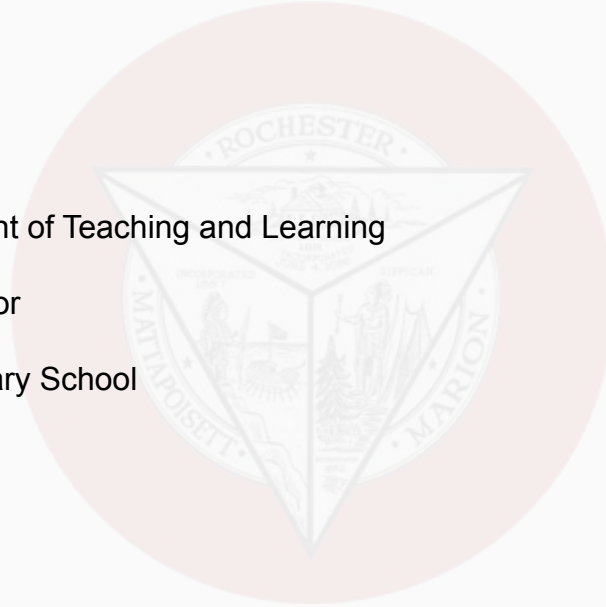
Team Members:

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
<p>Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.</p>	<p>Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<p>Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.</p>	<ul style="list-style-type: none"> • 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.
<p>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).</p>	<p>Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).</p>	<ul style="list-style-type: none"> • 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
<p>Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.</p>	<p>Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.</p>	<ul style="list-style-type: none"> • 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



21st Century Learning



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



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



21st Century Learning



Strategic Initiative:

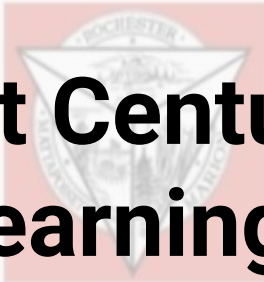
Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).

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



Social Emotional Learning

Social Emotional Learning Team Members:

Chairperson:

Charles West - Assistant Principal - Rochester Memorial School

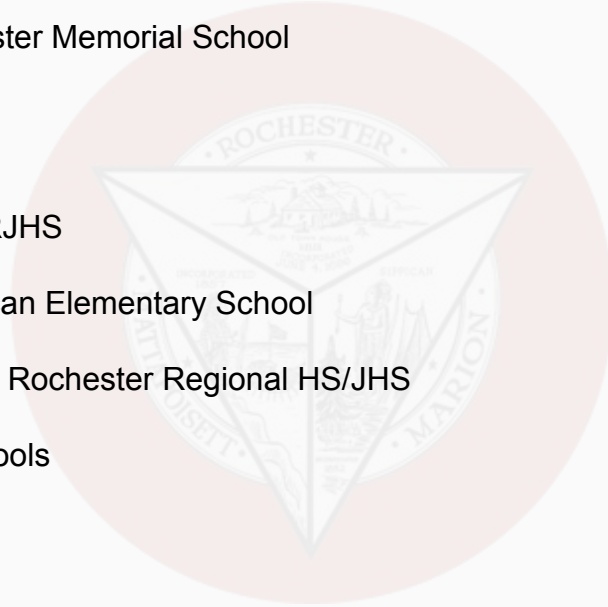
Team Members:

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





Social and Emotional Learning

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 [CASEL competencies](#) 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.



Social and Emotional Learning

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.



Global Citizenship

Global Citizenship Team Members:

Chairperson:

Michael Devoll - Principal - ORRHS

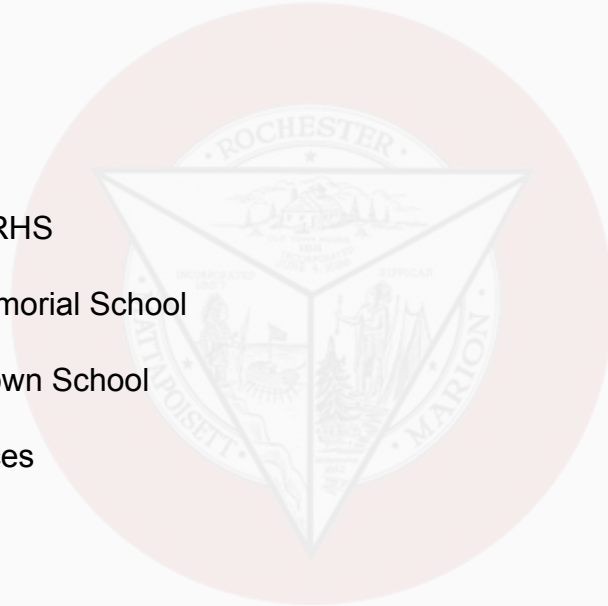
Team Members:

