

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

January 20, 2022 – 6:30 p.m.

MEETING HELD REMOTELY THROUGH ZOOM

Mattapoisett, MA 02739

District Members Present: Heather Burke, Chairperson, Michelle Smith, James Muse, Margaret McSweeney, Frances Kearns, Matthew Monteiro, Jason Chisholm, Suzanne Tseki.

District Members Absent: Joe Pires.

Union Members Present: Sharon Hartley, Chairperson, Anne Fernandes, Nichole Daniel, April Nye, Robin Rounseville, Christine Marcolini, Carole Clifford, Tiffini Reedy and Carly Lavin,

Union Members Absent: None.

Other Staff Members Present: Michael S. Nelson, Superintendent of Schools, Diana Russo, Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:36 p.m. by Chairperson Hartley, she expressed that Chairperson Burke would join us briefly, she is having technical issues.

CHAIRPERSON’S REPORT:

Ms. Hartley welcomed everyone to the Joint School Committee’s mid-year meeting and she also wanted to thank all of those who work in our schools and support our schools and continue the complex work that we have these days in the schools, we have shifted and we have learned a lot and it makes me so happy that whether I’m in a school or participating through zoom I continue to see the focus where it should be, which is the education of our students, their well-being and she’s glad that we continue in that way.

Ms. Burke expressed that she has a particular lense as a parent of a senior in high school that other parents are also in the midst of and coming out of the college application process. She expressed that for those of you who have not gone through this process yet, I say “*strap in, it’s a wild ride, it’s a tremendous amount of work, but it is so important, because for students who chose to go on to get an associates or a four-year baccalaureate degree, it is sort of the next step in their educational journey*”. She expressed that from talking to her older son and many other families in the Tri-Town area that the Old Rochester School District does an excellent job at preparing students for college. She expressed that they tend to strive and be very academically prepared and in fact she hears numerous reports about students being nervous about going to college but it ends up being more manageable because they were so well prepared through the ORR School District. She just wanted to thank our taxpayers and citizens of the Tri-Towns for investing so well in the educational system that produces these students who are able to achieve at the next level. She expressed that they go forth and represent us well, as we see many schools develop pipelines, once they have a few of our students they want more of them. She expressed that it’s important to realize that this is a culmination of not just the students journey, but every teacher’s journey too, how has helped prepare and get the student ready for this next step. She expressed that she’s certain is also true for others who chose others path as well. She expressed that it’s nice to see that as our students go onto their next steps they can go forward with the confidence that they have the skills to make themselves successful at the next level.

Ms. Hartley also noted that the OPEN COMMENTS would be allowed at the end of the agenda at tonight's meeting.

SUPERINTENDENT'S REPORT:

Superintendent Nelson made the following statement:

With the holiday season past us – our schools have been navigating the latest COVID-19 surge. We certainly experienced a spike in cases as we transitioned from school vacation back to school in 2022. Our schools were able to maintain in-person learning despite challenges with case numbers that impacted the attendance of both students and our staff members. Just recently – we are starting to see the case numbers go back in the direction that we want to see. The most recent surge – was a reminder that the pandemic is still very much a reality for us and our community. In recent weeks, the mask mandate was extended through the end of February, the protocols for isolation and quarantined were updated, and now we are exploring a new testing option that would provide at home testing kits for students and families – while maintaining symptomatic testing as an option during the school day. It is important to recognize the amazing dedication of our faculty and all those who work within our schools who just don't miss a beat to ensure that teaching and learning continues. I also want to thank all those who support the work that happens within our school buildings – including all of you here tonight. Despite the challenges – I am constantly reminder of just how strong our school community is and how progressing forward is the only option we are committed to when it comes to educating our students."

Dr. Pearson-Campbell reported on the following: The Office of Teaching and Learning led an IXL webinar for parents and guardians on December 13, 2021. During the webinar important information such as students' username and password information was provided along with information on how parents and guardians can assist students with the use of ixl.com. Parents and guardians learned how to create reports that monitor student progress and also use ixl.com on multi-media platforms. Provided below is the PowerPoint that was presented and is now on each of the school's websites. The IXL webinar will assist in building learning capacity for families and guardians.

On Tuesday, January 18th a full day of professional development for educators took place. We continued to focus on the following 3 key areas: Global Citizenship, 21st Century Learning, and Social Emotional Learning. Keynote speaker, Loretta LaRoche, started off the morning speaking to all educators from 8:45 - 9:45 am via Zoom. Loretta LaRoche is an international stress management expert who helped pioneer the use of humor as a coping mechanism. She has authored eight best-selling books and has been the star of seven PBS TV shows aired on over eighty stations nationwide. She was an adjunct faculty member at the Mind/Body Medical Institute, an affiliate of Harvard Medical School for fifteen years. Her signature humor is her ability to observe the absurdities that are so much a part of the human condition and the culture which often leads to stress and to help find the AHA in the HA HA! Also, www.ixl.com representatives visited each school; educators were able to ask questions regarding accelerated learning with IXL. In addition, Ms. Diane Lizotte offered AIMSWEB support for progress monitoring for any educators wishing to ask questions. Educators had an opportunity to examine and create student centered plans for Phase 3 of the Accelerated Roadmap. We are committed to the 3 key areas of the Accelerated Learning Roadmap: sense of belonging, grade level material and progress monitoring.

Mr. Davidson reported that the Old Rochester Regional School District partnered with Southeastern Massachusetts Educational Collaborative and created a new partnership offering – free, on-line workshops for the Tri-town and SMEC families focusing on Social/Emotional Learning, 21st Century Learning Skills and Global Citizenship

School Committee Feedback:

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: September 23, 2021

Motion to approve the September 23, minutes as amended

District, Ms. Smith

Union, Ms. Nye

District, Ms. Kearns

Union, Ms. Fernandes

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

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

V. General

A. 2022-2023 School Calendar

Superintendent Nelson made the following statement:

"Tonight I am presenting the 2022-2023 school calendar to the Joint School Committee for review and action. It is my request that after discussion – the Joint School Committee take action to approve the 2022-2023 school calendar. By doing so, the District can move forward with future planning—including professional development planning and such. Leading up to this meeting, I have presented the draft calendar to the elementary school districts and solicited feedback from the associations, school councils, and administration. I have provided all collected feedback in a tracking form to the Joint School Committee for their review and consideration."

At this time, I will briefly review the draft calendar:

Starting with August...

First day is the 30th

September

The 2nd and 5th would be off for Labor Day Weekend

Our first early release PD day would fall on the 21st

October

On the 10th we would observe Columbus/Indigenous People Day

Early releases on the 20th and 21st for parent conferences at the elementary schools

November

On the 10th we would have our first full PD day and then on the 11th recognize veteran's day

Thanksgiving break will run the 23rd through the 25th

December

School vacation would start on the 22nd with an early release day and run through the 2nd of January

January

On the 16th we will recognize Martin Luther King Day and on the 17th hold our second and final full PD day

February

Will have an early release day on the 8th for PD purposes

School vacation will run from the 20th to the 24th

March

The 8th will be an early release PD day

The 23rd and 24th will be early dismissal days for parent conferences

April

April 7th – no school

April 17th through the 21st will be school vacation

May

We will recognize Memorial Day on the 29th

June

Our last half PD day will be on the 7th

June 16th will be the last day of school if there is no need to cancel

Mr. Nelson reported to the school committee the following feedback from the different stakeholders.

Marion School Committee suggested a possible earlier start date, Rochester School Committee suggested moving a Professional Development day in January possibly to another week in January to allow for two four-day weeks for students, the Mattapoisett School Committee mentioned having school on November 23rd and not having school on December 23rd and also having school on April 7th, and the ORR School Committee is reviewing it for the first time today. The Rochester staff talked about the possibility of moving the November professional development day to November 1st which would follow Halloween and possibly bringing back a ½ day on the Wednesday before Thanksgiving. Additional feedback called for the two professional development days to be held before the start of the school year for planning purposes. Mattapoisett staff members reported a split on the April 7th day off, however they all agreed that Friday, December 23rd should be a “no school day” for everyone. The Marion School Council also felt that there should be school on April 7th, the Rochester School Council talked about bringing back a ½ on the Wednesday before Thanksgiving. The Jr. High School Council had the following suggestions; making Labor Day a 3-day weekend for staff a 4-day weekend for students, by moving a professional development day to September 2nd; a ½ day on November 23rd before Thanksgiving; a ½ day on December 23rd; they also talked about 4 half PD days instead of two full days and also suggested one school vacation in March instead of one in February and one in April. The High School Council talked about a ½ day on April 7th, and lastly the Mattapoisett School Council suggested moving the professional development day in January to January 13th.

At this time – I would request that the Joint School Committee discuss the calendar and ideally take action to approve the calendar.

School Committee Feedback:

Mr. Monteiro indicated that he was in support of having school on April 7th and also having ½ days on November 23rd and December 23rd.

Ms. Marcolini expressed that she wanted to point out that she really likes the calendar the way that it is, she expressed that was her feedback at the Marion School Committee meeting as well, she expressed that it was very well thought out, however with that being said, she did think about all the comments/suggestions that were made from the other committees and stakeholders and expressed that a ½ day on November 23rd and a ½ day on December 23rd definitely has some merit, especially if it brings the end of the school year back a little bit. She expressed that as for Good Friday, Ms. Burke, herself and some other members of the committee have gone down this path before with much discussion and much public comment and at the end of the day, the last time we looked at this we found that it really wouldn't really be a great day for students or staff, because we would be missing quite a bit of both, and that's why we have continued to have Good Friday as a day off for both students and staff. She expressed that she wanted to share this for the new committee members, that this is not the first time this is being brought up, but it's not as easy as just saying “it's a school day”. She expressed there's a lot of attendance factors that prohibit us from having a day of school in years past.

Ms. Burke expressed that it might be important to hear from Principals about what attendance looks like on a ½ day before a school holiday or vacation. Mr. Nelson asked that Principal Devoll and Principal Bowman take the lead on answering this question and he would welcome any other principal to add to the conversation as well.

Mr. Devoll reported that whenever the last day before a vacation is, always carries with it less of an academic focus. He expressed that when you're looking at a ½ day versus a full day, there is no difference leading into a vacation at the high school level, he expressed that it's the week leading into the holiday, so for example for Thanksgiving, the entire week is a poorly attended week, and the same happens in December, as families seek the less expensive travel options. Mr. Devoll also expressed that a day in September, October, November, December, January, February or March far out weights a day in mid to late June, therefore whatever we can do to get our students in school during those months would be greatly appreciated.

Mrs. Bowman expressed that for many, many years the day before Thanksgiving was a ½ day and in the last 8 years we have had a full day off before Thanksgiving, she expressed that the parents who are traveling appreciate it and she expressed that she agrees with Mr. Devoll that is a delicate week as far as attendance due to family travel. She expressed that as far as December, when you live in the world of early childhood, December 23rd is a very challenging day to be in school, she reported that it has happened before and it's been a challenge, she expressed that she appreciates the calendar the way it's written now, she expressed that she would be less than honest if she told everyone that the week of Thanksgiving was an academically rigorous week, she expressed that the teachers do different types of activity with students but she would really prefer to have the 23rd as an off for students.

Ms. Reedy expressed that she echoes Mr. Devoll's sentiment about late June, she expressed that come June 1st she feels that students "are done" she doesn't feel like much learning happens in the month of June, she expressed that any education that we can get in before June would be beneficial to our students, regardless if it's the day before Thanksgiving or December 23rd, she expressed that those hours spent in the classroom are much more beneficial. She expressed that when you factor in snow days/emergency days it just prolongs the June calendar, therefore looking at the days off is crucial, she expressed that personally for her April 7th is not a federal holiday, it's actually a religious holiday and it's not celebrated by a lot of our families and community members, and if we are going to start acknowledging religious holidays, it is unfair to not acknowledge all religious holidays and not just Good Friday.

Ms. Rounseville thanked Supt. Nelson for providing the School Committee with all the feedback from all the stakeholders, she expressed that the school calendar is the one thing that affects everyone in every aspect, school, staff, parents, families as well as our school committee. She expressed that she does agree that we have had multiple discussions about Good Friday, however I do feel that some of us do still feel that it should not be a day off of school, for some of the reasons that Mr. Monteiro and Ms. Reedy have stated. Ms. Rounseville suggested maybe making April 7th a ½ day and she would like to hear what people think about that, and suggested that might be a compromise.

Ms. Daniel expressed that she knows that we've had Good Friday off for quite a few years now, however when we did have school on Good Friday, did administration find that we had enough staff to run the schools efficiently? She expressed that although not everyone associates with this holiday the majority of our population do, so the question would be *"do we have the staff to run our schools?"*

Ms. Burke expressed that it's been a while since we had school on Good Friday, therefore the data maybe be untimely.

Mrs. Bowman expressed that not looking back at previous year but instead looking at the year that we are currently in, she would be very concerned about the staff absences on Good Friday. Staff would need to make their own choice that day if we had school, they might decide to take a personal day, which is their prerogative, but that she does have a concern for substitute coverage. She also expressed that even the substitutes don't always want to work on that day.

Mr. Devoll expressed that he vividly remembers the last time we had school on Good Friday, he remembers two teachers out "citing" that they were out due to religious reasons, he expressed that for a staff of 100, it's nothing we can't handle, he expressed that on a typical day we see anywhere from 5 to 7 staff members out. He also remembers a good number of students taking a ½ day to participate in family activities.

Ms. McSweeney expressed that it is so helpful to have the feedback from the various committees. She expressed that on a personal note this is the first year she has a child in school and looked at the calendar and found it challenging, so I'm looking at it through that lense as well. She expressed she is all for having school on Good Friday, she expressed it's a religious holiday, it's not a federal holiday, there shouldn't be that much discussion about it, and those who need to take that day off for religious reasons, should be able to. She expressed that she loves the idea of moving the ½ day in September to the Friday before Labor Day (9/2), and she expressed she's also in favor of moving the PD day in January to Friday, January 13th which is a Friday, she expressed that for parents it's a lot easier to be flexible on a Friday than a Tuesday after a Monday holiday. She expressed that she's very neutral on the ½ or a day off on November 23rd and December 23rd. She also wanted to ask about ½ PD days and why they are all held on Wednesdays. Mr. Nelson expressed that typically PD days in most districts are held on Tuesdays or Wednesdays to maintain some momentum and strong attendance.

Ms. Burke encourage fellow school committee members to talk to friends and family who may live in other districts because you will find that in some districts they have ½ days every week, she expressed that sometimes it's Monday morning, sometimes it's Wednesday afternoon, she expressed that we are very fortunate to have such a balanced calendar and how much our kids are in school and how we try to maximize the teaching time.

Ms. Fernandes expressed that Good Friday is a cultural and it is faith based day of observation for many of us, for both students, parents and staff. She expressed that she agrees with Mrs. Bowman about the hardship of finding substitutes on that day. She expressed that when she was teaching there was a time that there was school on Good Friday and teachers were given the option to take a personal day which is fine, however when there are one or two teachers and possibly a paraprofessional out in one grade level it becomes very difficult for the children, the special education population, the general education population, it just becomes difficult in general, therefore I wish we would leave the 7th in place as a day off.

Ms. Clifford expressed that she believes the data for Good Friday might be a little different if the day is before the April vacation instead of by itself. She expressed she believes if the Friday is right before or April vacation many families take advantage of that day and start their April vacation early.

Chairperson Burke expressed that she doesn't hear a lot of resistance about November 23rd being a half day. Chairperson Hartley expressed that she actually had a comment about that in general.

Ms. Hartley expressed that our job as school committee members and school leader is that education is the very best it can be for our students throughout the school calendar, she expressed that one of the reasons why they decided long ago to make the Tuesday before Thanksgiving a full day was a result of a lot of conversations about ½ days in schools, she expressed that as a parent and grandparent ½ days always lead for a conundrum for parents and what do we do on those days. She expressed that there are two kind of ½ days, ½ days that are professional development days, we need to make sure that we have that available to our staff and it makes a difference in our school district, however the ½ days before holidays become an interesting conversation point, for school committee and school leaders who need to look at what kind of an educational day is it, she expressed that when you take into consideration the amount of financial resources, i.e. busing to and from school, plus planning time for teachers, it becomes a very difficult for those days to become good educational days. She expressed that when we can replace a ½ day with a full day we are better off, she expressed that there might be two of those opportunities in this calendar and those are important pieces for us to think about. She expressed that we need to make a decision to provide the best education for our children.

Ms. Lavin expressed that she is in support of what Ms. Hartley said about the quality of the time in school. She expressed that she would actually support a full day of school on November 23rd, before Thanksgiving, to the families that are not going to be here, that will be their choice. She expressed that she would love for the school committee to consider December 23rd as well. She expressed that as a parent of young children and she understands the excitement, however the excitement is there starting on November 25th. She expressed that she also thought the idea of moving the ½ PD day from September 21st to September 2nd was a good idea, to give students a full day on September 21st. She expressed that she likes that break at the beginning of September for the students, however having a ½ day of PD for the staff and having it off for the students would be a good idea. She expressed that she is also in favor of moving the January PD day off of the Tuesday.

Ms. Burke reported that she is going to amend her recent comments and possibly look at the January date, therefore moving the professional development date from the Tuesday to Friday, January 13th, she expressed that she has not heard any objections to that thus far, there was no objections, and the Superintendent also supported that change.

Ms. Hartley expressed that it's important to get the school calendar approved and suggested that maybe this year that should be the only change made and next year we should start the conversation earlier in the year, maybe as early as the first meeting of the school year. Ms. Hartley expressed that it's important to get the calendar approved and in the hands of the administrative team, she asked for a motion.

Motion to approve the School Calendar with one amendment to move the January PD date to January 13th) as amended

District, Ms. Tseki

Union, Ms. Nye

District, Ms. James

Union, Ms. Fernandes

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

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: no, Nye: yes, Lavin: no, Marcolini: yes, Reedy: no, Clifford: no)

MOTION ONLY PASSED ON UNION SIDE

DISCUSSION BEFORE THE ROLL CALL:

Ms. McSweeney expressed that she does not agree with not having school on Good Friday.

Ms. Kearns also agreed, especially when it doesn't about the April vacation.

Mr. Monteiro was wondering if they could hear from principals or teachers about moving the November PD day to November 1st the day after Halloween, she expressed that make sense to give the kids the day off after Halloween. Mr. Nelson asked a Principal to speak to that point. Mr. Medeiros expressed that his staff did make that suggestion, he expressed that some neighboring towns also have the same practice and his staff thought it would be a good time for our school district to also make that transition. Mr. Nelson expressed that there wasn't a big push for that particular move, only one group brought that up.

Ms. Smith expressed that she agrees with Mr. Devoll and Ms. Reedy, at the end in June students are done, it's hot, therefore if we can find anyway to put a day back in June it's worth it.

