

**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 yous' 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, 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)

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, McSweeney: 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

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

June 27, 2022 – 6:30 p.m.

133 Marion Road

Mattapoisett, MA 02739

Zoom link:

<https://oldrochester-org.zoom.us/j/92439933748?pwd=cjFEVUcySWFlK3ppa3pYRmhwZG1Ydz09>

Meeting ID: 924 3993 3748

Passcode: 698400

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

TIME: 6:30 p.m.

MEETING TO ORDER

OPEN COMMENTS

RECOGNITION

CHAIRPERSON'S REPORTS

SUPERINTENDENT'S REPORT

XI. Executive Session

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: May 10, 2022

2. Executive Session Minutes: May 10, 2022

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. Appointment of Asst. Supt. of Teaching & Learning

B. Strategic Plan/Vision 2023 Update

C. End of Cycle Supt's Summative Evaluation

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: June 23, 2022

SUBJECT: Agenda Items

The following items are on the agenda of May 10, 2022

XI. Executive Session

Recommendation

That the School Committees go into executive session for reason number three (3) to discuss non union contracts and seven (7) to comply with the provisions of any general or special law or federal grant-in-aid requirements.

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of May 10, 2022. Please refer to “JSC 06272022 May Minutes”.

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of May 10, 2022. These will be brought to the meeting.

V. General

A. Appointment of Asst. Supt. of Teaching & Learning

Recommendation

That the school committee approve a recommendation from Superintendent to appoint a final candidate to the position of Asst. Supt. of Teaching & Learning for the Old Rochester Regional School District & Massachusetts Superintendency Union #55.

B. Strategic Plan/Vision 2023 Update

Recommendation

That the school committee hear an update from administration regarding the Strategic Plan Vision 2023.

C. End of Cycle Supt’s Summative Evaluation

Recommendation

That the school committee present publicly the End of Cycle Superintendent’s Summative Evaluation.

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.

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.

VIII. Future Business

A. Timeline

- Superintendent’s Goals (September)
- School Calendar -Initial Conversation (September)
- Reorganization (September)
- Budget Update (January)
- School Calendar Approval (January)
- Budget Update (March)
- Approval of School Committee Dates (March)
- Professional Development Plan Approval (March)
- Superintendent’s Mid-Cycle Evaluation (June 2023)

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

Joint School Committee

September 29, 2022 @ 6:30 p.m.

Jr. High School Media Room

133 Marion Road

Mattapoisett, MA 02739

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
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May 10, 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), James Muse (via zoom), Margaret McSweeney (via zoom), Matthew Monteiro (in-person), Jason Chisholm (via zoom, arrived at 6:45 p.m.), Suzanne Tseki (in-person) and Joe Pires (in-person).

District Members Absent: Frances Kearns.

Union Members Present: Sharon Hartley (in-person), Chairperson, Anne Fernandes (in-person), Nichole Daniel (in-person), April Nye (in-person), Robin Rounseville (in-person), Christine Marcolini (via zoom), Karin Barrows (via zoom), Tiffini Reedy (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 6:34 p.m. by Chairperson Burke and Chairperson Hartley.

OPEN COMMENTS: Chairperson Burke reviewed the open comments policy and instructed anyone wanting to make a comment to put their name and address in the chat option. Ms. Burke noted that no members of the public were present at the meeting. Ms. McSweeney inquired about how the public gets access to the agenda before the meeting. It was noted by Chairperson Burke that per Mass General Law the meeting agenda has to be posted 48 hours before.

Mr. Pires inquired about if a member of the public has a question or an item they would like to be put on the agenda, how would they go about doing that? Chairperson Burke explained that any member of the public could make a request to the Chairperson and/or the Superintendent to be added to the agenda. She also explained that members of the school committee can also reach out to the Chairperson or Supt if they have anything they would like discussed at a meeting.

CHAIRPERSON’S REPORT:

Chairperson Hartley expressed that since the last time this group met the Supt. Evaluation Team met to talk about the evaluation process and we will be hearing more about that later tonight. Ms. Hartley also reported that herself, Ms. Burke and Mr. Muse worked with Supt. Nelson to negotiate a new contract so that he will have a long stay with our district and tonight we will hear more about that. Ms. Hartley also reported a student who graduated in the class of 1970, Dave Sullivan, and his class had their 50th reunion during the pandemic, therefore they are going to have a reunion this year they are calling it “50 plus two” and he called me to see if I could tell everyone about their work. While the pandemic was going on they wanted to make a donation to the school, so they donated a tree and had it fully landscaped and planted here at the school with the idea that when the pandemic finally allowed them to do so, they would come together and have a celebration, and have a dedication at the tree and invite everyone to attend, the date for that celebration is August 13th at 10:30 a.m. and everyone will be receiving invitations.

Chairperson Burke expressed the new Regional Agreement was tested at last night's Marion and Mattapoisett Annual Town meetings and it passed, she expressed that the new ORR Budget that was developed under the new Regional Agreement passed, she expressed that for the ORR School Committee that budget passed last night can be transformational for our schools and the fact that the budget funds the Director of Guidance and resurfaces the track via the capital stabilization fund which was used for the first time because of the new Regional Agreement, and she expressed that's very exciting. She expressed even more exciting is how that new Regional Agreement came to be, she expressed that as she was sitting in the meeting last night she was reflecting on the initial ways that the school committee decided to go about it and how we were focused on solving a long standing problem, which was identified by all stakeholders, and we really came together creatively to solve this problem for the betterment of our schools. She expressed that it involved working with a lot of different stakeholders, including the department of education, the three tri-towns, the department of revenue, as well as the public, town selectmen, and town administrators. She expressed that what was really energizing about this process was that in just about every step we came together and we listened to interests that other parties expressed, we listened to their points and their concerns, so even though we knew what we wanted to get out of the process, we were only able to make this transformational change for our schools by listening to all the stakeholders and bringing in all perspectives and interests and finding a way to not only getting what we wanted but also find ways for our partner to get what they wanted, and through that collaborative role we were able to have a very aggressive budget passed with no objections unanimously in Marion and Mattapoisett. Chairperson Burke thanked everyone that was part of that process.

SUPERINTENDENT'S REPORT:

Superintendent Nelson agreed with Chairperson Burke and expressed that he thanked everyone for all their hard work on this very important initiative for our district and he expressed that he is already seeing the value in the work that was done.

Superintendent Nelson made the following statement:

"I just want to start by saying it's great to be in this room tonight, a lot of work was done in the hours before to get it back looking like this, because we have been using it differently for the past two years. It's great to have so many of us here in person, it's my first Joint School Committee meeting in person since I became Superintendent of Schools, having all of us here tonight is just another incredible step forward. A few brief comments regarding COVID-19, we continued to track all of our data points within our school and also and our school community to watch for trends regarding cases and we continue to share that information through our weekly dashboards and overall we have been very pleased with our data points. So much so that in recent days after giving advance notice to our stakeholders we did discontinue our distancing protocols within the schools, both in the classrooms, where we are now relying on teacher discretion on what's most meaningful for teaching experiences and the tables in the cafeteria are back and that was an exciting point for students, families and administrators. It was a nice time to do it as we enter some of the final months of the school year. The other piece is that we continue to offer the home testing program to our families, which I know many families take advantage, which is part of our layered approach to manage the current situation. Shifting to teaching and learning with Spring time also comes the heart of MCAS season, and I know our schools have been working through that assessment obligation as we finish the final months of the school year. Our educators are planning a strong finish but they are also looking ahead, we are holding many transition meetings, in a nutshell it's an extremely busy, busy time in all good ways for our students, families and educators."