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 4 Review:

Strategic Initiatives	Strategic Outcomes	4th Year
<p>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.</p>	<p>Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.</p>	<ul style="list-style-type: none"> 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
<p>Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.</p>	<p>Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.</p>	<ul style="list-style-type: none"> District professional development: <i>Connecting 21st Century Learning, Project Based Learning and Social Emotional Learning</i>, as well as <i>Social & Emotional Learning & Global Citizenship</i> Building based PD focus 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 environment for all. Handbook updates have been made to include more inclusive language for students, families, and caregivers.
<p>Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.</p>	<p>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.</p>	<ul style="list-style-type: none"> 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 in a timely manner as it effects fall report cards. 8th 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's 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 sciences and environmental sciences class have updated curriculum to incorporate lessons on how to be better citizens with respect to the earth, including renewable resources, climate change, and recycling.
<p>Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.</p>	<p>Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.</p>	<ul style="list-style-type: none"> Entries in the TTAR Art Show In the high school environmental and genetics courses, teachers have incorporated lessons that have students research both sides of ethical issues, such as gene editing and climate change Building-based student offerings: Jamele Adams (grades 7-12) and TTAR open dialogue on equity/empathy Bulldog Block staff created offerings for students: <i>Black History in Music, Unsung Heroes of the Civil Rights Movement, Notable African Americans From Greater New Bedford</i> Cultural Proficiency teams were established and met monthly Otha Day SchoolBeats/FamilyBeats Drum and Rhythm events Teachers21 Training District Equity subcommittee



Global Citizenship

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.



Global Citizenship

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.



Global Citizenship

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.



Questions?

APPENDIX

The background of the slide is a collage of three different school buildings. On the left, there is a large, multi-story brick building with a prominent white dome on top. In the center, a building with the word 'ROCHESTER' is visible on its facade. On the right, there is a brick building with a tall, narrow tower and a sign that reads 'OLD HAMMONTOWN SCHOOL'.

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.



**OLD ROCHESTER REGIONAL
SCHOOL DISTRICT MASSACHUSETTS
SCHOOL 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

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.

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.



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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. [71:37H](#); [71:37H ½](#); [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.](#)

STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REF: [Creating a Respectful and Open World for Natural Hair Act of 2022](#)

SOURCE: MASC – August 2022

File: AC - NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Old Rochester Regional School Committee/Massachusetts Superintendency Union #55 School Committee and Old Rochester Regional School District/Massachusetts Superintendency Union #55 District are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Old Rochester Regional School District/Massachusetts Superintendency Union #55 Schools.

The District does not exclude from participation, deny the benefits of the District from or otherwise discriminate against, individuals on the basis of 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, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The District requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of

forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

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

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. c. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

~~M.G.L. c. 151B~~

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.)

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability

[ACAB](#), Sexual Harassment

[AC-R](#), Non-Discrimination Policy Including Harassment and Retaliation

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

[JICK](#), Harassment of Students

Approved by the Joint School Committee on June 27, 2022

PROCEDURES FOR RESPONDING TO COMPLAINTS OF DISCRIMINATION, HARASSMENT AND RETALIATION

The Old Rochester Regional School District/MA Superintendency Union #55 School District will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to district policies and procedures described below and in related policies AC, ACAB; ACAB-R and JICK. Where it is determined that discrimination or harassment has occurred in a school program or activity, The District will act promptly to stop the discrimination or harassment, remedy the impact and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action to prevent the recurrence.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law, in the administration of its educational and employment policies, or in its programs and activities.

. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Implied or explicit threats concerning one's grades, achievements or other school matters.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the District or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, create a hostile educational or work environment.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the District's Procedures for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

Any student or employee of the District who feels that they been discriminated against or subjected to harassment for any of the reasons cited in Policy AC, or who becomes aware of an incident of such discrimination or harassment, should utilize the following procedure set forth in this policy to report the incident.