After the roll call Mr. Nelson expressed that the chairpersons could entertain new motions that anyone brings forward and go through the same process to see if you can reach consensus.

Ms. Hartley asked that the people who voted no to state what the issue was and what would make them change their vote.

Ms. Lavin expressed that she would like to see at least one more day before the December break and also November 23rd as a school day.

Ms. Marcolini expressed that maybe having a ½ day on the Wednesday before Thanksgiving and a ½ day on Good Friday, it would get us out a little earlier in June and it might be a compromise.

Ms. Clifford expressed that the reason she voted no was because she felt that more consideration should be given to the November and December dates for at least ½ days before the Thanksgiving and Christmas break.

Ms. Reedy expressed that nonfederal holidays should be full school days and that would sway her vote.

Mr. Monteiro expressed that his ideal calendar would have Good Friday as a full day of school, December 23rd as a ½ day, November 23rd as a ½ day and December 22nd be a full day. He expressed that obviously he knows he can't get all of that but that would be his ideal calendar.

Ms. Kearns expressed that April 7th she would rather see as a full day of school since it is not a federal holiday.

Ms. Marcolini expressed that she knows that someone brought up a full day before Thanksgiving and she expressed that she is adamantly against a full day before Thanksgiving, she expressed that's time that our staff needs, that our families need, she doesn't feel like that would be well received by our families and our staff. Ms. Nye also agreed with that sentiment.

Ms. Burke expressed that she's trying to find points of consensus to moving the conversation forward she suggested adding to the next motion adding November 23rd as a ½ day.

Ms. Tseki expressed that she believes that adding December 22nd as a full day and December 23rd as a ½ day would also be a good idea, but keep the full day before Thanksgiving off. She also expressed that while April 7th might not be a federal holiday it is culturally celebrated in the Tri-Town area and she expressed that she remembers that there were a lot of people out the last time we had school on that day.

Ms. Lavin expressed she's hearing people talk about federal holidays and when they are observed and practiced but yet the December 22nd and 23rd are neither, we need to think about the amount of time that our students need to be in the classroom.

Motion to approve the School Calendar with the following amendments: move the January PD date to January 13th), add December 22nd as a full day and December 23rd as a ½ day

District, Mr. Muse

Union, Ms. Clifford

District, Ms. Tseki

Union, Ms. Marcolini

ROLL CALL-District (Tseki: yes, Chisholm: yes, Monteiro: yes, Muse: yes, Smith: yes, McSweeny: no, Kearns: no, Burke: yes)

ROLL CALL-Union (Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: no, Nye: yes, Lavin: yes, Marcolini: yes, Reedy: no, Clifford: yes)

Ms. Hartley expressed that was hard work everyone, thank you for your efforts.

Ms. Rounseville expressed that every year we get bogged down with this task, she suggested starting this process earlier, she expressed that we get to this point and we feel very much under pressure to approve a calendar so we can get it out to families and staff. She expressed that this year it was very helpful having the feedback, but she still thinks that next year we should start the process earlier.

Ms. Burke agreed and also expressed that it's important to get the public participation and expressed that only happens if it comes up in multiple meetings, she expressed that it's incumbent on the committee to make sure it's on the agenda earlier in the year.

Ms. Nye wanted to thank everyone for their ideas, she expressed that opens up the conversation for all of us to look at things differently and hear one another. She expressed she looks forward to next year and looking at it earlier.

Ms. Hartley agreed with Ms. Nye and expressed that we really have great minds on our committees.

Mr. Nelson thanked the committee for their collaboration and for approving the school calendar, he expressed that last year the calendar was only approved in March and this year we thought it was important to do this earlier in the year, however he expressed that he has no issue bringing this up earlier next year so that we can get ahead, he expressed that from an administrative point of view, the sooner the calendar is adopted the sooner we can start planning other pieces of the work in the schools. Mr. Nelson thanked the committees again for their hard work.

B. Superintendent's Evaluation Timeline

Superintendent Nelson made the following statement:

"This update serves as a review of the superintendent's evaluation timeline. As a reminder, I currently have two-year evaluation goals and this is year two. At the end of last year – the Joint School Committee held a mid-point progress review regarding my evaluation in July. By the end of this school year the Joint School Committee will see out the completion of the current evaluation

timeline by conducting a summative review. To facilitate this process – I will continue to work with the Superintendent’s Goals Sub-Committee to ensure as we work all work through this process. No action is required by the Joint School Committee tonight – this update is simply a reminder and brief conversation regarding the superintendent’s evaluation timeline and upcoming actions needed.

School Committee Feedback:

Ms. Smith asked if Mr. Nelson’s contract was aligned with his evaluation as far as timeline. Mr. Nelson expressed that they are actually two separate processes and that he has a three-year contract. Mr. Nelson expressed that goals are typically either one year or two-year goals, he expressed that at ORR they have tried to tie the superintendent with the strategic plan and the school improvement plans, so that we don’t have different initiatives going in different directions.

Ms. Hartley thanked the superintendent for pointing out the process to the school committee, she expressed that having been a person that has been part of the writing part of the evaluation summary I would encourage everyone to take a look at the goals and take notes of how things are going throughout the year and she would encourage everyone to give great comments, she expressed that the comments effects the quality of the evaluation from all the school committee members, she expressed that “*many voices will make a robust and terrific evaluation in the end*”.

C. Budget Update

Superintendent Nelson made the following statement:

“As most – if not all school committee members know - we have held numerous budget sub-committee meetings in the past several weeks. This work is one of the core responsibilities of the school committees and extremely important work for our schools. At this point, we have made progress with our four draft budgets. I will ask Mr. Barber to speak briefly to the current status.”

Assistant Superintendent of Finance & Operations Barber made the following statement:

“The Old Rochester Regional and Elementary School Districts have all been actively involved with their budgetary subcommittees in the preparation of the Year 2023 Operating Budgets. In order to maximize the time of our school committee members, our District leadership team have held many planning meetings to a head of time. This allowed the Principal(s) and Administrator(s) to speak on behalf of the schools and various departments for the betterment of the District(s). The District budget subcommittees have received goal orientated initial budget proposals in order to meet our continued high level of academics and to ensure the needs of our students.

The Elementary School Districts of Marion, Mattapoisett and Rochester have had three (3), two (2) and two (2) budget subcommittee meetings, respectively in order to recognize all of the proposed recommendations and zero based costs relating to their working Superintendent’s Proposed Fiscal Year 2023 Operating Budgets.

The Old Rochester Regional School District has held two (2) subcommittee meetings, as referenced above, presenting anticipated needs for the upcoming school year. We are still working diligently to properly recognize the potential regional cost obligations of ORRSD that not absorbed in the Elementary Schools, as well as the fiscal state funding sources, in order to bring the town assessments to the most efficient recommendation possible.

We intend to schedule further budget subcommittee meetings as needed and to begin presenting to our School Committees recommended budgets for next school year.”

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies:

A. BEDH – Public Comment Policy – The Policy Sub-Committee reviewed this policy on November 9th and January 13, 2022.

The recommendation from MASC reads as follows:

This policy has been updated to clarify the purpose and guidelines relative to public comment at school committee meetings. Revised language notes that public comment is not a discussion, debate or dialogue between individuals and the School Committee but rather an opportunity for individuals to express opinions on issues with the School Committee's scope of responsibility. Revised language emphasizes that all speakers are expected to present their remarks in a respectful manner and the Chair of the meeting, after a warning, reserves the right to terminate speech that is not constitutionally protected. The policy also advises that it is a good idea for school committee when dealing with constitutional issues to seek further advice from district counsel. The policy is before the Joint School Committee for final approval.

Motion to approve the BEDH Public Comment Policy with the grammatical correction from Mr. Monteiro

District, Mr. Muse

Union, Ms. Nye

District, Ms. Smith

Union, Ms. Lavin

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

McSweeney: yes, Kearns: yes, Burke: yes)

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

Lavin: yes, Marcolini: yes, Reedy: yes, Clifford: yes)

B. KHB- Advertising in Schools Policy – The Policy Sub-Committee reviewed this policy on November 9th and January 13, 2022.

This policy was recommended for review by the ORR School Committee at their meeting on October 20th. At that meeting there was a presentation by the Booster Athletic Club to offer Corporate Solicitation. At the meeting on November 9th, the Policy Sub Committee reviewed policies from other districts and also had a discussion with Paige Tobin, the schools legal counsel. The recommendation of the policy sub-committee was for administration to put together a 1st draft of the policy to allow advertising in the schools. The administration drafted the 1st draft and it was reviewed at the most recent meeting of the policy sub-committee on January 13th. It is the recommendation of the Policy Sub-Committee that this committee review this for its' first read.

SCHOOL COMMITTEE FEEDBACK:

Mr. Monteiro expressed that the guidelines need to be clearly stated that this is just for advertising and not anything else, he also expressed that he was happy to see that the policy included language about advertising not being allowed in curriculum.

Ms. Burke expressed that this information may should probably not be in the policy but might be in the materials that is given to the advertisers, she expressed that information about liability around responsibility if the sign gets vandalized, blown away, etc., she expressed that we don't want this to become something we have staff spend a lot of time managing.

Mr. Chisholm expressed that the posting of the signage should also be the responsibility of the entity as well.

Mr. Muse expressed that those types of things would be reviewed once the proposal was approved, he expressed at this point we are just approving the policy. He expressed that for a lack of a better description, we are passing the law and the administration will develop the regulation that will go along with it. Mr. Muse also expressed that although this is being put forth due to a request from the Booster Club, this policy will open up advertising to anyone who meets the criteria and wants to advertise at the schools, not just the Booster Club.

Ms. Burke asked if this policy was independent of the Booster Club. Mr. Nelson expressed that this policy would allow us to approve the Booster Club's request and follow any procedures as outlined in the policy, if it is approved.

Ms. McSweeney expressed that she's been involved in this on many levels and expressed that it's a slippery slope, she expressed that she knows we need to have it and there's good reasons for it, but there's another part of her that feels that our children will walk into the school and see advertising everywhere, because there's nothing that says that a certain amount is allowed, she expressed that she's concerned about that.

Mr. Monteiro asked if we could consider limit advertising at the elementary schools and also not have advertising in the classrooms and hallways at the Jr. High and High School. He expressed that it would still accomplish the initial goal of what we are trying to accomplish for the Booster Club.

Ms. Nye expressed that she agrees with Ms. McSweeney and a lot of her concerns, however in the policy it does state that there would not be any advertising in the classrooms.

Ms. Smith asked about the Boosterthon, and where that would fall into. Mr. Nelson expressed that the Boosterthon is a fundraiser approved by the Marion School Committee that is run at Sippican School therefore it does not fall under advertising.

Ms. Marcolini suggested that maybe we narrow down the parameters to be stricter, maybe just on our ball fields, tennis courts, gyms, and that might make people feel more comfortable with this policy. She also suggested that maybe it does make sense to have different rules for elementary and Jr. High School and High School.

Ms. Burke expressed that this came up when she was on the policy sub-committee as well and that her view is that it would be wonderful to have the extra revenue, but that there's an opportunity cost as well, and the cost is the time of our administrators, and it puts us in a different business, we are in the business of education, she expressed that she feels like we don't have the administrative staff to spend a lot of time having to sort through and manage a media placement plan. She expressed *"this isn't our core business and we don't have the personnel to sway from our core business"*.

Ms. Tseki agreed with Ms. Burke and expressed that we should not have the advertising and we should find other revenue sources.

Mr. Muse expressed that we have to be careful and there's a difference between advertising and fundraisers, he does also agree with the opinion that this will take a lot of resources and while it will bring in some revenue he doesn't believe it's worth it.

Ms. Reedy expressed that she would echo what Mr. Muse and others are saying, she expressed that children especially now in the middle of a pandemic have so much on their plate, she

expressed that going into a school they shouldn't be exposed to any advertising from any outside agencies, she expressed that the walls of our schools should be filled with positive affirmation rather than local business advertisements.

Ms. Kearns expressed that she very much hears the concerns of her colleagues regarding the level of advertising and the exposure to the children in the schools, however I'm thinking about the community organizations using our football fields and having robust discussions about the conditions of the fields and talking about working to get funds to repair those fields and as an organization we need to have a conversation about how to close that gap, she expressed that she hears the concerns of her colleagues and also feels the same way but is torn because she feels like the field condition of the football needs to be addressed so it can continue to be a benefit to our community.

Ms. Lavin expressed that she echoes what Ms. Kearns just said, she expressed that having sat on the Policy Sub-Committee, she expressed that she appreciates everyone's comments and looks forward to working with the Policy Sub-Committee for round two.

Mr. Monteiro suggested allowing only organizations that use our fields to advertise at the school and maybe include language that speaks to that.

Mr. Chisholm expressed that he was just going to suggested something similar, he expressed that when the request first came to the ORR School Committee from the Booster Club, he expressed he thought they just wanted to figure out a way to facilitate that request. He expressed to Mr. Monteiro's point maybe only allow those groups affiliated with our schools and try to bring awareness to their programs and support our athletes and students.

Mr. Devoll expressed that based on the limited amount that the athletic department is funded by the school district that any opportunity to bring in revenue to support our student athletes should be pursued. He expressed that it is not uncommon to go into a gymnasium and see that coca cola sponsored their score board, or to go outside to the baseball field and see a tastefully done a list of community downers that support athletics in that community. He expressed we need revenue streams for athletics because there aren't any through the general budget.

Ms. Tseki thanked Mr. Devoll for his perspective and expressed that it does get a little different when it starts getting inside the school, particularly in the hallways.

C. DJE – Procurement Requirements – The Policy Sub-Committee reviewed this policy on January 13, 2022. This policy is one of twenty-five in Section D – Fiscal Policies that was reviewed and revised by MASc. The policy sub-committee is in the process of reviewing these policies, however this particular policy needed to be reviewed right away to fulfill our audit findings from last year. This policy was also reviewed and endorsed by our Assistant Superintendent of Finance and Operations. The policy is before the Joint School Committee for final approval.

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.

Mr. Barber reviewed the changes with the School Committees.

Motion to approve the DJE Procurement Requirements as presented

District, Mr. Muse

Union, Ms. Fernandes

District, Ms. McSweeney

Union, Ms. Nye

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

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

D. Revised Policies w/ Gender Neutral Terms: The Policy Sub-Committee reviewed these policies on January 13, 2022. At a meeting on November 9th members of the Policy Sub-Committee thought it was important to review our policy manual to include neutral gender terms. Below are the policies that had those such terms and that now have been revised. These policies are before the Joint School Committee for final approval.

- AC - NON-DISCRIMINATION POLICY
- ADDA - C.O.R.I. REQUIREMENTS
- ADDA-E-2 - C.O.R.I. REQUIREMENTS
- BBAA - SCHOOL COMMITTEE MEMBER AUTHORITY
- BBBA/BBBB - SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE
- BBBC - SCHOOL COMMITTEE MEMBER RESIGNATION
- BCA - SCHOOL COMMITTEE MEMBER CODE OF ETHICS
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- GCQF - SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS
- HF - SCHOOL COMMITTEE NEGOTIATING AGENTS
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- IHBAA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS
- IHBF - HOMEBOUND INSTRUCTION
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- JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN
- JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE
- JICFB - BULLYING PREVENTION
- JLCA - PHYSICAL EXAMINATIONS OF STUDENTS
- JLCD - ADMINISTERING MEDICINES TO STUDENTS
- JLCEB-R - PROTOCOL AND GUIDELINES FOR STUDENTS WITH LIFE-THREATENING ALLERGIES

Mr. Nelson reviewed the changes with the School Committees.

Motion to approve the changes to the gender neutral terms as presented

District, Mr. Muse

Union, Ms. Nye

District, Ms. Smith

Union, Ms. Clifford

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

ROLL CALL-Union (Fernandes: no, Daniel: yes, Hartley: yes, Rounseville: yes, Nye: yes, Lavin: yes, Marcolini: yes, Reedy: yes, Clifford: yes)

OPEN COMMENTS: NONE

XI. Executive Session

Motion to go into executive session at 8:46 p.m. for reason number seven and only to come out to adjourn.

District, Mr. Muse

Union, Ms. Rounseville

District, Ms. Smith

Union, Ms. Clifford

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

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

Motion to come out of executive session at 9:13 p.m. only to adjourn

District, Ms. Smith,

Union, Ms. Clifford

District, Mr. Muse

Union, Ms. Nye

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

Motion to adjourn meeting at 9:14 p.m.

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Rounseville

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

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

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

January 20, 2022 – 6:30 p.m.

Zoom link:

<https://oldrochester-org.zoom.us/j/91210402493?pwd=Sk1STFdrQnFjdXo4UVFHSHhzTFBhQT09>

TIME: 6:30 p.m.

MEETING TO ORDER

RECOGNITION

CHAIRPERSON'S REPORTS

SUPERINTENDENT'S REPORT

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: September 23, 2021

2. Executive Session Minutes: September 23, 2021

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. 2022-2023 School Calendar

B. Superintendent's Evaluation Timeline

C. Budget Update

VI. New Business

A. Curriculum

B. Business

C. Personnel

D. Policy Review

VII. School Committee

A. Reorganization (Union #55 Only)

VIII. Future Business

A. Timeline

B. Future Agenda Items

IX. Open Comments

X. Information

XI. Executive Session

ADJOURNMENT

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

TO: Old Rochester Regional District School Committee and Massachusetts School Superintendency Union #55

FROM: Michael S. Nelson, Superintendent of Schools

DATE: January 14, 2022

SUBJECT: Agenda Items

The following items are on the agenda of January 20, 2022

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of September 23, 2021. Please refer to "JSC 01202022 September Minutes".

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of September 23, 2021. These will be brought to the meeting.

V. General

A. 2022-2023 School Calendar

Recommendation

That the School Committees review for approval the 2022-2023 School Calendar. Please refer to "JSC 01202022 School Calendar".

C. Superintendent's Evaluation Timeline

Recommendation

That the school committee review and discuss the Superintendent's Evaluation Timeline. Please refer to "JSC 01202022 Evaluation Timeline".

D. Budget Update

Recommendation

That the school committee hear an update on the FY22 and FY23 Budgets. Please refer to "JSC 01202022 Budget Update".

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies:

A. BEDH – Public Comment Policy – The Policy Sub-Committee reviewed this policy on November 9th and January 13, 2022. The recommendation from MASC reads as follows:

This policy has been updated to clarify the purpose and guidelines relative to public comment at school committee meetings. Revised language notes that public comment is not a discussion, debate or dialogue between individuals and the School Committee but rather an opportunity for individuals to express opinions on issues with the School Committee's scope of responsibility. Revised language emphasizes that all speakers are expected to present their remarks in a respectful manner and the Chair of the meeting, after a warning, reserves the right to terminate speech that is not constitutionally protected. The policy also advises that it is a

good idea for school committee when dealing with constitutional issues to seek further advice from district counsel. The policy is before the Joint School Committee for final approval.