Dr. Pearson-Campbell also gave a report from the Office of Teaching & Learning and Mr. Davidson gave a report from the Office of Student Services.

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes:

Motion to approve the January 20, 2022 minutes as amended

District, Ms. Smith

Union, Ms. Fernandes

District, Ms. McSweeney

Union, Ms. Lavin

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

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Marcolini: yes, Reedy: yes, Barrows: abstained due to technical difficulties)

Motion to approve the February 15, 2022 minutes as amended

District, Ms. Smith

Union, Ms. Rounseville

District, Ms. Tseki

Union, Ms. Nye

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

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Marcolini: abstained, Reedy: yes, Barrows: abstained due to technical difficulties)

XI. Executive Session

Motion to go into executive session at 7:03 p.m. for reason number three and seven and to come out and return to the regular meeting.

District, Mr. Monteiro

Union, Ms. Fernandes

District, Ms. Smith

Union, Ms. Rounseville

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

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

Motion to come out of executive session at 8:25 p.m. only to adjourn

District, Ms. Smith,

Union, Ms. Daniel

District, Mr. Muse

Union, Ms. Nye

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

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

V. General

A. Approval of Professional Development Plan 2022-2023 School Year

Superintendent Nelson made the following statement:

"Dr. Pearson-Campbell is excited to present the 2022-2023 Professional Development Plan to the Joint School Committee, as you are all aware the Joint School Committee has already voted and approved our 2022-2023 school calendar that allows for two full and four early release professional development days. Tonight, Dr. Pearson-Campbell will walk you through the process and present the topics and activities for professional development next year. Although we always want the

students in our classrooms and schools, it is also critically important to invest in our educators and staff with meaningful learning opportunities.”

Dr. Pearson-Campbell and members of the Administrative Team presented the Professional-Development Plan. (please see Appendix A).

Motion to approve the Professional Development Plan as presented

District, Ms. Tseki

Union, Ms. Fernandes

District, Mr. Pires

Union, Ms. Rounseville

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

B. Approval of School Committee Meetings for the 2022-2023 School Year

Superintendent Nelson proposed the following dates as the school committee meetings for the 2022-2023 school year: September 29, 2022, January 19, 2023, March 30, 2023 and June 8, 2023. Mr. Nelson also explained that as always if an emergency meeting needed to be scheduled for any reason in addition to these he would call the committees together.

Motion to approve the school committee dates as presented

District, Mr. Monteiro

Union, Ms. Fernandes

District, Ms. Smith

Union, Ms. Rounseville

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: no, Muse: yes, Smith: no, McSweeney: no, Pires: no, 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)

C. FY23 Budget Update

Superintendent Nelson presented the following FY23 Budget Update:

	FY2022	FY2023	Inc.	% Inc.
	Local	Prop. Budget		
Marion	\$6,456,815	\$6,561,086	\$104,271	1.615%
Mattapoissett	\$7,511,872	\$7,646,778	\$134,906	1.796%
Rochester	\$6,798,275	\$6,960,850	\$162,575	2.391%
ORR	\$19,895,966	\$20,845,272	\$949,306	4.771%
	FY2022	FY2023	Inc.	% Inc.
	ORR	Proposed		
	Assessment	Assessment		
Marion	\$5,103,442	\$5,388,463	\$285,021	5.585%
Mattapoissett	\$6,231,148	\$6,353,695	\$122,547	1.967%
Rochester	\$4,977,802	\$5,165,848	\$188,046	3.778%
	\$16,312,392	\$16,908,006	\$595,614	

Mr. Nelson reported that last night three of the four budgets were passed by the voters of Marion and Mattapoisett, specifically the Marion Sippican School budget was passed, the Mattapoisett Public Schools budget was passed and the ORR budget was passed in Marion and Mattapoisett, which per the Regional Agreement that budget is officially approved. Mr. Nelson reported that the schools' capital projects were also approved as presented. He reported that the next step is on May 23rd which is the Rochester Town meeting where the Rochester Public Schools budget will be presented and he's confident it will pass along with the ORR Budget for the final approval. Mr. Nelson wanted to thank everyone who contributed to the budget process, including school committee members, administrators, town officials and ultimately the voters of our three towns.

D. Superintendent's Evaluation Timeline

Superintendent Nelson reported that next month the school committee will hear the progress that we made on Vision 2023 but you will also hear the evaluation of the Superintendent of Schools. Mr. Nelson referred to the revised timeline for next steps. Mr. Nelson reported that he met with the Supt. Goals Sub-Committee recently and agreed on next steps and a revised timeline. Mr. Nelson highlighted that he did tweak the dates very slightly to accommodate a couple of scheduling conflicts. Mr. Nelson presented the following revised timeline.

By May 17th committee members are provided superintendent evaluation materials and explanation of process that each member will need to follow evidence/supporting materials are provided to committee members by Superintendent.

By June 3, 2022 All committee members submit evaluations to sub-committee

On June 9, 2022 at 4:00 p.m. Superintendent, Sub-Committee/Chairs – Review materials and prepares final evaluation

On June 21, 2022 at 4:00 p.m. Sub-Committee/Chairs review final evaluation with Superintendent.

On June 23, 2022 at 6:30 p.m. the School Committee will present the Supt's Evaluation at the Public Joint Meeting. Mr. Nelson reported that date is a new date, the original date was June 9th.

Chairperson Hartley explained the evaluation process and reviewed the form with the school committee, she also outlined the importance of the Superintendent's Evaluation.

E. Superintendent's Contract

Chairperson Burke reported that in recent months Superintendent Nelson has reach out and asked to enter into negotiations for a new successor contract, Ms. Burke expressed that the School Committee felt it was beneficial to our districts to enter into those negotiations with Superintendent Nelson and myself, Chairperson Hartley and Mr. Muse did complete those negotiations and we are pleased tonight to a contract that would extend Mr. Nelson's employment at the district. Ms. Burke reported that everyone had a chance to review it and at this point we would welcome any comments. Ms. Burke expressed that this committee is very pleased with the work that's been done by Superintendent Nelson in the past two years. She expressed that the committee feels like he has displayed superior leadership, that he has also strengthen town relations and also been very transparent with finances and really moving forward the teaching and learning excellence of our schools. She expressed that she is confident this work will come through in his evaluation process as well as constructive feedback. At this point we would like to proceed with the successor contract.