Complaint Procedure for Non-Sexual Harassment matters

1. Reporting a Complaint of Discrimination or Harassment

If any District student or employee believes, in good faith, that he or she has been subjected to discrimination or harassment as defined in School Committee Policy AC, the individual has a right to file a complaint with the District through the Equity Coordinator/Title IX Coordinator (hereinafter the "Coordinator"). This may be done verbally or in writing to the following:

Title IX Coordinator

Old Rochester Regional School District/Massachusetts Superintendency Union #55

Craig Davidson

135 Marion Road

Mattapoisett, MA 02739

Telephone: 508-758-2772 ext. 1943

Email: craigdavidson@oldrochester.org

OR

Human Resources ~~Coordinator~~Manager

Susana Cunningham

135 Marion Road

Mattapoisett, MA 02739

Telephone: 508-758-2772 ext. 1939

Email: susanacunningham@oldrochester.org

Any complaint by a member of the school community must be reported to the Coordinator. If a complaint comes to any member of the staff, that staff member must notify the Coordinator. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or designee. Administrators aware of harassment involving any employee should promptly report such incidents to the Coordinator.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or administration in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

2. Interim Measures and Investigation

The District takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim measures to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation.

All complaints will be thoroughly investigated by the Coordinator or designee. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case

through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. A record will be kept of each investigation.

Complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received, except for extenuating circumstances. When more than thirty (30) school days is required for the investigation, the Coordinator or designee shall inform the Complainant that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the findings in writing, in a manner consistent with federal and state law.

3. Appeals

If either party disputes the results of the investigation or resolution, such person may submit an appeal in writing to the Superintendent within ten (10) school days of the Coordinator or designee's decision. After receipt of such an appeal, the Superintendent or designee will review the records of the investigation and may request a meeting with the appellant to obtain additional information. The Superintendent or designee will issue a written decision within ten (10) business days of receipt of the appeal or meeting (if requested), whichever is later. The Superintendent or designee's decision shall be final.

4. Responsive Measures and Disciplinary Action

If a complaint is substantiated, the Coordinator or designee will act promptly to eliminate the conduct and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining agreement procedures, if applicable. Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

While this policy sets forth the District's goals of promoting a school environment that is free from discrimination and harassment, this policy is not designed or intended to limit the District's authority to discipline and/or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct falls within the ambit of this policy.

In certain cases, harassment, especially sexual harassment, of a student may constitute child abuse under Massachusetts law. The District will comply with all legal requirements governing the reporting of suspected cases of child abuse. The District will also report instances of harassment that may involve a crime to the local Police Department as appropriate.

For more specific information regarding complaints of sexual harassment, sexual assault or sexual violence in violation of District policy, Massachusetts law and Title IX of the Education Amendments of 1972, and the grievance procedures related thereto, please refer to School Committee Policy ACAB (Harassment) and accompanying ACAB-R.

Nothing in this policy or procedure shall be deemed to affect a complainant's right to other remedies at law. Administrative agencies with jurisdiction in these matters include:

Massachusetts Commission Against Discrimination ("MCAD")

One Ashburton Place, Room 601
Boston, MA 02108
P: (617) 727-3990

U.S. Department of Education, Office for Civil Rights
5 Post Office Square 8th Floor
Boston, MA 02109-3921
P: (617) 281-0111
F: (617) 289-0150
Email: OCR.Boston@ed.gov

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

U.S. Equal Employment Opportunity Commission (“EEOC”)
John F. Kennedy Federal Building
25 Sudbury Street
Boston, MA 02222
One Congress Street - 10th Floor
Boston, MA 02114
P: (617) 565-3200

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX,
Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America
Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
[Acts of 2022, Chapter 117 \(*race to include traits historically associated with race,
including, but not limited to, hair texture, hair type, hair length and protective
hairstyles.\)](#)

CROSS REF: AC, Non-Discrimination Policy Including Harassment and Retaliation
ACE, Non-Discrimination on the Basis of Disability
ACAB, Sexual Harassment
GBA, Equal Employment Opportunity
IJ, Instructional Materials
JB, Equal Educational Opportunities
Title IX Sexual Harassment Grievance Procedure
Civil Rights Grievance Procedure

Approved by the Joint School Committees on June 27, 2022.

File: GBA - EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their ~~*race, creed, color, age, sex, sexual orientation, gender identity, religion, national origin,~~ 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 category protected by state or federal law. ~~or sexual orientation.~~ Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC August 2022

LEGAL REF.: M.G.L. 151B:4;

BESE Regulations 603 CMR 26:00

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.)