- B. KHB- Advertising in Schools Policy – The Policy Sub-Committee reviewed this policy on November 9th and January 13, 2022.** This policy was recommended for review by the ORR School Committee at their meeting on October 20th. At that meeting there was a presentation by the Booster Athletic Club to offer Corporate Solicitation. At the meeting on November 9th, the Policy Sub Committee reviewed policies from other districts and also had a discussion with Paige Tobin, the schools legal counsel. The recommendation of the policy sub-committee was for administration to put together a 1st draft of the policy to allow advertising in the schools. The administration drafted the 1st draft and it was reviewed at the most recent meeting of the policy sub-committee on January 13th. It is the recommendation of the Policy Sub-Committee that this committee review this for its' first read.

- C. DJE – Procurement Requirements – The Policy Sub-Committee reviewed this policy on January 13, 2022.** This policy is one of twenty-five in Section D – Fiscal Policies that was reviewed and revised by MASC. The policy sub-committee is in the process of reviewing these policies, however this particular policy needed to be reviewed right away to fulfill our audit findings from last year. This policy was also reviewed and endorsed by our Assistant Superintendent of Finance and Operations. The policy is before the Joint School Committee for final approval.

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.

- D. Revised Policies w/ Gender Neutral Terms: The Policy Sub-Committee reviewed these policies on January 13, 2022.** At a meeting on November 9th members of the Policy Sub-Committee thought it was important to review our policy manual to include neutral gender terms. Below are the policies that had those such terms and that now have been revised.

These policies are before the Joint School Committee for final approval.

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- JLCEB-R - PROTOCOL AND GUIDELINES FOR STUDENTS WITH LIFE-THREATENING ALLERGIES

VIII. Future Business

A. Timeline

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

Joint School Committee

April 28, 2022 @ 6:30 p.m.

- ❖ Budget Update (April)
- ❖ Approval of School Committee Dates (April)
- ❖ Professional Development Plan Approval (April)
- ❖ Superintendent's End of Year Evaluation (June 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.

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

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

September 23, 2021 – 6:30 p.m.

MEETING HELD REMOTELY THROUGH ZOOM

Mattapoisett, MA 02739

District Members Present: Heather Burke, Chairperson, Michelle Smith, James Muse, Margaret McSweeney, Frances Kearns, Matthew Monteiro, Joe Pires, Jason Chisholm, Suzanne Tseki.

District Members Absent: None.

Union Members Present: Sharon Hartley, Acting Chairperson, Anne Fernandes, Nichole Daniel, April Rios, Robin Rounseville, Christine Marcolini, Karin Barrows, Tiffini Reedy and Carly Lavin,

Union Members Absent: None.

Other Staff Members Present: Michael S. Nelson, Superintendent of Schools, Diana Russo, Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:37 p.m. by Chairperson Burke of the ORR School Committee and Acting Chairperson Hartley of the Massachusetts School Superintendency Union #55.

CHAIRPERSON'S REPORT:

Acting Chairperson Hartley made the following statement: *"This is our first regular meeting of the school year and I feel like we need to celebrate it, we have opened up schools, our opening day went very smoothly and we're joyful that school has begun and sports are happening and all the important things for our students are taking place."*

Ms. Hartley also noted that the OPEN COMMENTS would be allowed at the end of the agenda at tonight's meeting.

Chairperson Burke gave a very descriptive overview regarding the ORR Regional Agreement and its' recent revision and explained that it is now officially on the fall warrants for each of the Towns. Ms. Burke explained the importance of everyone attending the Fall Town Meetings to support the approval of the revision. The Fall Town Meetings are as follows:

Rochester, October 18, 2021

Marion, October 19, 2021

Mattapoisett, November 8, 2021

SUPERINTENDENT'S REPORT:

Superintendent Nelson made the following statement:

"Thank you Ms. Hartley and Ms. Burke for your reports and thank you for mentioning the Regional Agreement, I also would like to say that the Towns recently supported the agreement at a recent meeting of the Tri-Town Select Board meeting and they unanimously supported adding it to the Town Warrants which I thought was an important message from our three boards, this is a big moment for us and I'm glad that it's finally getting to the citizens of the three towns to make a decision on the Regional Agreement".

"This is our first official school committee meeting since August but our second overall and we are only a few weeks in and so much as already happened. Our students continue to show their

remarkable abilities to be flexible and resilient in all scenarios. The first six weeks of school is vital to establishing a positive school community. Our schools and classrooms have been busy reconnecting with familiar faces and introducing new students to our school community. During the first few weeks of school, our staff members, teachers and administrators aim to 1. create a classroom of warmth, inclusion and safety for our students, 2. to teach classroom routines and behavioral expectations 3. to help students help and care for the classroom and the school environment and lastly to establish expectations for the academic work for the school year. These goals align with our Responsive Classroom approach that we have long been committed to in our schools and our expectation that all students will have a strong sense of belonging and enjoy engaging classroom experiences that are strength based and developmentally appropriate for all students. From my perspective our schools are well on their way to establishing positive classroom communities this year. At the same time, we continue to strategically plan to how best to address the COVID-19 realities in our communities. Our schools continue to implement mitigation strategies and measures that look to prevent COVID-19 transmission and while allowing the focus to remain on teaching and learning for our students. This past week we started reporting our positive cases to the Department of Elementary of Secondary and Elementary Education and our schools will issue the first COVID-19 dashboard tomorrow, the 24th of September. Also this coming Monday, our COVID-19 Testing Program will begin with symptomatic and test and stay options available for students and staff members who provide a consent. This is an important step for us to keep students in the classroom when they are COVID-19 negative and symptom free. The mask mandate issued by the department of education continues to be in place and at this time no new information has been shared with the department regarding when the mandate may be lifted or changed. I know that the want by all is for our school community to be back in a place where schools feel as normal as possible but I want to assure our school community that we have made major steps in that direction already but we will continue to do our part with the COVID-19 safeguards that are currently in place.

In other news the MCAS data from last year was recently released and our schools overall outperformed the state average, which we are proud of. We are currently in the process of analyzing this data, knowing that it really can't be prepared to previous years MCAS results and testing conditions were obviously very unique. In the coming weeks parents and guardians will be provided their students' scores and later on we will report out on the local school committee meetings the major takeaways we took from the data. Later this evening the administration will present to the school our efforts to the Acceleration Roadmap and our schools Vision 2023 Strategic Plan, but before closing the Superintendent's Report I would like to ask Asst. Supt. Pearson Campbell to report on our recent ½ day professional development day opportunities that support the development of our staff members and the implementation of our academic and social emotional program.

Asst. Supt. of Teaching & Learning Dr. Pearson-Campbell reported on the following:

The Office of Teaching and Learning will host a half day of online, virtual professional development on Wednesday, September 22, 2021. The district will continue working on the 3 priority focus areas: Global Citizenship, 21st Century Learning and Social Emotional Learning. The offerings are listed below:

- **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 twenty* minutes is a question and answer session.

[IXL Link](#)

[Educators Informational](#)

- **Secondary Offering:**

The secondary Atlas offering is the first of a series of 5 sessions offered by Atlas. These sessions will examine our teaching and learning through curriculum mapping. You will learn new strategies on connecting the standards from grade level to grade level. You will also have time to review curriculum maps to support diverse learners.

[Atlas Zoom Link](#)

- **For Early Childhood Educators:**

The Early Childhood team will review Google classroom and parent communication applications as it applies for Priority One of the Acceleration Roadmap. The Early Childhood team will review the developmental rubric of the Preschool Assessment, review common assessments and progress monitoring tools.

- **Nurses: Examining Protocols & Updates on COVID-19 Test and Stay**

The school nurses will review DESE updates as it applies to protocols for close contacts and review the training materials for CIC Health Test and Stay Program.

School Committee Feedback:

Ms. McSweeney expressed that she appreciates that the administration is trying to interweave these three concepts together, she expressed that as someone who was in the classroom for ten years, she thinks that the more that things work fluidly together and make sense the easier it is to implement and really stick to it and make it actually matter to the professionals and make it something that everyone is on board with, she expressed that she appreciates that they are working on the professional development and making these three principles work together.

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: July 6, 2021

Motion to approve the July 6, 2021 minutes as amended

District, Ms. Kearns

Union, Ms. Rios

District, Mr. Monteiro

Union, Ms. Lavin

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

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

***Mr. Muse was not present during the approval of the minutes due to technical difficulties.**

NOTE: Mr. Nelson reported that there was a public comment made by a citizen at the August 26th meeting, her name was Nina Datshkovsky Ennis and she reached out to the Superintendent's Office and reported that she had a microphone malfunction and therefore could not make her full comment, she provided her full comment and that comment has now been included in the minutes. He expressed he wanted to make sure that Ms. Datshkovsky Ennis knew that and also that the committee was aware that comment was added in the minutes.

Motion to approve the August 26, 2021 minutes as amended

District, Ms. Tseki

Union, Ms. Fernandes

District, Ms. Kearns

Union, Ms. Rounseville

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

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

***Mr. Muse was not present during the approval of the minutes due to technical difficulties.**

V. General

B. Acceleration Roadmap

Superintendent Nelson made the following statement:

During the first round of school committee meetings this year – our team has referenced the Acceleration Roadmap as a blueprint for our schools to utilize as we continue to navigate and hopefully move pass the pandemic in the future. The Acceleration Roadmap outlines best practices as related to teaching and learning and this year we are as committed as ever to ensuring learning is memorable in our schools. Tonight we ask the school committee to hear a presentation that provides an overview of the Acceleration Roadmap.

Superintendent Nelson, Asst. Superintendent Pearson-Campbell and Director Davidson presented a powerpoint presentation, please refer to **Attachment A “Acceleration Roadmap, Pathway to an Equitable Recovery”**.

School Committee Feedback:

Ms. Lavin inquired about the data responses and how that relates to the total population of our students, what percentage response rate did we have? Mr. Nelson reported that we had 1400 responses and we have about 2400 students. Mr. Nelson reported that last year when we had a survey about selecting different learning models we had to track down about 500 additional responses, so for a survey that doesn't really have an impact on a selection mode the administration felt pretty good about the number of responses they receive, especially knowing it was a two-week span, and also knowing it was a balanced response from all the different grade levels. Ms. Lavin agreed, she inquired if the plan of attack was to equally across all three initiatives at once and moving all forward or are there a few right off the bat that administration sees that need immediate responses. Mr. Nelson reported that the big one is although 92% of student felt safe, who are those other 8% of students are not feeling safe and what can we do to make them feel safe. He expressed that's one of the most basic needs that students need to feel ready to learn in our classrooms, therefore he believes it should be a system-wide concern. He reported that from there, when you think about grade level instruction, he wasn't surprised there was a varied response towards the end of the survey, he expressed that he believes it was because of it was a very unique year last year, between hybrid, remote and full day learning, he expresses that it ties to the reason why DESE is pushing a best practice on high level and grade level instruction. He expressed that when you start looking through the blueprint and using all the points of data to make sure that students move forward with their peers and their grade level, that's the other big take away. He expressed that from there it's really about building based goals and looking what's working and making goals that make sense for their clientele.

Ms. Burke inquired about the 8% of students who are not feeling safe, she expressed that this survey was anonymous, therefore will you look in certain age groups, building, is that how you will look at the data? Mr. Nelson reported that yes and also looking at other data points to see if maybe we can see who those students maybe and also looking at programs that we have in place and areas where we may not have programs in place so we can help those students and then reaching directly out to those students, he expressed that as he mentioned in his opening remarks, the first six weeks of

school is the most critical time to build school community and a lot of this work should be done right now, especially considering that we are back five days a week full in-person, we have a golden opportunity to reestablish some of those normalcies that we are used to.

Mr. Pires expressed that he's all about customer feedback and looking at the numbers it's commendable, he expressed that to be in the positive percentile in almost all of the categories is really something to be proud of. He expressed that he realizes the Superintendent want to reach 100% and it's great, however we should look at the school as it exists today and be proud, and moving forward having that feedback allows us to focus on areas of concern and maybe pull back on other areas, he expressed that he thought "that was wonderful". Mr. Nelson thanked Mr. Pires for his comments and expressed that he when he first reviewed the data he also had the same impression, he remembers saying "this looks good", he expressed that this ties back to the work we've done year in and year out in these schools and the foundation we had in place pre pandemic held out pretty nicely and it's put us in a great opportunity again to examine what best practices are, look at the data and what are some areas that we can continue to strengthen some of the great work that's been in place here. Mr. Pires had quick follow up, he inquired about making this information public, he believes it would be a great resource to parents. Ms. Burke agreed that yes, maybe have an executive summary formulated so that parents can see how the survey results came out, she agreed that some kind of high level summary should be given out. Mr. Nelson reported that this would be posted on the website and he reported that he would also consider the idea of putting together an executive summary.

Ms. Kearns thanked the administration for summarizing this information she expressed that it was very telling, she expressed that she noticed that some of the work that was being done last year seems to be carried over to the work being done this year in the acceleration roadmap over three years, and the other thing she reported she liked was that the data was fresh and it aligned with the steps that you had put in place before even having all the full data sets, she expressed that was "a great thing". She encouraged the administration to continue to work with our community partners and affinity groups so we can get some feedback from them so we can close that gap for some of the areas that we were concerned about. She thanked the administration again for this presentation. Mr. Nelson thanked Ms. Kearns for her comments and feedback.

Ms. Lavin expressed that there might be a small minority of parents out there wondering how the district is referring to student who are at grade level or slightly ahead and how the acceleration roadmap would impact them, and how would they fit into that. Mr. Nelson reported that's he thought it was so important to spend so much tonight to talk about the definition of the acceleration roadmap, he commented that some believe this is just a gifted and talented program moving forward or "this or that", however when you think about learning acceleration and that basic definition of high level, grade level instruction with scaffolds, those parents who feel that their students are ready to be pushed a little more, that's part it, it's not just focus on the students were the data is concerning, but it's looking at all students in the classroom and providing grade level instruction and meet their particular needs. Mr. Nelson reported that in October once students have settled into their first six weeks of school they will circle back and do a similar survey for students which will also help us identify how the students are feeling, so we will have the family perspective and also the student perspective to help shape our building and districtwide goals early on in the year.

Ms. McSweeney expressed that she appreciates everyone's questions and Mr. Nelson's responses, however she did want to mention that although we had 1400 responses it's important to remember the non-responsive households, and most often the none those households need our support the most, therefore she just wants to keep those in mind. She expressive the results are very positive and should be celebrated but they are also from our responsive families and those who are capable and

able and feel that they are able to respond. Ms. McSweeney just wanted to keep those families in mind as well as we continue this discussion. Mr. Nelson expressed that it's definitely something that administration talks about and actually the Roadmap addresses and points out, he expressed that in addition to the sense of belong teams they stress the importance of looking at attendance from last year and from the first two weeks of school, because often times those who don't respond to surveys are also the kiddos who don't have the strongest attendance. Mr. Nelson expressed that as we look at the Strategic Planning update later this evening you will see a greater focus on Family Engagement Opportunities especially with some of the families that might not have the strongest partnerships with schools. Mr. Nelson expressed that Ms. McSweeney's message is heard and it's actually one of administrations biggest thought on how they improve their data.

Ms. Reedy expressed her gratitude to the administration for survey and the results and she is wondering after the students are surveyed how will administration address the concerns of the students who are feeling unsafe. Mr. Nelson expressed that it depends on what the data shows, he expressed that's the most basic answer, he expressed that from there they will look at the particular building and particular age group and address the concerns. He expressed that if it was around sense of belonging they would lean on their clinical staff to see what's the most sensible approach to try to connect with those students and also loop the family in as well to make sure we can make some of those supports in place. Mr. Nelson expressed that more precisely he would lean on both the clinical and the administrative team for support with those students and families.

Ms. Rounseville inquired about how students would be surveyed, would it be in the classroom, she was interested in knowing how the district would survey the students to guarantee the best result from the student and the highest percentage in responses. Mr. Nelson reported that each of our principals have their way of creating time during the school day to administer these surveys to make sure that our results are as strong as they can be, Mr. Nelson reported that with previous results, student surveys usually have a much higher response rate and he believes it's because administration and staff take the time to work with them.

A. Strategic Plan Update

Superintendent Nelson made the following statement:

In your backup information you have the presentation and the full strategic plan for your reference.

This past summer – our leadership team spent time to review the accomplishments of year three (while considering the impact of the pandemic) and time to plan for year four after such an unprecedented school year in 2020-2021. As a result, tonight we would like to present this work to the committee as we continue to shift our lens to teaching and learning.

Superintendent Nelson presented a powerpoint presentation, please refer to **Attachment B "Vision 2023 Overview – Year 4"**. Mr. Coellner presented the 21st Century Learning Goal, Mr. West & Mr. Davidson presented the Social & Emotional Learning Goal and Mr. Devoll, Ms. Harvey and Mr. Tavares presented the Global Citizenship Goal.

Mr. Nelson thanked his administrative team for their passion and their commitment and for all the hard work they did this past summer on behalf of our schools and our students. He expressed that in closing he hopes "it's evident that we are aligning the Strategic Plan with not only best practices but also with the Acceleration Roadmap that you were briefed on earlier this evening, as the school year continues we will continue to update the school committees on our efforts and more importantly our progress. This fall hopefully the school committees will approve 2-year school improvement plans that will carry us to the end of Vision 2023, and those plans will also connect with the Strategic Plan – Vision 2023 and the Roadmap as we try to ensure that our school system is working in unison and efficiently."

School Committee Feedback:

Ms. Kearns thanked the Administrative Team for that presentation and she expressed it was great to have as a follow up to the Roadmap presentation, she expressed it really gives a full picture of what the plan is moving forward. She expressed that one of the questions she had is around mental health resources, and she would like it added to the agenda at the next school committee meeting. She expressed that last year there was a lot of conversation around mental health, especially the detrimental impact it had on children while they were not in school. She expressed some families experienced loss due to COVID, she expressed that her own family expressed a loss and she thinks it's a good idea for parents to know what resources are available to children and families. Mr. Nelson expressed that could easily be accomplished he expressed that this past summer the district worked Dr. Alex Hirschberg, from James Levine Mental Health Institute and he and his team conducted an evaluation of our clinical services last year in terms of a part I and then during our administrative retreat he provided a very detailed report that not only highlighted our strengths but also our areas for growth as well. Mr. Nelson reported that the district continues to partner with Dr. Hirschberg and he will be leading our clinical "job a like" group and our internal clinical team and help guide and ensure the supports we have are the appropriate ones and also what other areas we need improvement. Mr. Davidson also added that Dr. Hirschberg has been a great asset to the district he added that the clinical team met with him this week and that he will be here in district another eight times this year. Mr. Davidson reported that he will be meeting with our clinical staff, administrative team and our students.