Motion to approve the Superintendent's Contract as presented

District, Mr. Muse

Union, Ms. Fernandes

District, Ms. Smith

Union, Ms. Daniel

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

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

Mr. Nelson expressed his gratitude to the school committee, he expressed that it's been a tough two years, but that they have been with him all along the way, he also thanked his leadership team and expressed that he couldn't have done it without them. He expressed that he looks forward to working and moving our focus even more to teaching and learning in the coming years. He also credited the teachers, support staff, custodians, nurses and everyone else, because they are the ones in the buildings day in and day out and they continue to do what they are asked to do in terms of serving the children within the Tri-Town, Mr. Nelson also wanted to thank the families of the Tri-Town who are fierce advocates in the school community and he thinks that is another strength of our schools. Lastly Mr. Nelson thanked his family who has sacrificed a lot to allow him to do this job that he truly loves and feels honored to serve as the Superintendent for these schools.

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies:

A. KHB- Advertising in Schools Policy

Superintendent Nelson reported that KHB had its' first read at the January 20th meeting and there was some concern, he explained that the Policy Sub-Committee had an opportunity to review it again and is now making its' final recommendation. Mr. Nelson pointed out that that as it states in the policy "advertisements will be restricted to common areas accessible to the public". Mr. Nelson also explained that the procedures also address some of the concerns of the committee members and it allows the superintendent or the designee to make sure that any advertisement is in alignment with the criteria outlined in the procedures.

SCHOOL COMMITTEE FEEDBACK:

Ms. Reedy referred to the sentence that states "Advertising revenue will be deposited into a gift account separate from other accounts", Ms. Reedy just wanted to make sure that this make is separate from the annual school budget. Mr. Nelson explained that any expenditures from this account must be approved by the school committee.

Ms. Burke expressed that she's been concerned about this policy and that she is very pleased with the way this policy looks, she expressed that it's a great example of listening to different concerns and interests and finding the common ground and solutions. She expressed that she's very appreciative of the hard work that went into this by the Policy Sub-Committee.

Motion to approve the KHB – Advertising in Schools Policy as presented

District, Mr. Muse

Union, Ms. Reedy

District, Ms. Smith

Union, Ms. Nye

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

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

B. Section D- Fiscal Management Policies– The Policy Sub-Committee reviewed this policy on January 13th and on May 4th. These policies had the following recommendation from MASC and were also reviewed and endorsed by our Assistant Superintendent of Finance and

Operations. The policy is before the Joint School Committee for final approval. Mr. Nelson suggested that these all be approved as one if there isn't any opposition.

MASC Guidance:

In undertaking this review, the following principles were prioritized:

1. Ensuring that policy language is aligned with the constitutional and legal principles of school funding: The funding of public schools in Massachusetts is created by Constitutional authority and guaranteed by Massachusetts General Law.
2. Confirming that policy remains focused on the legal authorities of the school committee: The interrelated responsibilities of the school committee in budget, policy, and goal setting all play a key role in policy section D.
3. Updating legal references: There have been several updates within legislation since the policy was last reviewed. This update incorporates those changes.
4. Clarifying process: There were a number of places in prior language that may have left process of committee work unclear. This update strives to make process easier to follow.
5. Incorporating best practices: Fiscal best practices from across the state have long been part of MASC's professional development for members. This update includes those best practices in policy language.

Motion to approve the Section D- Fiscal Management Policies as presented

District, Mr. Muse

Union, Ms. Reedy

District, Ms. Smith

Union, Ms. Nye

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, Smith: yes,

McSweeney: yes, Pires: yes, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes,

Lavin: yes, Marcolini: yes, Reedy: yes, Barrows: yes)

Mr. Nelson informed the school committee that at their next meeting we would be looking at the Non-Discrimination Policy and Procedures as well as the Sexual Harassment Policy and Procedures, Mr. Nelson also indicated that our Anti-Racism Resolution will need to be relabeled within our district policy. Mr. Nelson reported that our legal presentation has already had initial review of these policies and that the Policy Sub-Committee will meet one more time to finalize these policies.

Motion to adjourn meeting at 9:28 p.m.

District, Ms. Tseki

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye

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

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

Submitted by

Diana Russo

The background of the entire slide is a collage of three photographs of school buildings. The top photo shows a large, multi-story brick school building with a central tower. The bottom-left photo shows a modern brick school building with large windows. The bottom-right photo shows a brick building with the words 'OLD HAMMONDTOWN SCHOOL' on its side.

*Preparing for the
2022-2023*

Professional Development Plan
We are a community of adult learners!

Presented by:
Jannell Pearson-Campbell, Ed.D
Assistant Superintendent of Teaching and Learning

May 10, 2022

Old Rochester Regional School District
MA Superintendency Union #55



2022-2023

Districtwide Professional Development Plan Timeline

Connecting the [Acceleration Roadmap\(s\)](#), School Improvement Plans, [Vision 2023 Strategic Plan](#), & [Mass Literacy](#)

May: Provide the Joint School Committee with the topics and priorities from the recent staff, student, and parent/guardian/stakeholder survey.

- Survey results are located on [\(Slide 16\)](#) of this powerpoint.

June: After the Professional Development Plan is approved a **final draft** is prepared and sent to the school community.

June and beyond: The Leadership Council (TLC), Instructional Council, and the Office of Teaching and Learning connect with **district professional development providers** and **contracted providers** for professional development services to support district wide and building based initiatives.

As an Instructional Council we will **review all of the surveys and responses** in order to create a cohesive professional development plan for adult learners.
Our mission is to inspire all students to think, to learn, and to care.

Professional Development Offerings for the 2021-2022 Academic Year

Provided here is the [September 22, 2021 PD Letter](#). The district offered professional development in the 3 priority focus areas: Global Citizenship, 21st Century Learning and Social Emotional Learning. In addition educators received professional development on www.ixl.com, Atlas curriculum mapping, and grade level expectations.

Provided here is the [November 12, 2022 PD Schedule](#). The full professional development day focused on Project Based Learning, Responsive Classroom, Literacy, and Grade Level Meetings that concentrated on standards and instructional tools to support student achievement. Educators had an opportunity to work together to examine data to monitor student progress and create student centered plans.

Provided here is the [January 18, 2022 PD Table](#). Once again the day focused on Global Citizenship, 21st Century Learning and Social Emotional Learning. We are also committed to the three key priorities of the Acceleration Roadmap, which are: fostering a sense of belonging, ensuring strong grade-appropriate instruction and continuously monitoring students' understanding.

Provided here is the [February 9, 2022 PD Schedule](#). The focus continued on Global Citizenship, 21st Century Learning, and Social Emotional Learning. Educators were offered building-based opportunities for vertical alignment.

Provided here is the [March 9, 2022 PD Schedule](#) full professional development day schedule for your reference. The focus was Global Citizenship and Equitable Practices. Educators had the opportunity to participate in a training focused on examining assessments and units to support diverse learners facilitated by Atlas, our curriculum mapping platform.