~~LEGAL REF.: BESE Regulations 603 CMR 26:00~~

CROSS REF.: AC, Nondiscrimination

GCF - PROFESSIONAL STAFF HIRING POLICY

Through its employment policies, the Old Rochester Regional School District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.

Search committees will be used when seeking to fill central administration positions, Principal or other building head positions, Assistant Principals and permanent teaching positions. In the event of an unexpected vacancy, the Superintendent can waive the formation of a search committee.

The Superintendent will serve as chair when hiring Principals and central management positions, and Principals will serve as chairs when hiring building based positions.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due ~~to age, sex, gender identity, creed, race, color, national origin, disability, sexual orientation or place of residence.~~ to *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.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making ~~his/her~~their recommendation to the School Committee.

Search Committee Make-up

The chair selecting members of the search committee should strive for broad representation in the composition of the search committee. The formation of a search committee should be publicized so that those who are eligible to serve will receive sufficient notice to submit their names for consideration. In selecting members the following considerations should be made:

- Schools key stakeholders
- District expertise
- Size of search committee
- Conflicts of interest
- Availability of participants
- District expenses

Stakeholders can include administrators, staff members, parents, Principals, students, representatives of elected and appointed boards and community members. District expertise should be utilized when possible (For example, a search committee for a Principal may use other district Principals in the search committee). The size of the committee should be based on the position to be filled and constituencies represented but should rarely exceed 10(excluding the Superintendent, Assistant Superintendent and/or chair/s of the Search Committee). Participants on a search committee should be made aware of time needed to dedicate to the process and the district should not encumber additional expenses or staff to support the participation of individual members.

Training and Checklist

It is the responsibility of the chair to ensure that the search committee participants are appropriately trained in the areas of confidentiality and objectivity. Information regarding applicants will be kept entirely confidential by all search committee members. Information about finalists will be made public only after candidates agree to become finalists. In order to objectively review each candidate the chair should provide the search committee with guidelines for evaluation of the candidates based on skills and abilities advertised and detailed in job descriptions. Search committee will use rating form in determining the qualification of candidate for the position (sample enclosed) A checklist should be provided minimally including the following items:

- Job description & advertisement review
- Review and initial elimination of applications by chair/s
- Review of applications by search committee
- Discussion of candidate's evaluations using rating form/s
- Selection of top candidates
- Interviews

- Search committee review of interviews

A full understanding of job requirements and qualifications must provide the basis for the selection criteria. The criteria for the position should be understood prior to the start of the process. Search committees will to the extent possible use the same interview questions with each candidate to assure fairness and development of a common core about each candidate (sample enclosed). Final interviews for Superintendent candidates are always public. All application should be initially screened by the chair for minimal qualifications (education, experience, licensing). The search committee will administer vigorous reference checks by telephone and interviews of key associates of candidates will be conducted. The final hiring decision for Principals and central management positions is solely the responsibility of the Superintendent. Principals are responsible for hiring staff in their respective schools. The search committee's work ends once a candidate is selected.

[SOURCE: MASC August 2022](#)

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

BESE Regulations 603 CMR [7:00](#), [26.00](#), and [44:00](#)

[Acts of 2022, Chapter 117 \(*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.\)](#)

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 consideration and sympathetic understanding of their personal feelings, particularly with reference to ~~race, color, sex, gender identity, religion, national 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 admissions 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, guidance support services, 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 Opportunity~~ Employment 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.: [AC](#), Nondiscrimination

File: JFBB - SCHOOL CHOICE POLICY

It is the policy of the Old Rochester Regional School District and the Mattapoisett District ~~to~~ admit non-resident students under the terms and conditions of the Inter-district School Choice Law (M.G.L. 76:12) and under the following local conditions.

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to school choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the school choice law, a public meeting will be held to review this decision.
3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.

4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from that particular school district from high school except if there is a lack of funding of the program.

~~a. A good discipline record and solid school citizenship are important selection considerations.~~

b. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.

1. ~~5. e.~~ The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, age, gender identity, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except for disciplinary reasons or if there is a lack of funding of the program. of *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, academic performance or proficiency in the English language.

Each year, the school districts of Superintendency Union #55 will vote on participation in the School Choice program.

SOURCE MASC – August 2022

~~LEGAL REFS.: M.G.L. 7_16; 71:6A; 76:6; 76:12; 76:12B.~~

~~BESE Regulations 603 CMR 26.00~~

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

603 CMR 26:00

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.)