Ms. Lavin thanked the administration for the presentation she expressed it was very well done. Ms. Lavin's question was regarding the last goal, Global Citizenship and it's tie to empathy, she expressed she's happy to see the tie to the community groups, her question is around the scope of the community involvement, and are we involved with enough components, she's wondering if we have any blind spots that we need to address differently. Mr. Nelson expressed that "I'm sure we do, as we know the work around cultural proficiency is never done, and you're never going to get to a place where you can't continue to address different blind spots, that's great feedback Ms. Lavin and we will make sure we bring it back to our committee".

Ms. Reedy expressed that goal two had a bullet about health and safety specifically related to COVID protocols and she wondered if we would continue to receive the Weekly Dashboard that would identify the number of staff that have received the vaccine and also she has received this question from a number of families in Mattapoisett, she's wondering if there is any thought about mandating vaccines within the school community. Mr. Nelson expressed that as he reported in his Supt's Report the 1st Dashboard will be released tomorrow, Mr. Nelson expressed this will be sent out on a weekly basis. As for the vaccination mandate, Mr. Nelson expressed that he would wait for guidance from Commissioner Riley.

Mr. Monteiro expressed that his son, during his years in the Jr. High School was able to take trips to Germany and Poland and was able experience an in depth understanding of the Holocaust, he expressed he understands that trips like those are probably not being planned right now, but he's wondering if anything as robust and immersive being done at the schools in place of such trips to tie to the Global Citizen goal. Mr. Nelson expressed that last year the school committee and administrative team took a different approach and did not approve any international travel, however this year they are trying to approve different initiatives to try to create as many WHOLE student opportunities as much as possible, therefore he's not ruling anything out. Mr. Devoll also reported that we currently have four foreign exchange students attending ORR High School, which was not available last year.

Ms. Rios thanked the administrative team for the presentation. She also agreed with Ms. Kearns regarding the Social Emotional piece, she expressed that the social emotional piece was a huge piece before COVID and now with all that everyone's been through it's definitely an important piece to think about. She also wanted to commend the district for taking all the community feedback, the student feedback, the staff feedback and really concentrating on making change and adjusting things to make them better for our students and families.

C. Substitute Compensation Schedule Update

Superintendent Nelson made the following statement:

Please be aware that all members have a proposed substitute compensation schedule and backup information available for their review.

Last school year – the Joint School Committee approved one year rates to ensure competitive rates to maintain and/or attract substitutes. Those rates have since expired and we were hoping to not need to increase our rates at this time. However, our substitute availability has been challenging. Last year we had 64 substitutes that offered coverage – presently we have 31 individuals available to us. Consequently, tonight – we are seeking school committee approval to adjust our substitute rates for the 2021-2022 school year and in relation to any minimum wage rate increase that occurs.

Mr. Barber gave an overview of the Substitute Rates. Mr. Barber made the following recommendations. Mr. Barber explained that these would be effective tomorrow if approved this evening.

LONG TERM RATES	19-20 SY Rates	20-21 SY Rates	Proposed 21-22 SY Rates
Instr. Assistant			
First 20 Days	\$70 daily	\$90 Daily	Minimum Wage*
Remaining Days in Contract	Step 1	Step 1	Step 1
Non-Certified Teacher			
First 20 Days	\$80 Daily	\$120 Daily	\$120 Daily
Remaining Days in Contract	Bachelors/Step 1	Bachelors/Step 1	Bachelors/Step 1
Certified Teacher			
First 20 Days	\$85 Daily	\$165 Daily	\$150 Daily
Remaining Days in Contract	Bachelors/Step 1	Bachelors/Step 1	Bachelors/Step 1
Cafeteria, Clerical & Custodial			
First 20 Days	\$11.00 Hourly	\$12.25 Hourly	Minimum Wage*
Remaining Days in Contract	\$12.00 Hourly	\$12.25 Hourly	Step 1

*Currently the Massachusetts minimum wage is \$13.50 and it will go up to \$14.25 January 1, 2022.

Staff working 7 hours a day would have a daily pay of \$94.50.

School Committee Feedback:

Ms. Burke asked if Mr. Barber was looking to get this approved for this academic year or permanently. Mr. Barber explained that it's two phases, phase one would be to approve these changes for this year but then recognizing that those positions relating to the Massachusetts minimum hourly wage would be a permanent recommendation, therefore we wouldn't have to do this on a yearly basis for those employees/substitutes. Ms. Burke recommended two different votes.

Ms. McSweeney expressed that the importance of having effective substitutes is "just huge" and having competitive rates is important, therefore she agrees with keeping our rates at the increased rate.

Ms. Kearns expressed that she also supports to make sure that our rates for substitute teachers are competitive, she inquired about last year, "when we raised that rate last year, did we see a significant number of applicants based on the increase?". Mr. Nelson expressed that when he says significant it's all relative but when the district got 5 to 10 new substitutes it was significant, especially in last year's environment. He also expressed that essentially when a market analysis was done last year and then again this year we looked at our local communities and their rates. Mr. Nelson expressed that last year's action had a substantial impact on not only keeping our current substitutes but also acquiring new ones to keep teaching and learning moving forward.

Ms. Burke expressed that is in agreement with what everyone has said so far around the rates, she expressed that she finds that price increases for high commodity items whether it's labor or some kind of product tend to be sticky, therefore given that this is the second year that prices are high it sort of becomes the expectation that this is what would be the cost for this particular service and also the world has been very unpredictable and we can't really predict where we will be in next year. Therefore, she believes it would be useful if this is presented again next year or when we are going through the budgeting process to look at the overall cost of the substitutes has become and make sure that this type of structure is the best going forward, not in terms of the pricing but of how we handle substitutes as a whole. She expressed she's not sure if there are other options out there, but she also knows that these are obviously much higher costs than we've had in past years, therefore just making sure that we meet the needs of our students but also do it in a cost effective way. Mr. Nelson expressed that administration having those same conversations last year and then again this year, and he also agreed that these are conversations we should be having in our Budget Sub Committees.

Ms. Hartley expressed that she agrees with Ms. Burke and Mr. Nelson and she believes is crucial to have these conversations at our own local School Committee meetings as well as talk about this during our budget planning. She did express that she believes there might be other options worthy of being discussed.

Ms. Rios expressed that she agrees with Ms. McSweeney and in the importance of getting qualified applicants who want to be there is only going to help the children that need to be helped. Mr. Nelson expressed the best substitutes are those who are looking to enter the field and looking for experience, he expressed that's what they want as well, people who are invested in the community and folks who are invested in being in the field in general.

Ms. Reedy expressed that her daughter is currently in 2nd grade at Center School and is being taught by a Long Term Substitute and it's been really wonderful, therefore she echoes Ms. McSweeney's sentiments around our Long Term Substitutes as well as all our employees are well compensated, however her worry is that if we do increase the pay, will this affect some of our paraprofessionals, she would hate to have a student lose their 1:1 due to budget restraints. She expressed because she's new she's still not quite sure how the budget process works and how these things are looked at and figured out. Mr. Nelson reported that last year they budgeted strategically where our ESSR funds for

these types of scenarios could into play to address some of the unknown impacts of COVID-19. Mr. Nelson also explained that he feels comfortable making these changes without impact to teaching and learning.

Motion to authorize district staff to align the salary schedule for instructional assistants, secretarial staff, cafeteria staff, and custodial staff according to the Massachusetts minimum hourly wage

Motion to approve the substitute rate increase for the 2021-2022 school year as presented

District, Mr. Muse

Union, Ms. Rios

District, Ms. Kearns

Union, Ms. Lavin

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

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

***Ms. Tseki had left the meeting at this time.**

Motion to approve the substitute rate increase for the 2021-2022 school year as presented

District, Mr. Muse

Union, Ms. Daniel

District, Mr. Chisholm

Union, Ms. Marcolini

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

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

***Ms. Tseki had left the meeting at this time.**

D. School Committee Format Discussion

Mr. Nelson expressed that this agenda item has been kept on the agenda from meeting to meeting and he would encourage the committee to have a discussion, he did remind the committees that currently in Massachusetts there is a provision in place that allows public bodies to hold meetings, in hybrid or via zoom. He expressed that from his standpoint the biggest challenge for this particular committee is the number of committee members and administrator involved, he explained that there are 18 school committee members and an additional 14 administrators, which has been one of the many factors why this body has continued to meet via zoom since the pandemic has started.

Chairperson Burke expressed that at the last ORR School Committee meeting last week the committee decided to continue to have their meetings via zoom/virtually for the ongoing future and until conditions change. Chairperson Burke expressed that the next meeting of this committee is scheduled for January 20th, 2022

Acting Chairperson Hartley explained that this committee meets another three times during this school year.

Ms. Rounseville expressed that it makes sense for this group to continue to meet virtually as Mr. Nelson mentioned the number of members makes it logistically difficult to meet in person.

Ms. Smith agreed and expressed that she knows more people with COVID this time around than last time therefore she believes this is the safest way to meet.

Ms. Fernandes agreed and explained that the goals of the committee are getting accomplished meeting in this format.

Chairperson Burke expressed that based on the recommendation from the district side and also the conversation tonight she's going to recommend that our next meeting be held virtually and that we continue with the virtual meetings for this academic year with the understanding that this can be revisited at the next meeting. She suggested that if a member wants the format to change to please bring it to the agenda, otherwise the meeting will be held virtually. Committee members all had consensus. Ms. Rounseville suggested that we should explain on the website why this body chooses to meet virtually, she explained it might help the community understand why this committee is different than the Rochester Committee for example. Mr. Nelson expressed he would try to articulate that.

Mr. Monteiro expressed that even when this committee is able to meet in person a zoom option should always be available for the public and for easier access to the school committee and their meetings.

Ms. Lavin also suggested that we survey constituents for times, if we want to totally inclusive we want to make we include everyone and sometimes you have parents who work 2nd shift we can't be here at 6:30, she suggested possibly having one meeting a year during the regular day. Ms. Burke expressed that it would be harder to get a quorum and she also explained that all meetings are recorded and televised and that the agenda is posted and if anyone would like to submit comments ahead of time that is also permissible.

Mr. Pires expressed that "safety first, but we should get back to in-person when the time is right" and he agrees that the committees should have a zoom option for our constituents to be able to log on, he expressed we are in the "high tech era".

VII. School Committee

A. Reorganization (Union #55 Only)

Superintendent Nelson asked for nominations for chairperson for the Massachusetts Superintendency Union #55 School Committee for the 2021-2022 school year. Ms. Fernandes Nominated Ms. Hartley and Ms. Rounseville Seconded the motion. Ms. Hartley accepted the nomination. Mr. Nelson asked if there were any other nominations, there were none.

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

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

Ms. Hartley asked for nominations for Vice- Chairperson for the 2021-2022 school year.

Ms. Daniel Nominated Ms. Rios, Ms. Marcolini Seconded the motion, Ms. Rios accepted. Ms. Hartley asked if there were any other nominations, there were none.

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

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

OPEN COMMENTS: Chairperson Burke reviewed the open comment policy. No public comments were made.

XI. Executive Session

Motion to go into executive session at 9:11 p.m. for reason number seven and only to come out to adjourn.

District, Mr. Muse,

Union, Ms. Daniel,

District, Ms. Smith

Union, Ms. Rios

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

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

***Ms. Tseki had left the meeting at this time.**

Motion to come out of executive session at 9:17 only to adjourn

District, Ms. Smith,

Union, Ms. Clifford

District, Mr. Muse

Union, Ms. Rios

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

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

***Ms. Tseki had left the meeting at this time.**

Motion to adjourn meeting at 9:18 p.m.

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Rounseville

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

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

***Ms. Tseki had left the meeting at this time.**

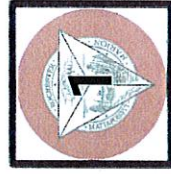
Attachment A

Acceleration Roadmap

Pathway to an Equitable Recovery

Old Rochester Regional School District
MA Superintendency Union # 55

Contents



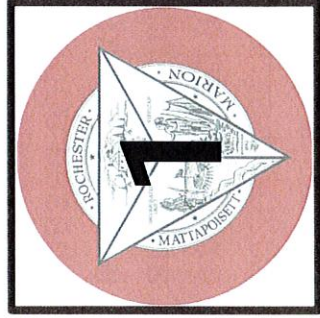
Acceleration Roadmap Overview



Parent & Guardian: Back to School
2021-2022 Survey Results



Questions



Acceleration Roadmap Overview

Acceleration Roadmap:

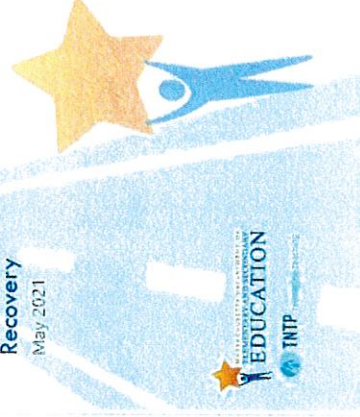
The Acceleration Roadmap is a tool for teachers and leaders in Massachusetts to support acceleration of student learning in the 2021–22 school year. While all students were impacted during the 2020–21 school year, the pandemic exacerbated many existing inequities and opportunity gaps. This roadmap is designed to provide a focused and phased approach to supporting students as they return to school in the new academic year.

CLASSROOM EDUCATOR EDITION

Acceleration

Roadmap:

Pathway to an Equitable
Recovery
May 2021



SCHOOL LEADER EDITION

Acceleration

Roadmap:

Pathway to an Equitable
Recovery
May 2021



Utilizing the Roadmap:

How to Utilize the Roadmap:

Consider Your Context

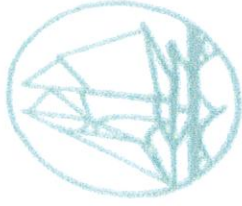
Given the different places schools and educators are in and the need to set the conditions for sustainable change, schools are encouraged to identify what you already have in place, and focus on one additional step at a time.

Plan Strategically

The goal of the roadmap is to help educators and administrators identify high-priority goals and action steps that will best serve students in their unique context and to deepen educators' and administrators' commitment to action steps that they have already implemented.

Implementation Support

Schools are encouraged to utilize DESE supports, professional development opportunities and ESSER funds for implementation needs.



Roadmap Priorities

The roadmap is organized around three overarching priorities, which are grounded in research and were developed through extensive stakeholder feedback



1. Foster a sense of belonging and partnership among students and families

This past year has shown us how powerful it is when we leverage entire communities to ensure that every child has the support they need. As school systems plan for the next school year, it's essential to engage students, families, and a wide range of community organizations as full partners. Students' sense of belonging is a critical — and often undervalued — condition for academic success. Students who feel a sense of belonging "feel socially connected, supported, and respected". They trust their teachers and their peers, and they "feel a sense of fit at school." In order to engage with students and their families as authentic partners, we must approach engagement with a focus on equity. This means a) establishing meaningful engagement activities and systems that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to Education and b) acknowledging and navigating cultural differences through communication, humility, and sensitivity.

2. Continuously monitor students' understanding, and

To accelerate students' progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. Accelerated learning requires that students consistently receive grade-level materials and tasks, along with targeted scaffolds that make the work accessible. In order to do this, educators need to have a strategic approach to collecting and using diagnostic data this year, so that they're identifying the highest priority prerequisite knowledge and skills "just in time" throughout the school year. As the Achievement Network states in 3 Principles for Assessments During Instructional Recovery and Beyond, "Data should never serve as a gatekeeper to grade-level content" but should instead inform educators of how to support students in accessing the content.

3. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.

Students need consistent access to grade-appropriate assignments that will help them master grade-level standards. This is especially important for students who are performing below grade level, who research has shown are the least likely to receive grade-appropriate assignments. In addition to providing grade-appropriate assignments, it's important that teachers use strong instructional practices, including addressing the unique needs of English learners and providing individualized, modified content and appropriate accommodations for students with disabilities.

Acceleration Roadmap:

Background

As we plan to support the diversity of student needs this fall, with a focus on educational equity, a body of research supports the strategy of learning acceleration.

Definitions -

Learning Acceleration: All students receive consistent access to grade-level work with targeted scaffolds to make it accessible.

Traditional Remediation: Students mainly receive work better suited for earlier grades, based on the misconception that they must master all past concepts before accessing grade-level work.

Learning Acceleration:

The learning acceleration approach, asserts that every student is capable of accessing grade-appropriate work with the right supports, and that regular access to grade-appropriate work is critical to their academic development.

Accelerating learning does not mean rushing through curriculum or teaching only certain portions of academic standards.

In addition to providing grade-appropriate work, it requires collecting ongoing data on what students know and are able to do, incorporating the scaffolding strategies students need in the context of a school-wide multi-tiered system of support, and simultaneously developing a culture of belonging and inclusivity.

Learning Acceleration v. Traditional Remediation:

	Learning Acceleration	Traditional Remediation
Self-Efficacy	<ul style="list-style-type: none"> • Self-confidence and engagement increase. • Academic progress is evident. 	<ul style="list-style-type: none"> • Students perceive they are in the “slow class” and self-confidence and engagement decrease. • Backward movement leads to a sense of futility and lack of progress.
Basic Skills	<ul style="list-style-type: none"> • Skills are hand-picked just in time for new concepts. • Students apply skills immediately. 	<ul style="list-style-type: none"> • Instruction attempts to reteach every missing skill. • Skills are taught in isolation and not applied to current learning.
Connection to Core Class	<ul style="list-style-type: none"> • Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> • Instruction is typically isolated from core class.
Pacing and Direction	<ul style="list-style-type: none"> • Active, fast-paced, hands-on • Forward movement; goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> • Passive, with focus on worksheets or basic software programs. • Backward movement; goal is for students to “catch up” to peers.

Acceleration Roadmap Phased Approach:

The first year of utilizing the roadmap is broken into four phases:

Phase 1 - Diagnostic and Planning

(i.e. examine all available student data, goal setting, PD needs)

Phase 2 - Launch

(i.e. review first month's data, communicate educator goals)

Phase 3 - Progress Monitoring




(i.e. communicate school-wide goals, continue school data analysis cycle)

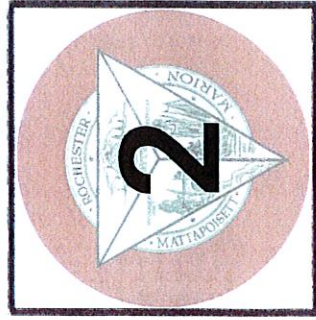
Phase 4 - Reflection and Planning for 2022-2023 School Year

(i.e. identify priority action steps for the summer and next year)

***Each phase and each priority in the roadmap provides key questions, steps for success, and aligned resources to guide implementation.