Professional Staff PD Survey Results

School	Total Responses (201)
Old Rochester Regional High School	36
Old Rochester Regional Junior High School	34
Center School & Old Hammondtown School	40
Rochester Memorial School	44
Sippican Elementary School	47

Results of District Wide *Educator* Topics/Priorities

What type of professional development workshops that support 21st Century Learning are important to you?	Project-Based Learning	21st Century Learning	Educator Led Professional Development
Which curriculum-centered professional development opportunity is a priority to you?	Math Strategies	Reading Strategies (Early Literacy Skills)	Horizontal Team Meeting Vertical Team Meeting
Which Social Emotional Learning/Global Citizenship professional development is a priority for you?	Multi-Tiered System of Support (MTSS) Click on the title	Inclusive Classroom (Creating Equitable Classroom embedding DEI) Click on the title	Educator Self Care



Parent/Guardian/Stakeholder Survey Results

School	Total Responses (424*)
Old Rochester Regional High School	127
Old Rochester Regional Junior High School	164
Center School & Old Hammondtown Elementary School	131
Rochester Memorial School	94
Sippican Elementary School	64

* Total responses do not match individual school numbers; some parents/guardians have children in multiple schools.

Results of District Wide *Parent/Guardian/Stakeholder* Topics/Priorities

Which *technology integration* activities would you like the district professional development plan to prioritize?

Students will learn how to collaborate with other students.

Which topics would you like the district professional plan to focus on regarding *social emotional learning/global citizenship*?

- Positive Behavior Management
- Real World Applications
 - banking
 - career exploration
 - life skills

In which *content area(s)* would you like to see professional development offered to your child's teacher?

- Science, Technology, Engineering & Mathematics
- Writing
- Reading
- Integration of Organizational Skills

Old Rochester Regional School District

MA Superintendency Union # 55



Student Survey Results

School	Total Responses (903)
Old Rochester Regional High School	432
Old Rochester Regional Junior High School	287
Center School & Old Hammondtown School	63
Rochester Memorial School	88
Sippican School	33

Results of District Wide *Student* Topics/Priorities

I am interested in learning how to study more effectively for a quiz or test.

I am interested in learning how to better plan my time.

Students are looking for real world applications.
(basic life skills: exposure to careers, cooking, budgeting, banking)

Learning about culture.



Next Steps: Preparing for the 22-23 PD Offerings Sample Full Day Professional Development Offering Form



- We have started to connect with outside providers to provide professional development supporting district and building initiatives
 - Contract Negotiations with Professional Development providers
- Begin to collect offerings:
 - Full Day Professional Development Form
 - [Half Day Professional Development Form](#)
- Instructional Council will begin to review the professional development for adult learners
- Building Principals will review the final professional plan with staff

Leadership Council

Here are some of the opportunities that we have started to plan for the 22/23 academic school year.

Districtwide Ongoing Professional Development

New Teacher Induction Program
Mentoring beyond the first year
Guest Speaker Liz Kleinrock
Safety Training
Responsive Classroom
Job Related Professional Development

www.ixl.com

Community Talk Series
The Education Cooperative
Teacher 21
CPI Training
IEP Writing

Center School & Old Hammondtown School
Literacy Training

Rochester Memorial School
HILL For Literacy

Old Rochester Junior High & High School
Department Coordinators Curriculum Meetings
Responsive Classroom for Junior High School
S.T.E.A.M Initiatives

Sippican School
Lesley College Literacy Series



Vertical Level Curriculum Work (Building Based)

Appendix [Slides 19 - 23](#) are also examples of offerings from the 2021-2022 school year.

Example

Center School: Vertical Teaming and Planning following the DESE Acceleration Road Map

Participants: Center School K/1 Teams; Gr. 2/3 Teams
Date/Times: 02/09/22 1:00-3:00
Location: Gr. 1, Gr. 3 Classrooms

Agenda: Examine relevant data to gauge the trajectory of their respective grade level standards in order to identify strengths and areas of weakness of essential concepts and skills; Outline common assessments for the remainder of the school year as well as progress monitoring tools needed to inform student progress; Focus on ELA and MATH curriculum planning based on current level of performance.

Completed Product: Teams will create a list of standards in both ELA and MATH that will be focus areas for each grade level as well as an instructional plan that addresses how teams will expose students to these standards

Example

7-12 Mathematics Vertical Team Meeting

Participants: 7-12 Math Teachers
Date/Times: 02/09/22 12:20-2:20
Location: Room 240

Agenda: Identify curriculum gaps and discuss future supports
 Assess skills and concepts necessary for the next courses
 Determine appropriate integration of IXL for grades 9-11

Completed Product: Documentation of course planning for the remainder of the year

Old Rochester Regional School District
 MA Superintendency Union # 55

Old Rochester Regional School District MA School Superintendency Union No. 55
2022/2023 DRAFT Professional Development Plan
 Connecting the School Improvement Plans, [Acceleration Roadmap\(s\)](#), [Vision 2023 Strategic Plan](#), and [Mass Literacy](#)

September 21, 2022 Half PD Day	Safety Training
November 10, 2022 Full Day PD	Social & Emotional Learning & Global Citizenship (Keynote Presentation & Grade Level/Department Development) Student/Teacher Relationships & Empathy Project Based Learning
January 13, 2023 Full Day PD	21st Century Learning (Keynote Presentation & Grade Level/ Department Meeting) Student and Educator Technology Readiness Project Based Learning Implementation
February 8, 2023 Half Day PD	Vertical Department Level Curriculum Work (Building Based)
March 8, 2023 Half Day PD	Cultural Proficiency & Diversity, Equity and Inclusion (Building Based)
June 7, 2023 Half Day PD	Transition Planning and/or Curriculum Work

*Topics are Tentative.

By completing the **SMART PD** survey teachers will be able to receive PDP'S for the following categories:

Arts
Career/Vocational Technical Education
College & Career Readiness
Comprehensive Health
Curriculum & Instruction - General
Data & Assessment
English Language Arts
English Language Learners
Foreign Language
History/Social Studies

Instructional Technology/Digital Literacy
Leadership & Administration
Mathematics
Safe & Supportive Learning Environments
Science, Technology & Engineering
Special Education
Supervising Practitioner
Supporting Additional Learning Time

[Districtwide and Building Based Professional Development Offerings](#)