Key Action Steps for the 2021-2022 School Year:

Priorities	Phase 1	Phase 2	Phase 3	Phase 4
Sense of Belonging 	<ul style="list-style-type: none"> Examine available data regarding student attendance and belonging. Set a specific goal, with an eye towards racial equity, for 2021-2022. 	<ul style="list-style-type: none"> Make sure your first month of school has daily supports to promote attendance and foster belonging. 	<ul style="list-style-type: none"> Communicate school-wide goals set in phase 2 related to student well-being and grade appropriate instruction. Use professional learning time to support teachers in undergoing cycles of data analysis for each unit. Run cycles of data analysis for your school wide goals. 	<ul style="list-style-type: none"> Take stock of the year and identify priority action steps for the summer and next year.
Monitor Understanding 	<ul style="list-style-type: none"> Analyze diagnostic data to plan to include students in grade-level content. Create an assessment calendar. Plan ongoing cycles for examination of student work. 	<ul style="list-style-type: none"> Support teachers to run your first cycles of data informed instruction. 		
Strong Instruction 	<ul style="list-style-type: none"> Determine your next steps with curriculum adoption and culturally responsive practice. Make a PD calendar. Align Tier 2 and 3 systems with Tier 1 instruction. 	<ul style="list-style-type: none"> Communicate to educators a bite-sized instructional goal. Run an observation cycle related to the goal. 		



Parent & Guardian: Back to School 2021-2022 Survey Results

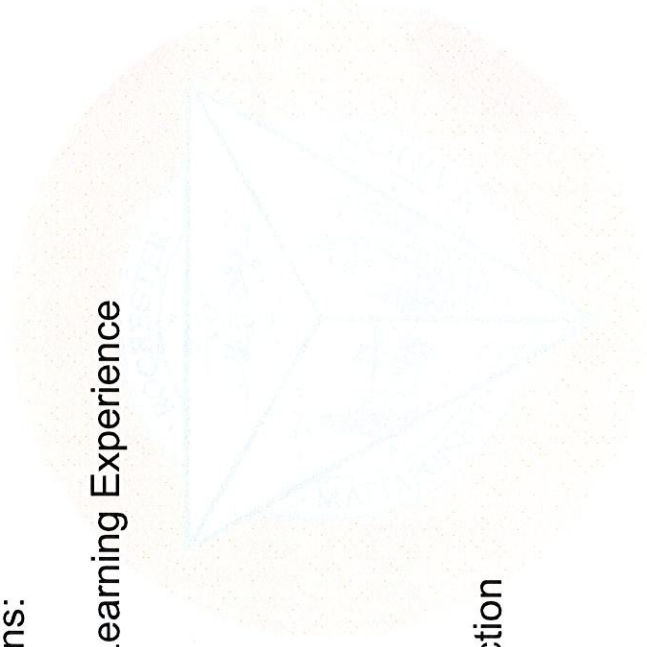
Phase 1 - Steps for Success Example:

Administer a student and family experience survey to gauge students' and families' feelings of belonging.

Survey Sections:

Parent/Guardian Survey Sections:

- Hybrid-Out and Remote Learning Experience
- Belonging
- Inclusion
- Monitoring
- Grade Appropriate Instruction





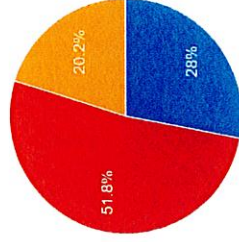
Hybrid-Out and Remote Learning Experience

Which best matches your belief about your child's experience in the 2020-2021 school year?

(Select one)

1,391 responses

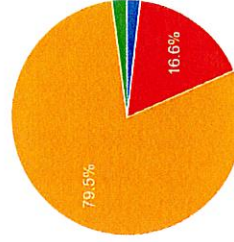
- My child learned a lot last year.
- My child learned some last year.
- My child learned a little last year.

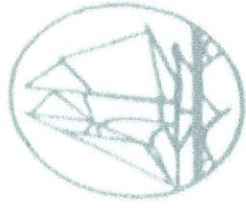


Which best matches your belief about your child's learning?

1,401 responses

- My child learns better at home than at school.
- My child learns equally well at home or at school.
- My child learns better at school than at home.
- My child has not experienced remote learning.



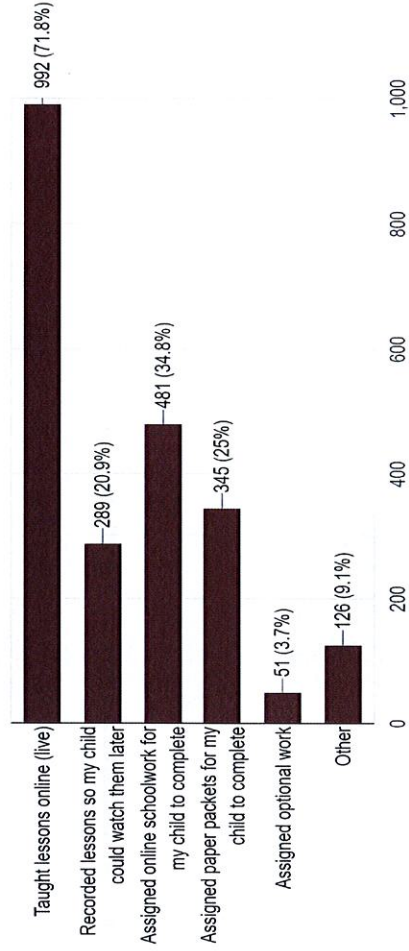


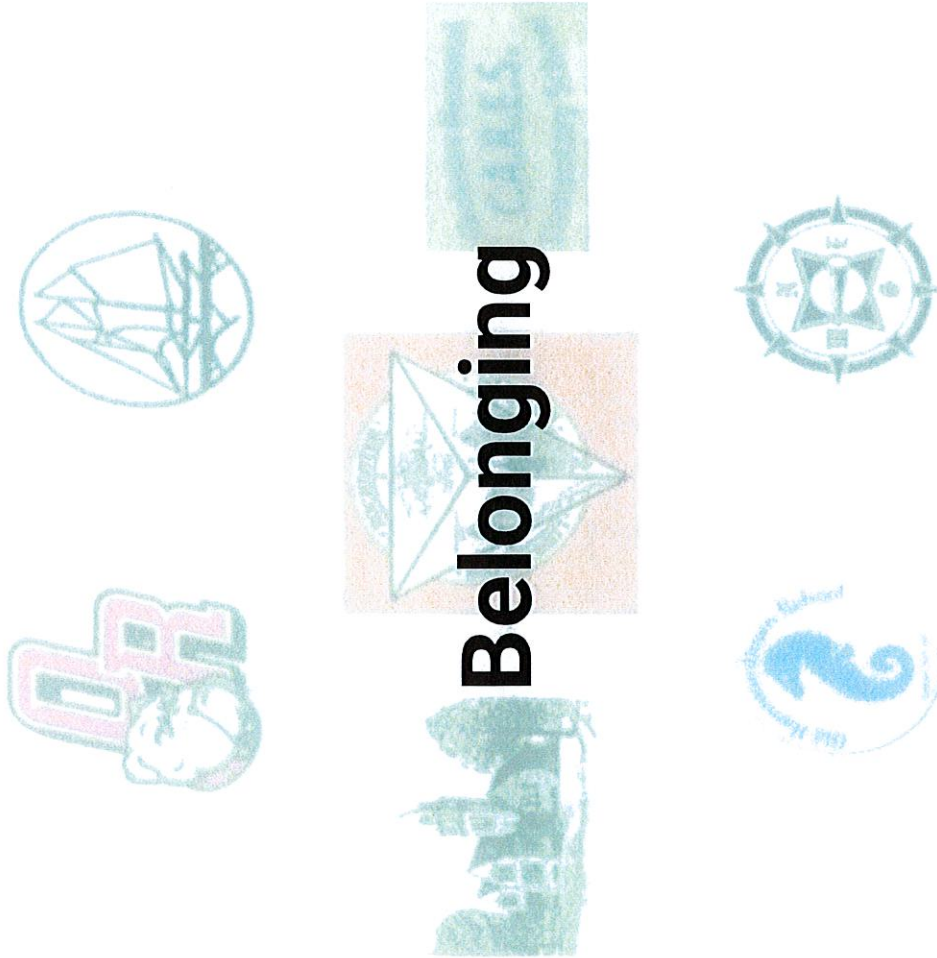
Hybrid-Out and Remote Learning Experience



During hybrid-out and remote learning, my child learned best when their teacher(s): (Select the top two)

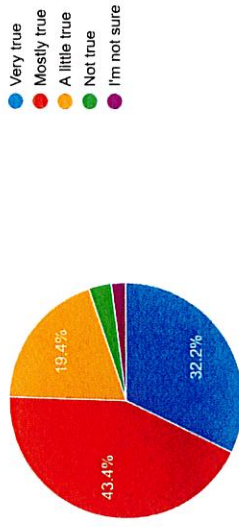
1,382 responses



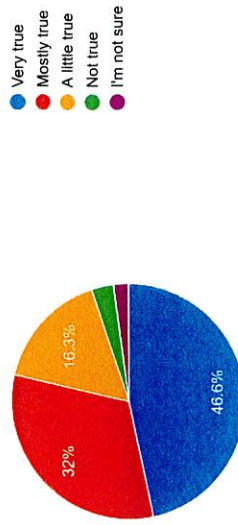


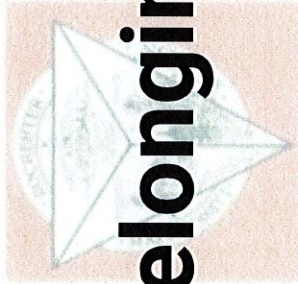
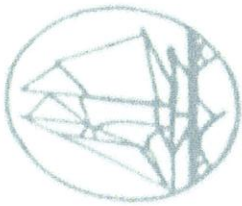
Belonging

My child is comfortable talking to their teacher(s).
1,402 responses



My child has trusted classmates and friends from school.
1,398 responses



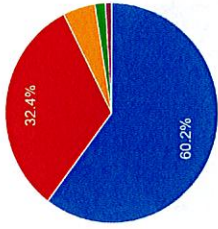


Belonging



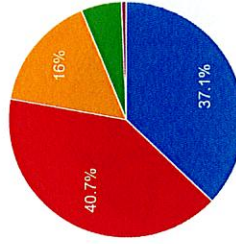
My child feels safe at school.
1,402 responses

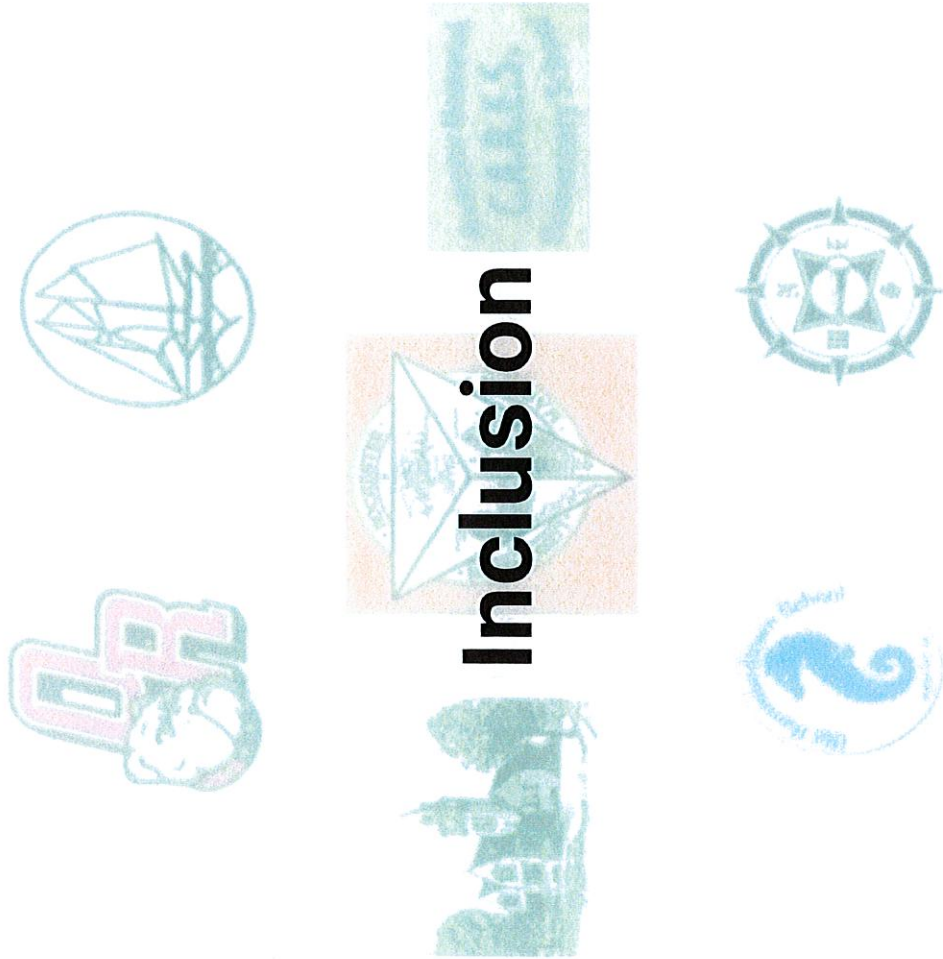
- Very true
- Mostly true
- A little true
- Not true
- I'm not sure



My child is excited to go to class.
1,400 responses

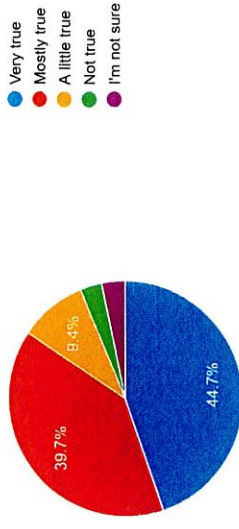
- Very true
- Mostly true
- A little true
- Not true
- I'm not sure



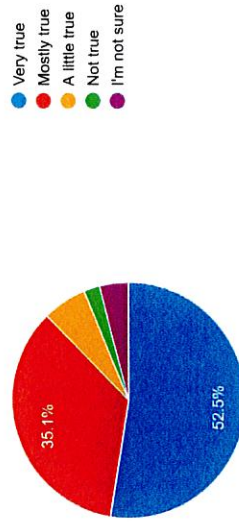


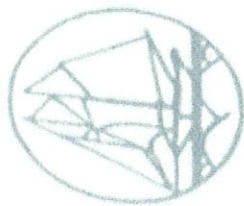
Inclusion

The school has my child's best interests at heart.
1,399 responses



My child's teacher(s) have their best interests at heart.
1,400 responses

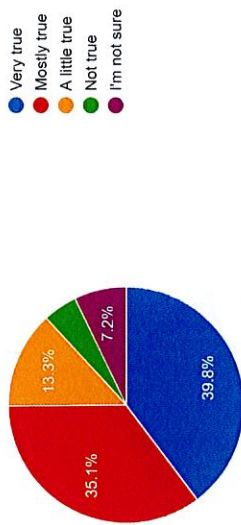




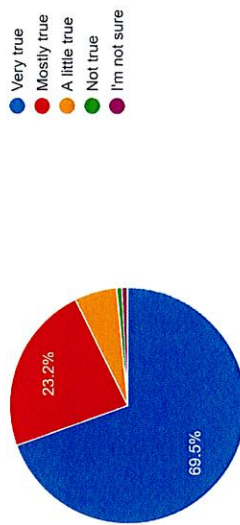
Inclusion



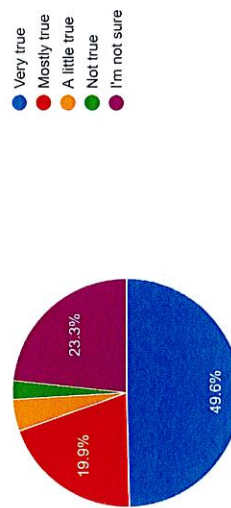
My child's school thinks of me as a partner in educating my children.
1,398 responses

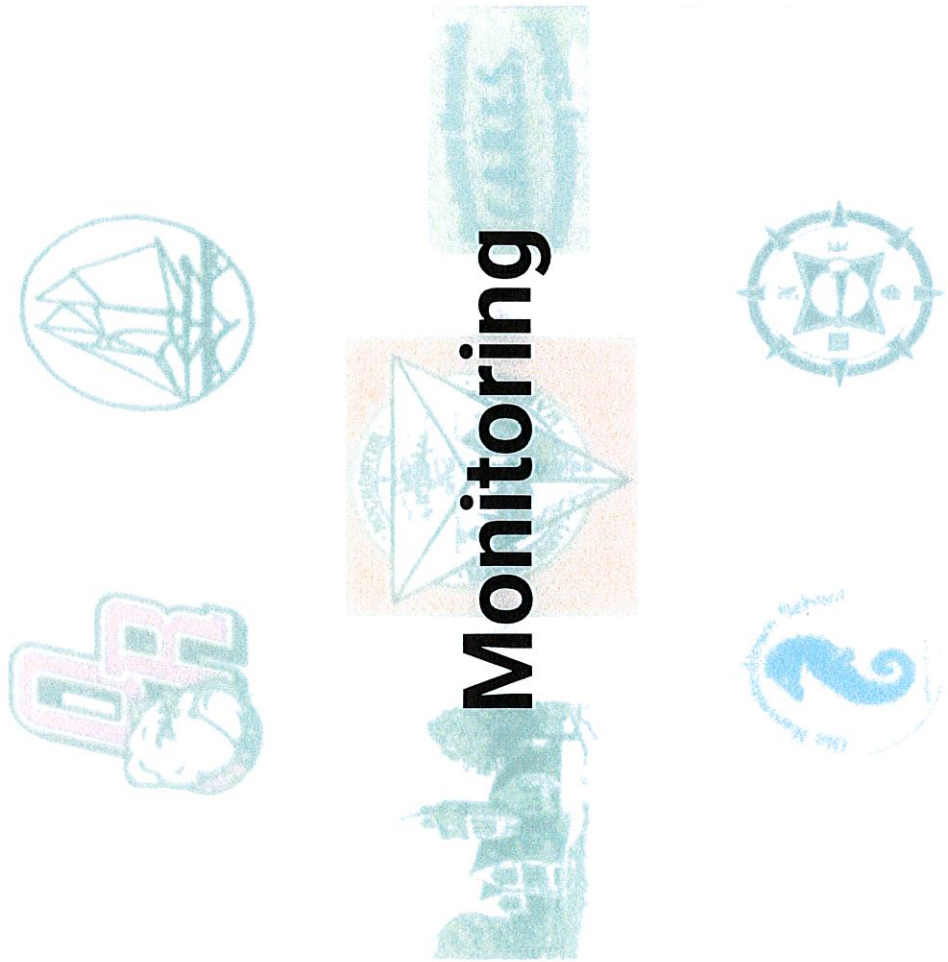


I feel comfortable reaching out to my child's teacher(s) if I have questions or concerns.
1,399 responses