Appendix

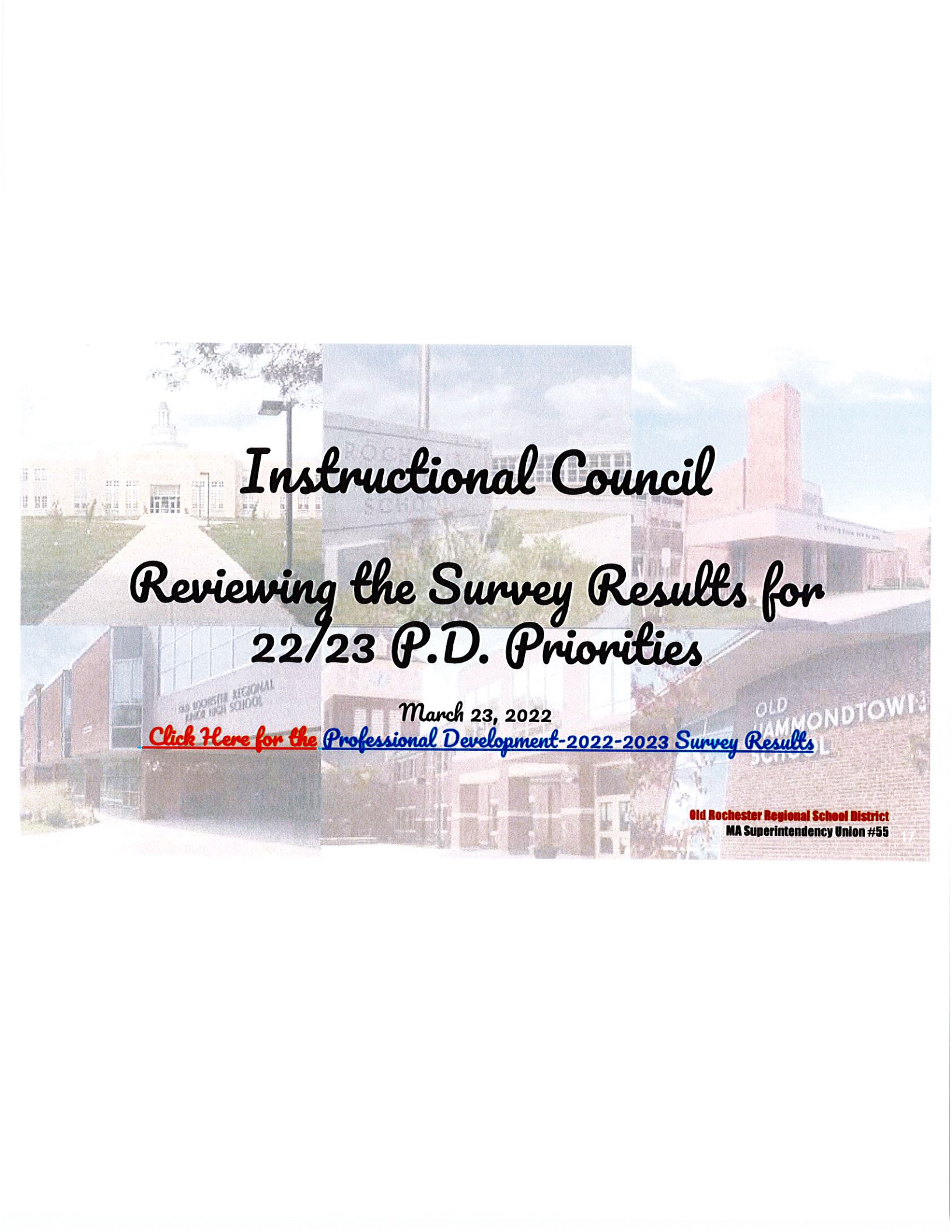
Slide 25: Questions?

Old Rochester Regional School District
MA Superintendency Union #55

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Old Rochester Regional School District Massachusetts Superintendency Union #55 Results for the 2022-2023 Professional Development Plan

<u>Old Rochester Regional High School Survey Results</u>	<u>Old Rochester Regional Junior High School Survey Results</u>	<u>Center and Old Hammondtown Survey Results</u>	<u>Rochester Memorial Elementary School Survey Results</u>	<u>Sippican Elementary School Survey Results</u>
<u>ORRHS Staff Responses</u>	<u>ORRJHS Staff Responses</u>	<u>Center/ Old Hammondtown Staff Responses</u>	<u>Rochester Staff Responses</u>	<u>Sippican Staff Responses</u>
<u>Parent Responses 3/22</u> <u>Student Survey Responses</u>				
Return to Slide 3				



Instructional Council

Reviewing the Survey Results for 22/23 P.D. Priorities

March 23, 2022

[Click Here for the Professional Development-2022-2023 Survey Results](#)

Old Rochester Regional School District
MA Superintendency Union #55



Technology Integration Offerings

Districtwide Offering:

The **IXL Foundational Skills** offering will focus on students entering grades K to 10. Educators will learn the essential skills to support the implementation of IXL in your classroom. Students' primary focus area will be math; additional content areas are language arts, science and social studies. We will have more opportunities for educators to build capacity in understanding the various components of IXL in the classroom. In addition, IXL has online learning resources for educators. The first hour will provide guidance and the last thirty minutes is a questions and answer session.

SPARKing Connections in the School Library: Come to the session ready to discuss/share examples of how our individual libraries have struggled and thrived over the past two years. Each participant will bring a technology idea to share that other library teachers may borrow.

View the keynote address from the All Cape Professional Development Day (Friday, October 8, 2021) presented by Shannon McClintock Miller entitled "SPARK Connections in Your Library, Community and the World." This address features ideas in technology use, project based learning, digital citizenship, connections with classrooms, and radical ways to stretch our programs.

Identify areas for refocusing our programs to align with the school improvement plan and the district's Vision 2023, with particular attention to global citizenship and what it means to be a future ready librarian.

Product(s) upon completion: Participants will leave with a solid plan for how to more closely align our library programs with the new school improvement plans and Vision 2023

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21st Century Learning (Grade Level/Department Meeting) Project-Based Learning Implementation January 18, 2022 Full PD Day

Example

Project-Based Writing: An Instructional Model for 21st Century ELA Classroom

Participants: Districtwide
Date/Times: January 18, 2022
Location: Zoom

Agenda:

In this session, teachers will learn how to develop a full-scale or partial-scale project-based writing framework in a middle or high school ELA classroom, using collaboration, inquiry, and student-developed writing projects to support student choice and voice.

Completed Product:

- Educators will have activities to support project-based writing and project-based learning
- Creating Community
- Student Created Prompts that will start the day off with writing activities

Example

Connecting 21st Century Learning to Grade Level Department Meeting

Participants: Districtwide
Date/Times: January 18, 2022
Location: Your School

Agenda: As a grade level team, use this time to prepare for the remainder of the 21/22 academic year to support students. Create a plan that includes standards, assessments (MCAS Items) and resources. The plan will be submitted to your building principal at the end of today's session.

- Atlas Curriculum map
- Textbooks
- AIMSWEB student data
- www.ixl.com
- This will allow educators to identify MCAS style questions especially for grade 3-10. Students will benefit from being exposed to MCAS style questions along with strategies on taking assessments.

Old Rochester Regional School District
MA Superintendency Union # 55



March 9, 2022 Half PD Day

Example

District Wide: Atlas Cultural Proficiency Webinar

Participants: Districtwide
Date/Times: 3/09/22 1:00- 2:00

Agenda: Review current units with a lens of cultural relevance;
Update content and skills in the units to support culturally relevant
learning for diverse learners.

Completed Project: Plan to review units

Example

HS Science: Culturally Relevant Units in the Science Curriculum

Participants: HS Science Educators
Date/Times: 3/9/22 12:20-2:20
Location: HS Room 300

Agenda: Teachers will review ways to incorporate cultural diversity into
science lessons, review current curriculum, and begin creating culturally
relevant activities that support current curriculum.

Completed Products: A variety of culturally relevant science lessons and
activities for different science disciplines.

Old Rochester Regional School District
MA Superintendency Union # 55



Global Citizenship

March 9, 2022 & February 9, 2022

March 9, 2022

RMS Culturally Responsive Look Fors/Teaching
Times: 2:00-3:00

Agenda: Staff will read the Overview of Culturally Responsive Teaching and then self-assess their individual or team-teaching practices using the Culturally Proficient Look For guides for all seven focus elements.

Completed Product: Self-assess individual or team-teaching practices when analyzing the CP Look Fors; Identify which focus elements are areas of proficiency or strength; Identify which elements are areas in need of development or improvement; Planned/Map for the next 12 weeks.

February 9, 2022

Sippican School: Cultural Proficiency: Planning One Book One School and IRA's for Equity and Inclusion
Time: 12:30- 3:00

Agenda

- Staff members will familiarize themselves with Change Sings and The Undeclared
- Staff members will collaborate to prepare discussions related to equity and inclusion with resources provided
- Staff members will plan creative expressions projects for students based on these: Influencers and Game changers Past and Present

Completed Project: Lesson plans and art projects



Examples Transition Planning and/or Curriculum Work Offerings

June 7, 2021 Half PD Day

June 7, 2021

RMS: Vertical Placement Meetings

Participants: All Grade Level Teachers and Support Staff

Date/Times: 06/07/21 1:00-3:00pm

Location: Grade Level Wings

1. Staff will meet to discuss incoming student caseloads with their respective grade level colleagues.
2. Staff will meet to discuss sending student caseloads with their respective grade level colleagues.
3. Staff will work on welcome letters for their incoming students and families.

Product Upon Completion: Completed classroom rosters for the 2021-2022 school year.

June 7, 2021

High School: Pivoting Out of the Pandemic

Participants: High School Staff

Date/Times: 06/07/21 12:15-2:20

Location: Zoom

Learning Outcomes:

1. Teachers will finalize term 4 assessment
2. Staff will prepare workspace for a full return
3. Staff will provide feedback to administration on handbook/policy revisions

Product(s) upon completion:

1. Quarterly Assessments
2. Classroom setup
3. Student Handbook Revisions

Old Rochester Regional School District
MA Superintendency Union # 55

Questions?

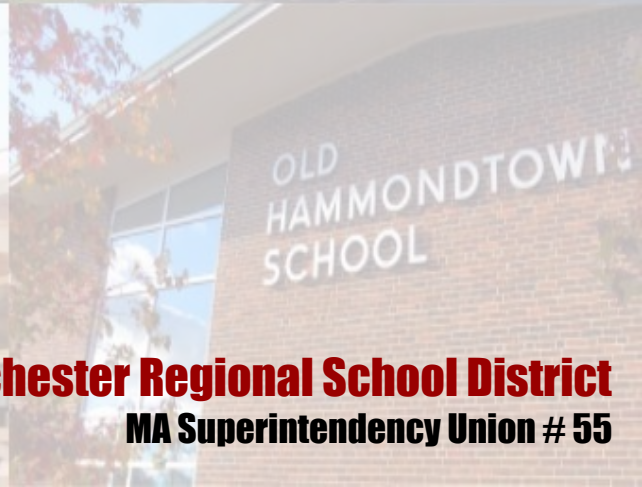




Vision 2023



Review Year 4



Old Rochester Regional School District
MA Superintendency Union # 55

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Onto Year 5



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

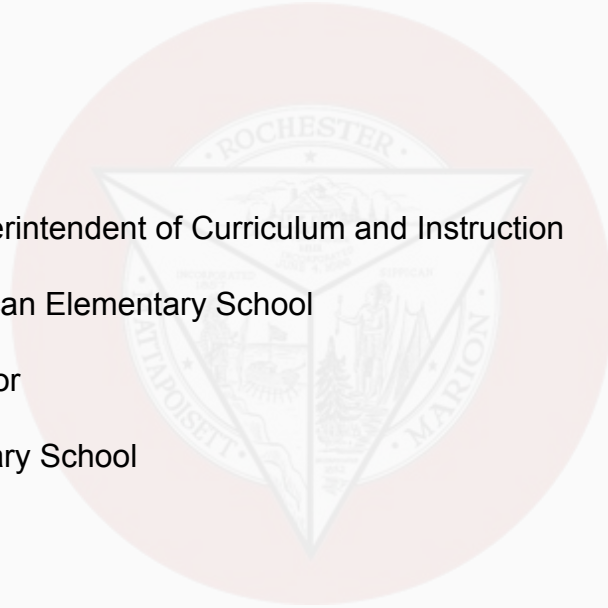
Team Members:

Jannell Pearson-Campbell - Assistant Superintendent of Curriculum and Instruction

Peter Crisafulli - Assistant Principal - Sippican Elementary School

Doreen Lopes - Early Childhood Coordinator

Marla Sirois - Principal - Sippican Elementary School





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 4 Goal: Using the districts' provided PBL rubric, grade levels will submit a minimum of two PBL projects to be conducted with students. The projects should be documented in the PROJECT OVERVIEW format introduced to staff in year 2 of the District Improvement plan and include the assessment rubrics to be used.

Year 4 Review:

- 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
 - Mass Hire Project



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 4 Goal:

Re-establish and define common language with respect to the 4 C's. Provide building and district level PD with respect to the 4C's. District and building administration will partner with teacher leader/department heads to conduct learning walks in an effort to better understand the relevance and presence of the 4 C's in our classrooms.

Year 4 Review:

- 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.



21st Century Learning

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

Year 4 Goal:

Review ATLAS and determine a timeline for curriculum alignment. Administration and teachers will collaborate to re-establish a timeline for a curriculum review cycle.

Year 4 Review:

- 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



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 4 Goal:

COVID 19 presented us with the need for technology. Teachers and students have excelled in the area of tech integration. Year 4 will focus on sharing best practices and ensuring that technology complements/enhances the in person collaborative process.

Year 4 Review:

- 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 Year 5

Strategic Initiatives	Strategic Outcomes	5th Year
Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.	Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.	All students will experience fully articulated and documented curricula on Rubicon that include 21st Century interdisciplinary Units. Every year, these interdisciplinary Units will incorporate one of the following: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Leadership, Health Literacy, Environmental Literacy.
Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.	Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.	By the 5th year, every student will experience two project or problem based learning experiences in which they showcase their work to an audience beyond their classroom teacher. During these showcases students will have demonstrated: flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.
Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).	Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).	Opportunities for the 4Cs are fully integrated into standards-based grade level units that integrate subject areas. Moreover, the two PBL learning showcases also evidence the 4Cs.
Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.	Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.	Students will demonstrate the skillful use of media literacy, information literacy, and communication technology literacy in at least 2 developmentally appropriate grade level projects.