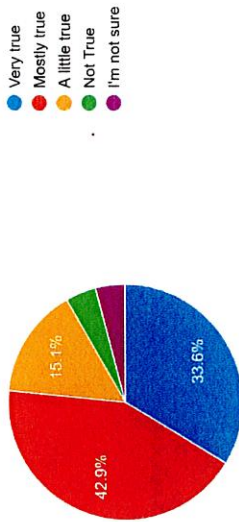
Adults at my child's school treat people fairly from different races, ethnicities, or cultures.
1,398 responses



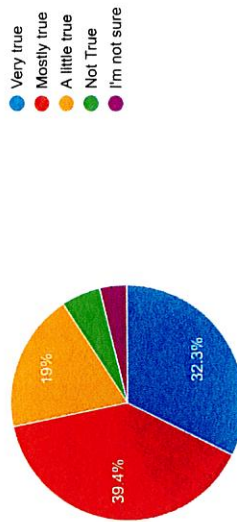


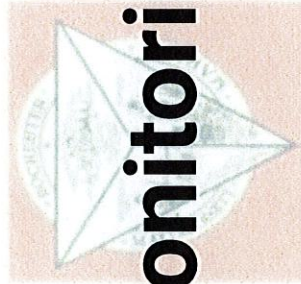
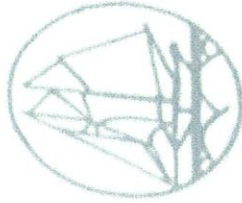
Monitoring

I know whether my child is performing above, at, or below grade-level.
1,403 responses



I can use the information the school provides me to help my child improve academically.
1,397 responses

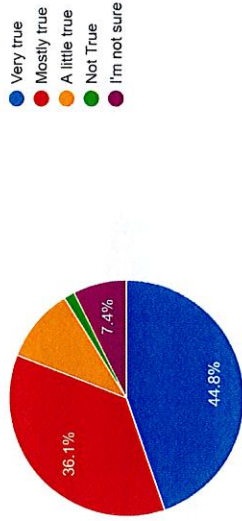




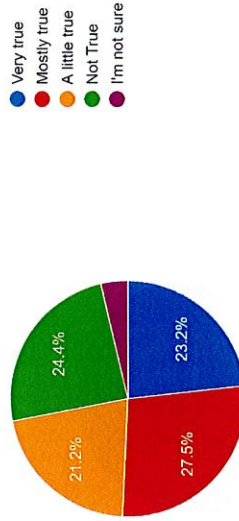
Monitoring

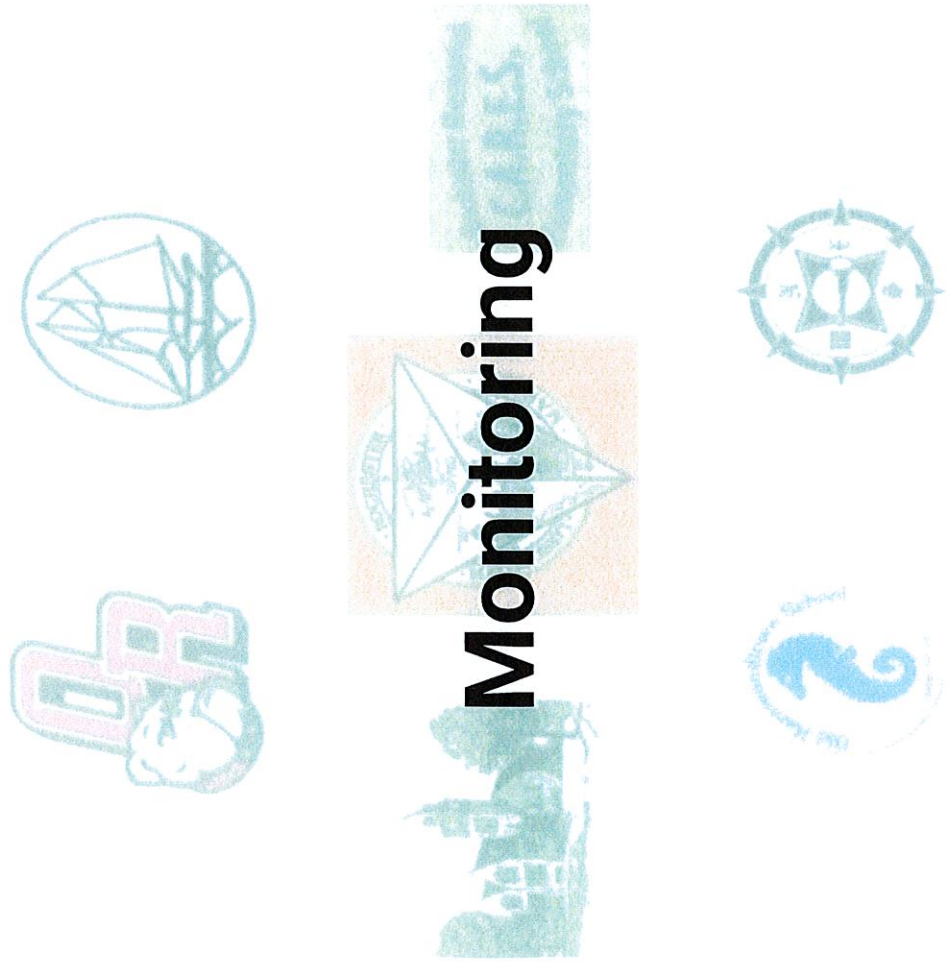


My child has access to support from their teacher when they need help completing their schoolwork.
1,400 responses



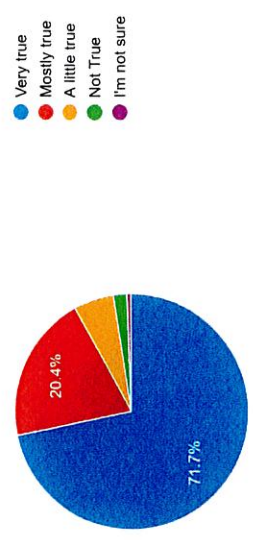
My child's teacher(s) have regularly checked in with me to discuss my child's education.
1,396 responses



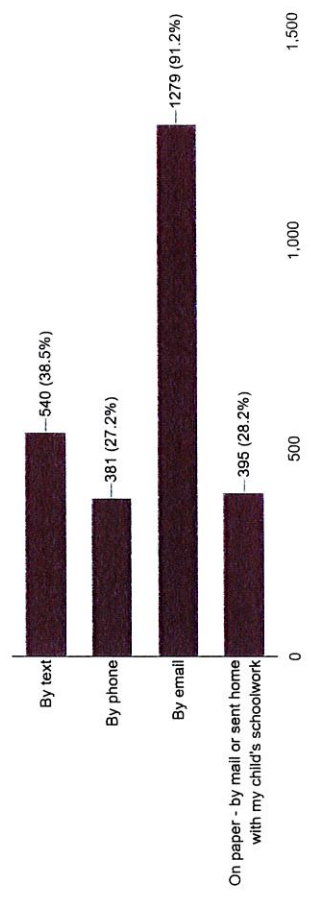


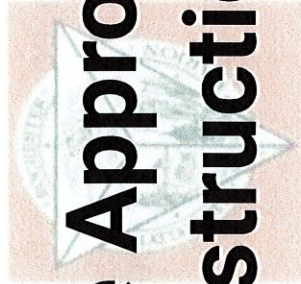
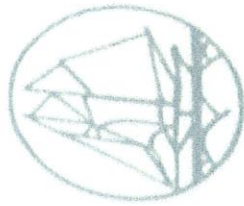
Monitoring

I know how to contact my child's teacher(s) if I have questions or concerns.
1,397 responses



How do you prefer to receive information about your child's schooling (e.g., changes to learning formats or safety precautions)? (Select all that apply)
1,402 responses

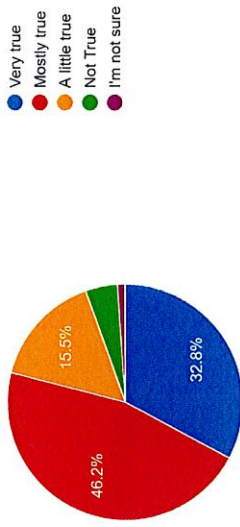




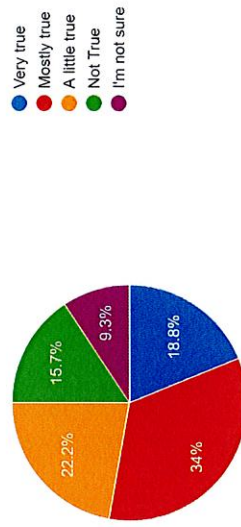
Grade Appropriate Instruction



I know what is expected of my child to be successful in their grade.
1,401 responses



My child's experiences last year will ensure they are on track for the expectations of their grade level this school year.
1,396 responses

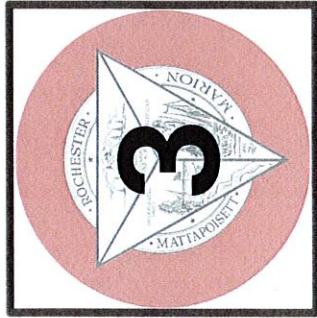


Survey Results Next Steps:

District(s) Next Steps:

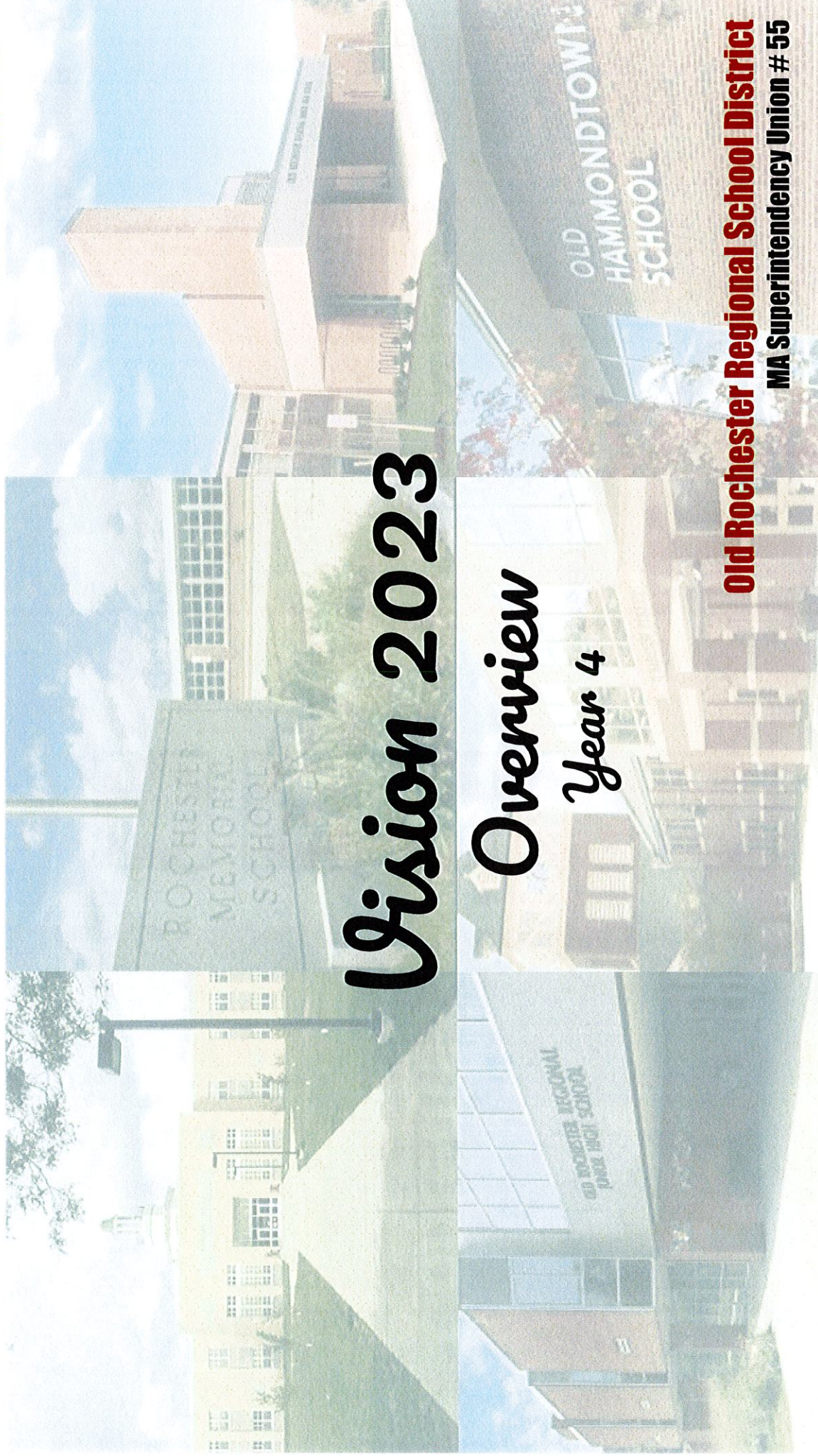
- Analyzing the results
- Draw conclusions
- Setting District-wide goals
- Setting Building-based goals

** In alignment with roadmap priorities - foster a sense of belonging and partnership, continuously monitor student achievement, and ensure strong grade-appropriate instruction.*



The roadmap is organized in a manner that allows us to chart our own course, starting at the beginning, identifying steps we have in place, and then identifying priority additional steps - to address the three learning acceleration priorities.

Questions?



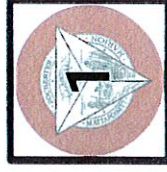
Vision 2023

Overview

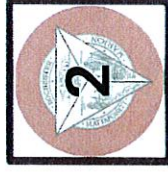
Year 4

Old Rochester Regional School District
MA Superintendency Union # 55

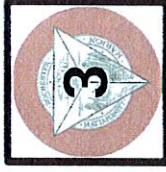
Contents



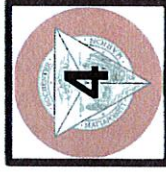
2023 Vision Overview



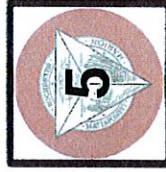
21st Century Learning



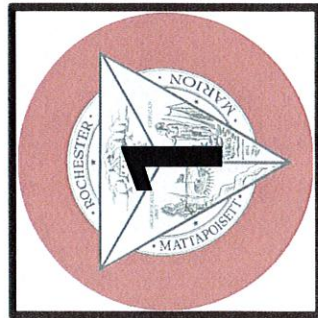
Social and Emotional Learning



Global Citizenship



Questions



2023 Vision Overview

Vision 2023:

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

If We.....

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

AND

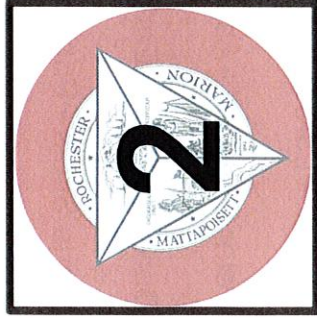
develop and consistently utilize evidence-based approaches and strategies that foster the social and emotional well being of students to promote their success,

And

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

Then We Will...

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



21st Century Learning

21st Century Learning Team Members:

Chairperson:

Silas Coellner - Principal - ORRJHS

Team Members:

Jannell Pearson-Campbell - Assistant Superintendent of Curriculum and Instruction

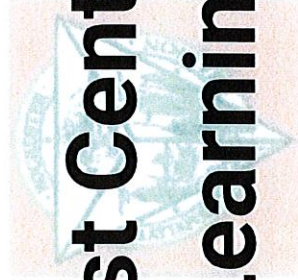
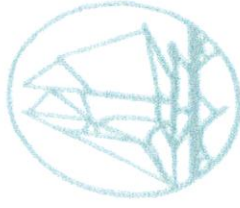
Peter Crisafulli - Assistant Principal - Sippican Elementary School

Doreen Lopes - Early Childhood Coordinator

Marla Sirois - Principal - Sippican Elementary School

21st Century Learning Year 3 Review:

Strategic Initiatives	Strategic Outcomes	3rd 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.	Atlas Rubicon continues to be updated so it articulates the approved curricula at each grade level and content area. Exemplar units are being developed and shared in the areas of 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.	Teacher leaders at each grade level and content area begin to identify exemplars of student PBL's that showcase 21st Century skills. Teachers continue to expand their opportunities to witness and incorporate PBL experiences that showcase students' 21st Century skills. We have increased the number of teachers who provide PBL opportunities for students.
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).	Grade level and content level teams continue to design, develop, and implement 4Cs lessons. COVID-19 prevented administrative learning walks from occurring. We will revisit in years four and five.
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.	Teachers were able to showcase students abilities to integrate media literacy, informational literacy and communication literacy into their learning experiences through observations, staff meetings, and student products. Documented lessons show alignment with technology literacy.



21st Century Learning

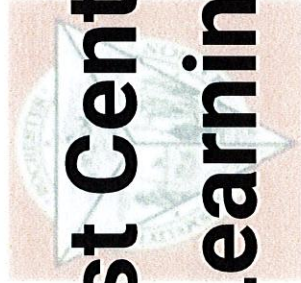
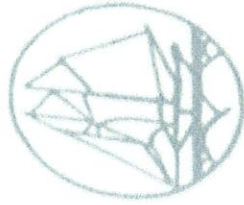


Strategic Initiative:

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

Year 4 Goal:

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



21st Century Learning

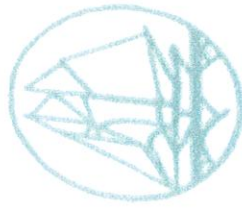
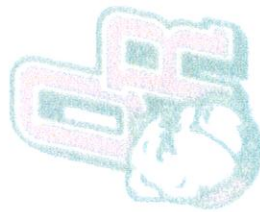


Strategic Initiative:

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.



21st Century Learning

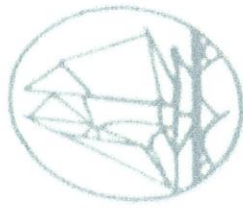


Year 4 Goal:

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.

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).



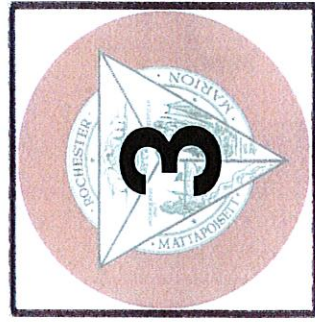
21st Century Learning

Year 4 Goal:

COVID 19 presented is 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.