Social Emotional Learning

Social Emotional Learning Team Members:

Chairperson:

Charles West - Assistant Principal - Rochester Memorial School

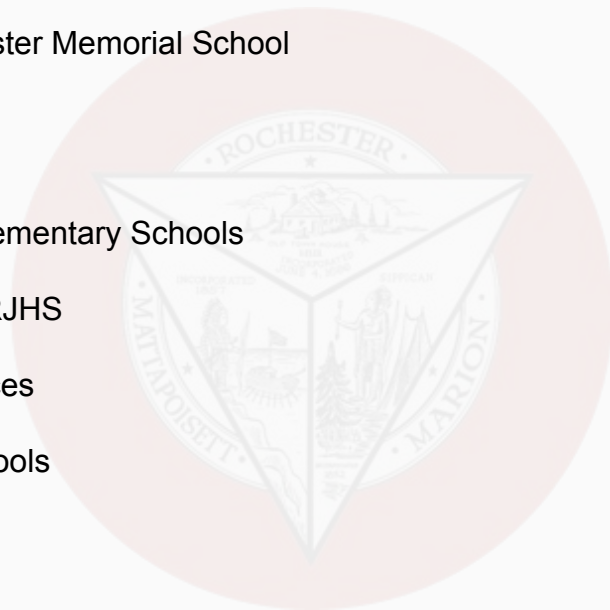
Team Members:

Rose Bowman - Principal - Mattapoisett Elementary Schools

Kelly Chouinard - Assistant Principal - ORRJHS

Craig Davidson - Director of Student Services

Michael S. Nelson - Superintendent of Schools





Social and Emotional Learning

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

Year 4 Goal: Update RC rosters yearly to continue working towards 100% trained staff. HS will assess and improve upon the SEL program that was implemented during the 2019-2020 school year. Continue to improve upon the JHS RC advisory model through student and teacher feedback and adjust according to need. Continuation of Kaleidoscope (RC) tool in elementary schools and JHS to monitor and ensure best practices of Responsive Classroom implementation across all grade levels. Measure the number of staff students feel connected with through a survey. Deep dive analysis of Panorama data regarding student engagement.

Year 4 Review:

- HS continues to implement SEL lessons through Bulldog Block. CASEL competency weaknesses identified in 9th grade.
- The district continues to train new staff in Responsive Classroom practices with the goal of 100% trained staff.
- JHS continues to use RC in their advisory program. Feedback through survey and student reporting has allowed jhs to adjust lessons based on needs of the students.
- District administrative staff participated in a refresher training for the Kaleidoscope Tool, which will enable future assessment of RC teacher practices.
- Panorama survey data continues to be utilized in all schools and is one way to measure student/staff connectedness. This type of Panorama survey data helps direct adjustment to practice toward meeting School Improvement Plan goals, as well as District Strategic Plan goals.
- Student engagement practices continue to be at the forefront of our goal to build a sense of belonging for our student population.



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 4 Goal:

Finalize district discipline response plan, and adjust school code of conducts as needed. Continue to collect relevant data, analyze and identify priority areas for improvement. Reinforce the CASEL model and competency areas for all staff members by June 2022 via Faculty meetings and/or PD. Determine a single procedure and corresponding platform for documenting incidences and disciplinary action in all buildings.

Year 4 Review:

- All District schools have agreed to utilize the same incident reporting system, which will be in Powerschool.
- The plan is to pilot the system consistently across grade levels beginning in September of 2022.
- In addition to the reporting system, the discipline response plan identifies tiers of intervention prior to administrator referral and punitive discipline measures.
- Restorative discipline and CASEL are both currently embedded in use district-wide but will continue to be utilized and updated in alignment with best practices.
- Elementary schools will align codes of conduct using DESE's current language as it relates to discipline.
- Secondary schools are currently aligned but will update language as necessary to more closely mirror DESE recommendations.



Social and Emotional Learning

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

Year 4 Goal:

Develop and communicate Family Engagement Philosophy. Re-engage family engagement opportunities by having each school commit to 3-5 family opportunities. Recognition and documentation of what was accomplished this past year under this initiative. School administrators will research and utilize the [DESE Family Engagement Framework](#) in an effort to align district family engagement practices.

Year 4 Review:

- All schools in the district engaged in multiple family engagement opportunities during this school year.
- These activities ranged from musical events to cultural opportunities. Families were allowed to have increased access to the events in the school.
- District Administration was able to take a closer at the DESE Family Engagement Framework and are in the process of developing a more formal family engagement philosophy.



Social and Emotional Learning

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

Year 4 Goal:

Conduct annual review of ALICE procedures and make adjustments as needed. Review and analyze school safety Panorama data for all stakeholders, identify strengths and areas for improvement, implement at least one action item to address area of improvement. Health and Safety protocols to be updated. Crisis Management Plan finalized.

Year 4 Review:

- Health and Safety procedures were updated through the District MERP.
- Cameras and alarm system upgrades at HS, OHS and RMS.
- Phone systems have been updated at all district buildings.
- All in-house ALICE district trainers were recertified in ALICE procedures (spring 2022).
- ALICE procedures and drills were conducted at the HS & JHS (staff and students). Procedure and drills were conducted for the staff at all elementary schools.
- Through the ongoing analysis of our Panorama data and our ALICE trainings, we continue to identify areas of strength and improvement.
- Crisis Management Plan has been finalized for all schools throughout the district.

Social Emotional Learning Year 5

Strategic Initiatives	Strategic Outcomes	5th Year
Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.	Relationships - Students are invested in their learning and feel they are valued members of their learning communities.	All schools have fully adopted and implemented with fidelity an evidence-based SEL program/approach. Students will be able to identify at least two trusted staff members to promote sense of belonging. Students will report higher levels of engagement and connectedness based on Panorama data.
Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.	Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established	All classrooms and other learning settings will routinely establish clear behavioral expectations on an annual or as needed basis. Consistent and aligned discipline data collection methods are fully implemented. Common handbook language is used across the district. The school district uses an established and consistent discipline philosophy and model utilized in each school. Discipline methods foster CASEL competencies in all students. Teachers, administrators, and staff members model expected student behavior and utilize common language. Staff training on the new discipline reporting system via PowerSchool will be held at the start of the school year.
Partnerships - Enhance family and community engagement opportunities, communication, and practices.	All teachers will utilize effective family engagement practices. Each school will have implemented and will be utilizing an effective family engagement approach, which includes parental and community involvement.	All teachers will utilize effective family engagement practices. Each school will have implemented and will be utilizing an effective family engagement approach, which includes parental and community involvement.
Safety and Security - Identify and enhance effective and comprehensive safety and security measures.	Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.	All district buildings will have current and operational crisis plans, which incorporate research-based best practices. All buildings will have enhanced campus communication capabilities. Based on survey data, all stakeholders will report an increased sense of safety in their buildings. ALICE drills will be conducted at a minimum of two times during the 2022-2023 school year with the assistance of the Mattapoisset Police Department and district ALICE trainers.



Global Citizenship

Global Citizenship Team Members:

Chairperson:

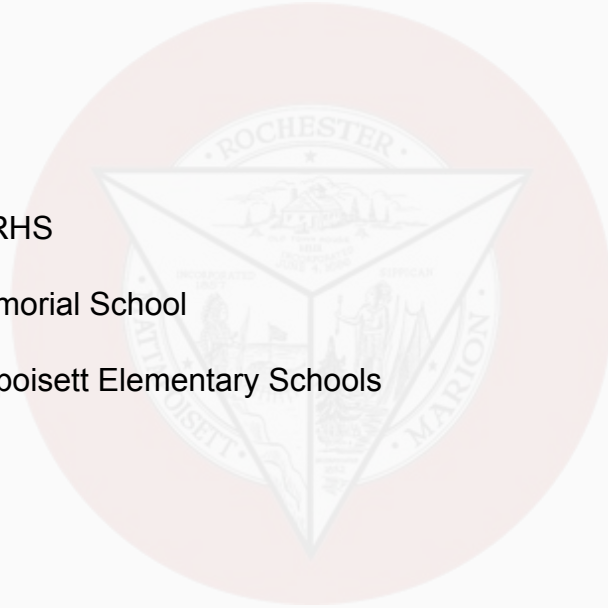
Michael Devoll - Principal - ORRHS

Team Members:

Vanessa Harvey - Assistant Principal - ORRHS

Derek Medeiros - Principal - Rochester Memorial School

Kevin Tavares - Associate Principal - Mattapoisett Elementary Schools





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 4 Goal:

Identify teacher leaders to collect, analyze and identify exemplars of projects that embed global themes at each grade level. District administration will identify and provide consistent time for the teacher leader working groups to input exemplar projects into Atlas Rubicon per grade level. Teacher leaders will be asked to share exemplar lesson(s) to their building colleagues at a staff meeting or grade level professional learning community meetings.

Year 4 Review:

- 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



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 4 Goal:

With an increased focus on technology integration, teachers are able to continue to assess and identify applications (ie- duolingo, babbel, etc.) in order to determine the level of effectiveness to make connections with the larger community. The Leadership Council will continue to ensure that professional development opportunities/trainings will be ongoing to support staff competency in diversity, equity and cultural proficiency.

Year 4 Review:

- District professional development: *Connecting 21st Century Learning, Project Based Learning and Social Emotional Learning*, as well as *Social & Emotional Learning & Global Citizenship*
- Building based PD 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.



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 4 Goal:

The Pre-K-12 vertical team will collect, analyze and identify exemplars of units to be embedded into the civics and social studies curriculum. The team will also analyze and amend current standards based report card tools in student and family-friendly language.

Year 4 Review:

- 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.



Global Citizenship

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

Year 4 Goal:

Old Rochester Regional School District and Superintendency Union #55 will continue working closely with community organizations that support and promote equity, diversity, and inclusion.

Year 4 Review:

- 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: *Black History in Music*, *Unsung Heroes of the Civil Rights Movement*, *Notable African Americans From Greater New Bedford*
- Cultural Proficiency teams were established and met monthly
- Otha Day SchoolBeats/FamlyBeats Drum and Rhythm events
- Teachers21 Training
- District Equity subcommittee

Global Citizenship Year 5

Strategic Initiatives	Strategic Outcomes	5th Year
Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.	Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.	ATLAS will have an adopted curriculum with links and resources in each curriculum area that provide learning experiences for global/multicultural learning used by all teachers in the district.
Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.	Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.	All teachers will have increased competence with digital tools that broaden access to world languages and cultures through yearly professional development. These tools will be used with students at minimum 2 times yearly after year one.
Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.	Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.	A completely updated curriculum for civics and social studies will be written, and documented, on Atlas Rubicon aligned with the State Frameworks. The curriculum will be taught during year five with all the needed curricular resources in place.
Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.	Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.	All Old Rochester Regional District and Superintendency Union #55 teachers will have participated in equity training through Teachers21 and 3 other trainings that increase knowledge and understanding of cultures including LGBT so that all students throughout the District feel safe and have a sense of belonging.



Onto Year 5.....

APPENDIX

Strategic Initiatives:

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

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

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

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 Director

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)

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

SEXUAL HARASSMENT

The Old Rochester Regional School Committee/Massachusetts Superintendency Union #55 School Committee and Old Rochester Regional School District/Massachusetts Superintendency Union #55 Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. 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 District.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Schools must promptly respond to allegations of sexual harassment that are alleged to have occurred in the school's program or activities in a manner that is not deliberately indifferent (clearly unreasonable in light of the known circumstances). While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an

environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate. In accordance with Title IX, a complainant's wishes with respect to whether the school investigates an allegation of sexual harassment will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. However, in certain cases 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.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The Title IX regulations require a school district to respond promptly when the district has actual notice of sexual harassment in a manner that is not deliberately indifferent. School districts have actual notice when an allegation is made known to any school employee. Schools are required to investigate every formal Title IX complaint and respond meaningfully to every known report of sexual harassment in order to stop any harassment; to remedy the effects of any harassment and to prevent future harassment.

Title IX requires that the District provide supportive measures to a complainant which are designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the District will implement remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption that respondent is not responsible throughout the grievance process, with the burden of proof on the school;

- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through questions submitted to decision-maker subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence along with the opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Parties must be provided notice of appeal rights;
- 8) Upon filing a formal complaint, the District must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard.

For additional information regarding due process protections under Title IX and the District’s Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R).

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every formal Title IX sexual harassment complaint including the formal complaint, investigation, relevant evidence; decision-makers determination and any appeal. This could also include mediation, restorative justice, or other models of alternative dispute resolution. Additionally, schools must maintain records regarding the school’s response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Title IX Coordinator
Old Rochester Regional School District/Massachusetts Superintendency Union #55
Craig Davidson
Telephone: 508-758-2772 ext. 1943
Email: craigdavidson@oldrochester.org
OR
Human Resources Director
Susana Cunningham
Telephone: 508-758-2772 ext. 1939
Email: susanacunningham@oldrochester.org

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A
 Title IX of the Education Amendments of 1972
 BESE 603 CMR 26:00
 34 CFR 106.44 (a), (a)-(b)
 34 CFR 106.45 (a)-(b) (1)
 34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

File: ACAB-R - GRIEVANCE PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy [ACAB](#).

I. Reporting of Sexual Harassment Complaints

A. How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator, Craig Davidson, 508-758-2772 ext. 1943, email: craigdavidson@oldrochester.org. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged by the victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

B. Handling of Sexual Harassment Complaints

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator. The Title IX Coordinator (or designee), investigator and decision maker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

II. Supportive Measures and Filing of a Formal Complaint

A. Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the "Complainant") to discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of

supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

"Supportive measures" are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to" no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

B. Filing a Formal Complaint

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances.

C. Contents of a Formal Complaint

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District's education program or activity, the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan

III. Grievance Procedure

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

A. The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.

B. Any interim supportive measures, as appropriate, will be offered to both parties.

C. The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have 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. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.

D. During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.

E. The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.

F. During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

G. The investigator will make findings based on a preponderance of the evidence standard.

H. The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.

I. Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

J. Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the decision-maker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.

K. The decision-maker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).

L. The decision-maker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

IV. Disciplinary Action

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

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.

V. Retaliation Prohibited

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

VI. Appeal Procedure

Both parties have the right to appeal the decision-maker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

A. Was there any procedural irregularity with the investigation process?

- B. Is there any new evidence not reasonably available at the time of the investigation?
- C. Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

VII. Training Requirements

All Title IX personnel including Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

Approved by the Joint School Committee on July 6, 2021

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Old Rochester Regional School District/MA Superintendency Union #55. The District will promptly investigate and respond to alleged harassment that occurred within the school's own program or activity, such as at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis 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 ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Civil Rights Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees and will respond to any reports or complaints of discrimination, including sexual harassment and retaliation pursuant to our Grievance Procedures for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R). Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action to remedy the harassment and to prevent its recurrence.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation
AC-R
ACAB
ACAB-R