Strategic Initiative:

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



Social Emotional Learning

Social Emotional Learning Team Members:

Chairperson:

Charles West - Assistant Principal - Rochester Memorial School

Team Members:

Rose Bowman - Principal - Mattapoisett Elementary Schools

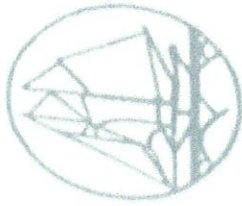
Kelly Chouinard - Assistant Principal - ORRJHS

Craig Davidson - Director of Student Services

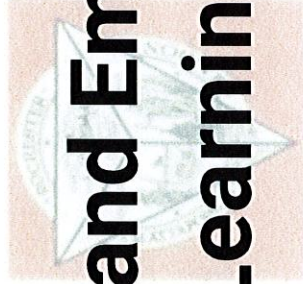
Michael S. Nelson - Superintendent of Schools

Social Emotional Learning Year 3 Review:

Strategic Initiatives	Strategic Outcomes	3rd 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.	District teaching staff continued to focus on student engagement and relationship building during Year 3. These efforts were especially critical with the implementation of the hybrid learning model. Responsive classroom practices continued to be at the forefront of teaching and learning. Building administrators identified staff who were in need of initial Responsive Classroom training and scheduled the four day training for the 2021-2022 school year. ORRHS assessed the implementation and efficacy of their SEL Program through a program review by James Levine and Associates. ORRHS assessed their RC advisory model through James Levine and Associates and established next steps for their advisory model moving into Year 4. Building-based SEL teams continued to provide services to all students, including those at higher risk of disengagement due to COVID-19.
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.	Specific codes of conduct and behavioral expectations relative to remote and hybrid learning were developed and implemented. Ongoing analysis of discipline data occurred in an effort to establish baseline information that will be used to measure the efficacy of school discipline practices, i.e. # of incidents, suspensions, absences, SEL referrals, and formal/informal student success plans. Ongoing review of the CASEL model and competency areas occurred via staff meetings.
Partnerships - Enhance family and community engagement opportunities, communication, and practices.	Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.	Multiple formal and informal opportunities for family engagement were employed at the start of the year as the district rolled out the Back to School plan. Families became true collaborative partners in the process of providing our students with the best possible education during a challenging year. Continual use of survey data in gathering information from students and parents. Each school employed at least three virtual family engagement practices (i.e open house, community talks, Principal Town Halls, etc.) and continued to make improvements where needed.
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.	In addition to ongoing improvements to the safety and security infrastructure of each building, the district developed and implemented multiple action steps to ensure the health and safety of all individuals in response to COVID-19. Mitigation strategies, health guidance, medical precautions and safety accommodations were put in place across the district.



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.



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.



Social and Emotional Learning



Strategic Initiative:

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

Year 4 Goal:

Develop and 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.



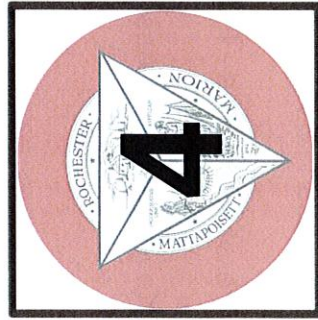
Social and Emotional Learning

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 need to be incorporated in this goal.



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 - Mattapoissett Elementary Schools

Global Citizenship Year 3 Review:

Strategic Initiatives	Strategic Outcomes	3rd 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.	Teachers analyzed, self-reflected and evaluated their project based experience while making modifications. Teachers were encouraged to present to their colleagues in order to share successes, failures, best practice, etc. Building administration encouraged teachers to continue to embed global themes in project based learning in a minimum of two content areas.
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.	Teachers assessed application(s) implementation in order to determine level of effectiveness. The Leadership Council ensured that professional development opportunities/trainings were ongoing to support staff competency in world cultures.
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.	At the elementary level, teachers continued to develop curriculum units and focused on needed resources for proper unit implementation. At the secondary level, teachers implemented the articulated curriculum by planning, revising and organizing the social studies and civics curriculum created in year 2.
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 staff participated in a cultural proficiency training. ie- Eugene Hamilton- Creating an Equitable School District For All Students, Dr. Kalise Wornum- Cultural Proficiency/Equity, and Mirko Chardin- Beyond Access with SEL

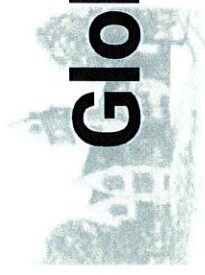
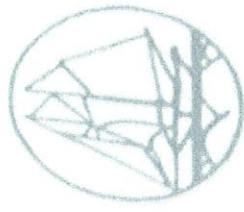


Strategic Initiative:

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.



Global Citizenship

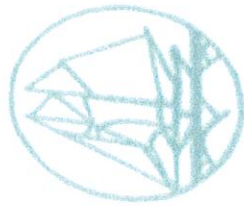


Strategic Initiative:

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.



Global Citizenship

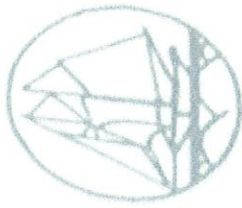


Strategic Initiative:

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.



Global Citizenship

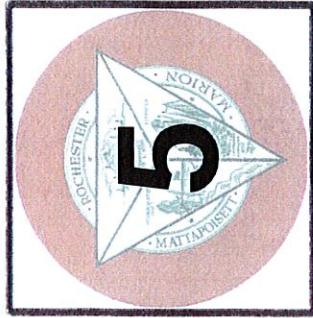


Strategic Initiative:

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.



Questions?

APPENDIX

Strategic Initiatives:

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

DRAFT SCHOOL CALENDAR 2022-2023

July 2022					August 2022					September 2022				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5				1	2
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9
11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
18	19	20	21	22	22	23	24	25	26	19	20	21X	22	23
25	26	27	28	29	TM29	30@	31			26	27	28	29	30
					NT- New Teacher Orientation									
					TM-Teachers Meeting					No School				
					@ OPENING DAY - ALL SCHOOLS					X - Prof. Dev. Early Release ALL SCHOOLS				
					2 days					20 days 22 days accrued				
October 2022					November 2022					December 2022				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	[10]	11	5	6	7	8	9
17	18	19	20P	21P	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22E	23
31					28	29	30			26	27	28	29	30
P- Early Dismissal Parent Conf. MATT, ROCH. AND MARION K-6					[]-Professional Development Full Day					Vacation				
					Vacation					E- Early Dismissal for Students & Teachers				
20 days 42 days accrued					17 days 59 days accrued					16 days 75 days accrued				
January 2023					February 2023					March 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3			1	2	3
9	10	11	12	13	6	7	8X	9	10	6	7	8X	9	10
16	[17]	18	19	20	13	14	15	16	17	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24	20	21	22	23P	24P
30	31				27	28				27	28	29	30	31
[]-Professional Development Full Day					Vacation					P- Early Dism. Parent Conf./MATT.(K-6)				
					X - Prof. Dev. All Schools Early Release					X - Prof. Dev. All Schools Early Release				
19 days 94 days accrued					15 days 109 days accrued					23 days 132 days accrued				
April 2023					May 2023					June 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5	6	7X	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16*
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
					29	30	31			26**	27	28	29	30
Vacation										* 180th Day				
No School										** 185th Day				
										X - Prof. Dev. All Schools Early Release				
14 days 146 days accrued					22 days 168 days accrued					12 days 180 days accrued				
Holidays - No School for Students and Teachers										Early Dismissal Times (CODES X D P)				
7/4 - Independence Day					Start & End Times:					ORR Jr. High & Sr. High School 11:30 a.m.				
9/5 - Labor Day					ORR Jr. High School					Center & Old Hammondtown Schools 12:20 p.m.				
10/10- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School 12:20 p.m.				
11/11 - Veterans Day					ORR High School :					Rochester Memorial School 12:30 p.m.				
11/24 - Thanksgiving Day					7:30 to 2:03 p.m.					Telephone Numbers				
12/26- Christmas day					Center School & OHS :					Superintendent's Office 508-758-2772				
1/2- New Year's Day					8:30 a.m. to 2:45 p.m.					Old Rochester Regional High School 508-758-3745				
1/16 - Martin Luther King, Jr. Day					Sippican School:					Old Rochester Regional Junior High School 508-758-4928				
2/20 - Presidents' Day					8:40 a.m. to 2:57 p.m.					Sippican School 508-748-0100				
4/17- Patriots' Day					Rochester Memorial School:					Center School 508-758-2521				
5/29 - Memorial Day					8:40 a.m. to 3:00 p.m.					Old Hammondtown 508-758-6241				
6/19 - Juneteenth										Rochester Memorial School 508-763-2049				
										www.olderochester.org				

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION NO. #55
Marion, Mattapoisett, and Rochester, Massachusetts**

**SUPERINTENDENT'S END OF YEAR EVALUATION
TIMELINE 2020-2022**

Date	Description
November 19, 2020- Public Meeting	Superintendent Evaluation process for FY21 & FY22 is shared with full committee for review and approval
June 17, 2021 – Public Meeting	Superintendent will do a mid-cycle review
September 2021 – Public Meeting	Review Superintendent's Goals Timeline
April of 2022 Beginning of the Month	Committee members are provided superintendent evaluation materials and explanation of process that each member will need to follow
End of the Month	Evidence/supporting materials are provided to Committee members by Superintendent.
By May 19, 2022	All committee members submit evaluations to sub committee
By May 26, 2022	Superintendent, Sub-Committee/Chairs – Review materials and prepares final evaluation
June 2, 2022	Sub-Committee/Chairs review final evaluation with Superintendent.
June 9, 2022 - Public Meeting	Superintendent's Evaluation

BEDH - PUBLIC ~~PARTICIPATION COMMENT~~ AT SCHOOL COMMITTEE MEETINGS-~~ORR~~

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

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear ~~the wishes and ideas of the public~~public comment.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

~~In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the~~To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals ~~or group representatives will~~ sign in for an opportunity to speak during public comment~~be invited to address the Committee. The Chairperson shall determine the length of the public participation segment.~~The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed three (3) minutes to present their material and must begin their comments by stating their name and city/town.~~-~~ The presiding Chairperson may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion must be limited to those items listed on the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of the School Committee authority.~~meeting agenda for that evening.~~
4. ~~Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chairperson may terminate that individual's privilege of address.~~The chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. ~~All remarks will be addressed through the Chairperson of the meeting.~~Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting.

Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the School Committee.

6. ~~Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.~~Sign up instructions will be provided for those who wish to participate in Public Comment.

7. ~~Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.~~

File: BEDH

LEGAL REFS:

M.G.L. 30A: 18-25

CROSS REFS: BE SCHOOL COMMITTEE MEETINGS, BEC EXECUTIVE SESSIONS, BEDA NOTIFICATION OF SCHOOL COMMITTEE MEETINGS, BEDB AGENDA FORMAT.

~~BEDH-E--GUIDELINES FOR PUBLIC COMMENT~~

~~A School Committee Meeting is a meeting of a government body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.~~

~~Massachusetts General Laws Chapter 30A Section 20(f) governs public participation at open meetings covering all public bodies.~~

~~*Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]*~~

~~(f) No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If, after clear warning from the chair, a person continues to disrupt the proceedings, the chair may order the person to withdraw from the meeting and if the person does not withdraw, the chair may authorize a constable or other officer to remove the person from the meeting.~~

~~The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.~~

~~Any citizen who wishes to make a presentation to the School Committee on an item which is of interest to him/her and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such request should be in writing and should be received by the Superintendent of Schools at least one week prior to the date of the meeting. Such request should contain background statements which would explain the scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up they will also determine when to place an item on the agenda and all parameters to be required of the presenter.~~

~~Here are the general rules for the Committee's public comment period:~~

- ~~1. Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.~~
- ~~2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.~~
- ~~3. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule~~

~~out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.~~

~~4. —Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.~~

File: KHB - ADVERTISING IN THE SCHOOLS

~~No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without permission of the School Committee. Publications of the school system will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially sponsored, free teaching aids if the content is approved by the administration.~~

~~Solicitation of sales or use of the name of the school system to promote any product will not be permitted by the Committee.~~

~~CROSS REF.: JP, Student Gifts and Solicitations~~

~~KHA, Public Solicitations in the Schools~~

~~The School Committee recognizes that advertising represents an alternate source of revenue that the schools, school district, and sanctioned school-support organizations might wish to access. The School Committee requires that any advertising revenue or compensation benefit the school district and be carried out in a responsible manner.~~

~~School property is a non-public forum. The intent of advertising is to raise funds, not to promote public discourse or a point of view.~~

~~Approval of advertisements does not constitute endorsement by the School Committee or the Old Rochester Regional School District/Massachusetts Superintendency Union #55 of an advertiser's products, programs, or services.~~

~~Advertisements will be restricted to common areas accessible to the public.~~

~~The Superintendent, in conjunction with the School Committee, will set advertising rates and approve advertising proposals for school and school district advertising. Advertising revenue will be deposited into a gift account separate from other accounts. The School Committee will designate how the funds may be expended.~~

~~The School Committee will allow advertising in school buildings and on school property under the following two conditions:~~

- ~~1. The Superintendent or their designee will approve all advertising content, display and distribution.~~
- ~~2. An advertiser and their advertisements are in compliance with the district's mission, policies, and non-discrimination practices as well as state and federal laws.~~

~~Legal References:
M.G.L. 272:92A~~

~~Cross References:
AC – Non-Discrimination Policy~~

~~CROSS REF.: JP, Student Gifts and Solicitations~~

~~KHA, Public Solicitations in the Schools~~

KHB-R - ADVERTISING IN SCHOOLS PROCEDURES

The School Committee has a policy KHB which allows advertising in schools and on school properties on a limited basis. Such advertising must meet the criteria outlined below.

- a. Advertising is permitted in connection with courses of study which have specific lessons related to advertising. It will be up to each school to decide whether the lessons related to advertising are appropriate.
- b. Advertising is permitted in such supplementary classroom and library materials as newspapers, magazines, television, the Internet, and similar media where they are used in a class such as current events, or where they serve as an appropriate research tool.
- c. Paid advertising is permitted in yearbooks, school newspapers, theatrical productions, and event programs as long as such advertising meets the criteria listed below.
- d. Paid advertising is permitted on athletic fields, scoreboards, tennis courts, auditoriums and gyms as long as such advertising meets the criteria listed below.

Advertising must meet the following criteria:

1. **Consistency with District and School Academic Standards and Goals.** All corporate support or activity shall be consistent with State, District, and school academic standards and goals. Commercial involvement must also be structured to meet identified educational needs, not commercial motives.
2. **Advertising shall not be used as part of the curriculum.** Advertising shall not be included as part of the curriculum, in classrooms or other specific academic settings, unless it is a specific lesson about advertising or in supplemental curricular materials such as magazines, newspapers or the internet.
3. **Consistency with District Policies and Age-Appropriateness.** All corporate support or activity must be consistent with District policies, prohibiting discrimination on the basis of race, color, national origin, gender, age, religion, sexual orientation, veteran status, limited English proficient, handicap, or homeless, and must be age-appropriate for the students involved.
4. **Certain Corporate Support or Activity Prohibited.** No corporate support or activity will be permitted in the District or in the schools that:
 - a. Promotes the use of illicit drugs, alcohol, tobacco, or firearms.
 - b. Promotes hostility, violence or disorder
 - c. Attacks or demeans any ethnic, racial, or religious group.
 - d. Is libelous.
 - e. Promotes any specific religion.
 - f. Promotes or opposes any particular political view, candidate or ballot question.
 - g. Inhibits the functioning of any school.
5. **Advertising Materials and Placement.** To ensure uniformity, the Superintendent or their designee, will be responsible for producing and placing all advertising material.

The Superintendent will report at least once a year to the School Committee on all advertising in the schools.

File: DJE - PROCUREMENT REQUIREMENTS

~~All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding \$50,000 will be based upon competitive bidding. All purchases valued between \$10,000 and \$50,000 shall require the procurement officer to attempt to secure three quotes for all materials, equipment, or services. All purchases valued at less than \$10,000 shall require the use of sound business practices to secure the best quality at the best price.~~

~~An effort will be made to procure multiple bids for all purchases in excess of \$50,000. When recommending acceptance of a bid, the Superintendent will inform the School Committee, whenever possible, of the competitive price of a reasonable substitute for the item specified.~~

All purchases of materials and equipment and all contracts for construction or maintenance will conform to the requirements of the General Law.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on distribution lists to receive invitations to bid. When specifications are prepared, they will be distributed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Superintendent and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves for the District the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school district. The Committee reserves for the District the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of the bids.

Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school district.

SOURCE: MASC ~~February 2017~~ 2021

LEGAL REF.: M.G.L. ~~7:22A; 7:22B~~; **30B**

CROSS REF.: **DJA**, Purchasing Authority

NOTE: The cross reference is to a closely related policy in this manual.

NOTE: Town or city charters may contain related provisions. If so, appropriate citations should be added to the legal references.

~~In addition, all provisions of M.G.L. 30B shall be adhered to. Limits referenced in the law may be changed to create a more restrictive process but may not be changed to reduce the requirements.~~

AC - NON-DISCRIMINATION POLICY

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, gender, sexual orientation, age, gender identity, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that ~~he or she~~they may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the superintendent of schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights
John W. McCormack Post Office and Courthouse
Room 222
Post Office Square
Boston, MA 02109

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

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

M.G.L. [76:5](#); Amended 2011

M.G.L.[76:16](#)

BESE regulations 603CMR [26.00](#) Amended 2012

BESE regulations 603CMR [28.00](#)

CROSS REFS.: [ACA](#)- [ACE](#), Subcategories for Nondiscrimination

[GBA](#), Equal Employment Opportunity

[JB](#), Equal Educational Opportunities

File: ADDA - C.O.R.I. REQUIREMENTS

It shall be the policy of the Old Rochester Regional District School and the School Committees of the Massachusetts Superintendency Union #55 (Marion, Mattapoisett, Rochester) to obtain all available Criminal Offender Record Information (C.O.R.I.) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the criminal history systems board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, "½ Direct and unmonitored contact with children means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, ~~he/she~~they may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

C.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. may be shared with the individual to whom it pertains, upon ~~his or her~~their request, and in the event of an inaccurate report the individual should contact the criminal history systems board.

Access to C.O.R.I material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on C.O.R.I. checks will be made consistent with this policy and any applicable law or regulations.

If a criminal record is received from the Criminal History Systems Board (CHSB), the Superintendent will closely compare the record provided by CHSB with the information on the C.O.R.I. request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C.O.R.I. check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C.O.R.I. policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C.O.R.I. record.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive C.O.R.I. data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

LEGAL REFS.: M.G.L. [71:38R](#), [151B](#), [276, §.100A](#), St.2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

CROSS REFS: [ADDA-R](#), C.O.R.I. Requirements

[ADDA-E-1](#), Information Concerning the Process in Correcting a Criminal Record

[ADDA-E-2](#), C.O.R.I. Requirements

File: ADDA-E-2 - C.O.R.I. REQUIREMENTS

Employers may ask the following series of questions:

1. Have you been convicted of a felony? Yes or no?
2. Have you been convicted of a misdemeanor within the past five years (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?
3. Have you completed a period of incarceration within the past five years for any misdemeanor (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?
4. If the answer to question number 3 above is "yes" please state whether you were convicted more than five years ago for any offense (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?

Some employers are authorized to request, receive, view and/or hold criminal offender record information pursuant to state or federal law.

Any inquiry into the criminal record of an applicant must also contain language pursuant to M.G.L. c. [276, § 100A](#).

It is unlawful for an employer to make any inquiry of an applicant or employee regarding:

1. An arrest, detention or disposition regarding any violation of law in which no conviction resulted.
2. First convictions for the misdemeanors of drunkenness, simple assault, speeding, minor traffic violations, affrays or disturbance of the peace. For the purposes of 804 CMR 3.02 minor traffic violations include any moving traffic violation other than reckless driving, driving to endanger and motor vehicle homicide.
3. Any conviction of a misdemeanor where the date of the conviction or the completion of any period of incarceration resulting therefrom, which ever date is later, occurred five or more years prior to the date of such inquiry, unless such person has been convicted of any offense within five years immediately preceding the date of the inquiry.

No person shall be held under any provision of any law to be guilty of perjury or of otherwise giving false statement by reason of his failure to recite or acknowledge such information as ~~he~~ they has-have a right to withhold by 804 CMR 3.02.



File: BBAA - SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of ~~his/her~~ the member's office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy deci-sions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect ~~his/her~~ the member's share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that ~~he/she/they~~ are ~~is~~ one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

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File: BBBA/BBBB - SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town from which ~~he/she~~ they are elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on ~~his/her~~ the member official duties as a member of the Committee. From the Town Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which ~~his/her~~ the member's town participates.

Established by law

LEGAL REFS.: M.G.L. [30A:20](#); [41:1](#); [41:107](#)

M.G.L. [76:5](#) Amended 1993

Regional Agreement



File: BBBC - SCHOOL COMMITTEE MEMBER RESIGNATION

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the town -in which ~~he or she~~they holds office, that member shall be deemed to have vacated the office.

Established by law

LEGAL REFS.: M.G.L. [41:2](#); [41:109](#)



File: BCA - SCHOOL COMMITTEE MEMBER CODE OF ETHICS

The Old Rochester Regional School District/Massachusetts Superintendency Union #55 accept the Massachusetts Association of School Committees Code of Ethics which is in existence as of this date.

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the laws of the Commonwealth of Massachusetts. As an elected public official, a school committee member is expected to adhere to those state laws that apply to School Committees since School Committees are agencies of the state.

The code of ethics outlines three areas of a school committee member's responsibility: (1) community responsibility; (2) responsibility to school administration; (3) relationship to fellow Committee members.

Relationship with Community

Each member of the School Committee in ~~his/her~~their relations with ~~his/her~~their community should:

1. Realize that ~~his/her~~their primary responsibility is to the children.
2. Recognize that ~~his/her~~their basic function ~~is~~ policy-making and ~~not~~ administrative.
3. Remember that ~~he/she/they are~~ is one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a state and a local level.
5. Remember that ~~he/she/they~~ represents the entire community at all times.
6. Accept the office of Committee member as a means of unselfish service with no intent to "play politics," in any sense of a word, or to benefit personally from ~~his/her~~their Committee activities.

Relationship with Administrators

A ~~School Committee~~ member in ~~his/her~~their relations with ~~his/her~~their school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support administration.
2. Recognize and support the administrative chain of command and refuse to act upon complaints as an individual outside the administration.
3. Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.

4. Give the chief administrator full responsibility for discharging ~~his/her~~their professional duties and hold ~~him/her~~them responsible for acceptable results.
5. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

Relationship with Members

A School Committee member in ~~his/her~~their relations to ~~his/her~~their fellow Committee members should:

1. Recognize that action at official meetings is binding and that ~~he/she~~they alone cannot bind the Committee outside of such meetings.
2. Realize that statements or promises should not be made regarding how ~~he/she~~they will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communication that exists in executive sessions.
4. Not withhold pertinent information on school matters or personnel problems, either from members of ~~his/her~~their own Committee or from members of other Committees who may be seeking help and information on school problems.
5. Make decisions only after all facts on a question have been presented and discussed.



File: BCB - SCHOOL COMMITTEE CONFLICT OF INTEREST

Whenever matters relative to the wages, hours or conditions of employment of a School Committee member's immediate family (spouse, parents, mother-in-law, father-in-law, children, brother, sister, brother-in-law, sister-in-law) are discussed by the School Committees, the School Committee member is in a conflict situation and should not participate. (Graham v. McGrail, Supreme Judicial Court of Massachusetts, April 1976.)

To resolve such a conflict, the School Committees agree to abide by the following provision:

- a. A School Committee member who has immediate family employed by the school district shall not serve on any School Committee negotiations subcommittee that collectively bargains with any employees group which negotiates hours, wages, or conditions of employment for the immediate family members.
- b. Whenever a School Committee discusses hours, wages or conditions of employment, individual School Committee members should leave the room during the discussion if members of their immediate family are members of the bargaining group being discussed or stand to reap the benefits of the bargaining group being discussed.
- c. When School Committee action is called for to ratify a collective bargaining agreement, School Committee members with members of their immediate family either in the bargaining unit or receiving the benefits of the bargaining unit, should not participate in any discussion vote on the final document.
- d. School Committee members should refrain from voting on those sections of any school budget involving the salaries or fringe benefits of any group of employees where the School Committee member has any member of the immediate family employed, but may vote on the final adoption of the entire budget.
- e. When a member is aware of a conflict of interest or the potential that a conflict of interest exists, ~~he/she~~they must notify the Superintendent and/or appropriate Committee chairperson.



File: CHA - DEVELOPMENT OF PROCEDURES

The Superintendent will be responsible for specifying required ac-tions and designing the detailed arrangements under which the school system will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. ~~He/she~~They must weigh with care the counsel given by representatives of staff, student and community organizations. ~~He/she~~They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, ~~he/she~~they may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.



File: CI - TEMPORARY ADMINISTRATIVE ARRANGEMENTS

In the event the Superintendent is on temporary absence from duty, the Superintendent will inform the chairs of each School Committee and will designate the Assistant Superintendent to serve as Acting Superintendent.

A temporary absence is defined as a vacation period, attendance at national conventions, and/or any other periods when the Superintendent would be out of immediate contact or presence in the district for over twenty-four hours.

When so appointed, the Acting Superintendent will assume all duties which are the responsibility of the Superintendent of Schools, with particular emphasis on emergency and day-to-day decision-making. The Acting Superintendent will not be expected to deal with matters requiring long-term planning or preparation unless specifically so assigned by the Superintendent.

The Acting Superintendent will take special care to keep the chairpersons of the School Committees informed as to any departure from normal routine.

To ensure within a school, continuous administrative control, each Principal will name a staff member to be in charge in the event of ~~his or her~~their absence. In buildings where an Assistant Principal is employed, ~~he or she~~they will serve in the capacity of Acting Principal.



File: EC - BUILDINGS AND GROUNDS MANAGEMENT

The Regional School District Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physi-cal environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent-Director. ~~He/she~~They will work with member communities, as neces-sary, to develop a comprehensive and well-defined plan for the pro-per maintenance, cleanliness, and safekeeping of all school build-ings and grounds to ensure that the school is equally well main-tained, equipped, and staffed.

The Superintendent-Director will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, dam-age, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the building administrator will be responsible for proper care, maintenance, and cleanliness of build-ing, equipment and grounds.

LEGAL REF.: M.G.L. [71:68](#)



File: ECAC - VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vanda-lism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooper-ate in reporting any incidents of vandalism to property under con-trol of the school department, and the name(s) of the person or per-sons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to ~~him/her~~them and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as ~~he/she~~they sees fit, au-thority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any dam-ages.



File: GCBC- - PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, ~~he or she~~they will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

LEGAL REF.: Collective Bargaining Agreement



File: GCE - PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which ~~he~~ ~~or she~~ they ~~has~~ have certification and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

LEGAL REFS.: Collective Bargaining Agreements



File: GCJ - PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the School District for three consecutive years shall be entit-~~led~~ to professional teacher status. The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base ~~his/her~~their decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by **June 15** or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which ~~he/she~~they is- are legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which ~~he/she~~they is- are not legally qualified.

Established by law and Committee policy

LEGAL REFS.: M.G.L. [71:38](#); [71:38G](#); [71:38H](#); [71:41](#); [71:42](#); [71:42B](#); [71:43](#)



File: GCQF - SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the **Superintendent** may dismiss any employee in accordance with state law. Further, the Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, ~~he or she~~they will:

1. Be certain that each such case is supported by defensible records.
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the Superintendent is taking is dismissal or suspension.
 - b. State the reason for the suspension or dismissal.
 - c. Guarantee that all procedures will be in accordance with due process of law.
 - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

LEGAL REFS.: M.G.L. [71:42](#); [71:42D](#)



File: HF - SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for ~~his/her~~their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. ~~The~~ negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. ~~He/she~~They will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. ~~He/she~~They will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
 - d. ~~He/she~~They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. [71:37E](#)



File: HG - SUPERINTENDENT'S ROLE IN NEGOTIATIONS

The Superintendent is entitled to be present at all negotiations meetings of employee units and the school committees.

Out of ~~his/her~~their knowledge of the school district and practices elsewhere, the Superintendent is expected to provide information and counsel to the school committees; in matters of bargaining ~~he/she~~they will work in the best interests of the school system as a whole.

The Superintendent is to advise the school committees in accordance with ~~his/her~~their best professional judgment.



File: IHBA - OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents/legal guardians' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent(s)/legal guardian(s) for initial scheduling conversation within five (5) days of receipt of the parents/legal guardians' request.
3. When a parent/legal guardian requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/legal guardian, the parent/legal guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she/they will be asked to leave. This notice is particularly important, since the presence of parents/legal guardians can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her/their report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she/they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she/They is/are not there to evaluate a teacher's ability to perform his or her/their contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/[legal guardian\(s\)](#) prior to any follow-up TEAM meeting. .

LEGAL REF.: M.G.L. [71B:3](#)

Massachusetts Department of Elementary and Secondary Education Technical Assistance
Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: [KI](#), Visitors to Schools

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

"School districts and parents/[legal guardians](#) have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent/[legal guardian](#) or designee is a good starting point for resolving the issue."

"The observation law states that districts may not condition or restrict program observations except when necessary to protect:

the safety of children in the program during the observation;

the integrity of the program during the observation;

and children in the program from disclosure by an observer of confidential or personally identifiable information ~~he or she~~[they](#) may obtain while observing the program."



File: IHBF - HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school ~~he/she~~they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Pupil Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.



File: IHBG - HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for ~~his/her~~their child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the District may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.

A student, with the approval of the School Committee, may be awarded a high school diploma if ~~he/she or shethey~~ hayes satisfied the Dept. of Elementary and Secondary Education's competency requirements and has met the District's educational standards for graduation.

LEGAL REFS.: M.G.L. [69:1D](#); [76:1](#), Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)



File: JFAA - NON-RESIDENT STUDENT POLICY

The Old Rochester Regional School District/Massachusetts School Superintendency Union #55 adopts the following policy regarding the residency and admission of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Marion/Mattapoisett/Rochester/Old Rochester Regional School District, a student must actually reside in the Towns of Marion, Mattapoisett or Rochester respectively (M.G.L. Chapter [76, Section 5](#)), unless one of the exceptions (set forth in Part V below) applies. The legal residence of a minor child is presumed to be the legal residence of the child's parent or legal guardian having physical custody of the child. A legal guardian, other than a parent, must present to the school district a copy of a court order granting guardianship. A copy will be kept on file at the school. A student's actual residence or dwelling is considered to be the place where ~~he or she~~they actually lives for a majority of school nights per week.

Unless expressly permitted under the approved guidelines, temporary residence in the Towns of Marion, Mattapoisett or Rochester solely for the purpose of attending the Marion/Mattapoisett/Rochester/Old Rochester Regional School District is not considered "residence" for admissions to the Marion/Mattapoisett/Rochester/Old Rochester Regional School District. In determining residency, the Marion/Mattapoisett/Rochester/Old Rochester Regional School District retains the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Towns of Marion, Mattapoisett or Rochester renders the student ineligible to enroll in the Marion/Mattapoisett/Rochester/Old Rochester Regional School District, or if the student is already enrolled in the Marion/Mattapoisett/Rochester/Old Rochester Regional School District, shall result in the termination of such enrollment.

II. VERIFICATION OF RESIDENCY

Residency will be verified upon initial admission to school. The parent or legal guardian must provide the following:

1. A signed Statement of Residency
2. Proof of residency in the Town of Marion, Mattapoisett or Rochester (three documents, below)

All applicants for enrollment must submit at least one document each from Column A, B, and C and any other documents that may be requested, including but not limited to those from Column A, B, or C (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the school for further instruction.

Column A

Evidence of Residency

Record of recent mortgage payment a Copy of Deed

and/or property tax bill

Copy of Lease *and* record of recent rental payment

Landlord Residency Affidavit *and* record of recent rental payment

Section 8 Agreement

Voter's Registration Card

Column B

Evidence of Occupancy

Recent bill dated within the past 60 days showing Marion, Mattapoisett or Rochester address:

- Gas Bill
- Oil Bill
- Electric Bill
- Home Telephone Bill (not cell phone)
- Cable Bill
- Excise Tax Bill

Column C

Evidence of Identification

Valid Driver's License

Valid MA Photo ID Card

Passport

The building Principal, or his/her designee, may verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall warrant an inquiry or investigation. Parents/Guardians are required to notify the school of any changes of their address or the address of the student within five days of the change. In addition, residency could be verified upon admission to junior high school. In these instances, the parent or legal guardian must provide one document from Column A and one document from Column B (see previous page) and a signed Statement of Residency.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Marion, Mattapoisett or Rochester while attending the Marion/Mattapoisett/Rochester/Old Rochester Regional School District, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory

proofs of address; anonymous tips; correspondence that is returned to the Marion/Mattapoisett/Rochester/Old Rochester Regional School District because of an invalid or unknown address, or other grounds.

The building Principal may request additional documentation, may use the assistance of the school district's attendance officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The attendance officer and/or residency investigators) will report his/her/their findings to the Superintendent of Schools, who shall make a determination of residency. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency, may appeal the determination to the Superintendent of Schools, whose decision shall be final.

Students found to be in violation of the residency policy may be dismissed immediately from the Marion/Mattapoisett/Rochester/Old Rochester Regional School District.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Marion/Mattapoisett/Rochester/Old Rochester Regional School District reserves the right to seek restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements shall not apply to the following:
 - a. Tuition paying students, as permitted by law;
 - b. Students who are entitled to attend the Old Rochester Regional School District under the McKinney-Vento Homeless Assistance Act.
 - c. Students enrolled in the School Choice program.
 - d. Children of teachers who do not reside in Marion, Mattapoisett or Rochester: as applicable and agreed-upon through their employment contract.
2. Extraordinary Circumstances:
 - a. At the discretion of the Superintendent, a student already enrolled in the Marion/Mattapoisett/Rochester/Old Rochester Regional School District who moves out on or after April 1st of a given school year may complete the current school year.
 - b. Tuition Waivers - At the discretion of the Superintendent, tuition may be waived in the following cases:
 - i. Students whose parents divorce or separate, provided the custodial parent remains a resident of Marion, Mattapoisett or Rochester, and the student resides with the custodial parent for the majority of school nights per week.
 - ii. Singular cases, determined on a case-by-case basis.
3. Dwellings that are intersected by the Town Line:

- a. Single Family Dwelling - In the case of a single family dwelling that is intersected by whatever degree by the town boundary line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the town boundary, persons residing therein may attend the Marion/ Mattapoissett/ Rochester/Old Rochester Regional School District respectively.
- b. Multiple-Dwelling Structure - In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the town boundary line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite, or family unit is located within the town boundary, persons residing therein may attend the Marion/Mattapoissett/Rochester/Old Rochester Regional School District respectively.

VI. POTENTIAL WAIVER WHEN RESIDENCY IS IN TRANSITION

For students whose residency is in transition, the following exceptions to the general policy may apply, with prior written approval from the Superintendent of Schools:

1. Pending Purchase of Dwelling - The children of families who have a signed and accepted purchase and sale agreement to purchase and reside in a dwelling in the Town of Marion, Mattapoissett or Rochester may be enrolled for up to 30 calendar days in advance of the time actual physical residence occurs. If actual residence occurs later than 30 days after enrollment, students may be asked to leave the schools until actual residence occurs.
2. Construction of New Dwelling - Where a family is building a primary residence in Marion, Mattapoissett or Rochester, the children of that family may be enrolled in the Marion/Mattapoissett/Rochester/Old Rochester Regional School District at the start of the school year, provided that the family has obtained and provides to the school district a certificate of occupancy from the town documenting that they will be able to occupy the new primary residence within 30 days.
3. Residence in Rental Properties - Children of families who plan to rent a primary residence in Marion, Mattapoissett or Rochester may enroll in the Marion/Mattapoissett/Rochester/Old Rochester Regional School District 30 days prior to taking possession of the rental property, as evidenced by a signed lease and evidence of financial commitment.
4. Brief Residence Outside the Town - Marion, Mattapoissett or Rochester students whose families must briefly live outside the town because they are: (a) moving from one Marion, Mattapoissett or Rochester residence to another, or (b) renovating a current Marion, Mattapoissett, or Rochester residence, may continue to attend the Marion/Mattapoissett/Rochester/Old Rochester Regional School District. Evidence of the intention and ability to resume residency in Marion, Mattapoissett or Rochester within 90 days may be required.

VII. NOTIFICATION

The Old Rochester Regional School District/Mass. Superintendency Union #55 residency requirements, verification procedures, and consequence of falsifying or misrepresenting residency will be published in the Old Rochester Regional School District/Mass. Superintendency Union #55 Policy Manual, in each school's student handbook, and will be posted on the Old Rochester Regional School District website.

LEGAL REFS.: M.G.L. [15:1G](#); [76:1](#); [76:5](#); [76:15](#); [76:15A](#)



File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time ~~he or she~~they became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly

homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, 2 the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education 3. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following

link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless

children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

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

Approved by the Joint School Committee on March 23, 2020

SOURCE: MASC October 2019



-File: JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- o Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- o Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- o Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- o Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as

a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- o In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

- o As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.

- o Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.

- o An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which ~~he or she~~they were ~~was~~ enrolled while living with the custodial parent or guardian, without any tuition fee imposed.

- o The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Approved by the Joint School Committee on September 24, 2020

SOURCE: MASC October 2019



File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and ~~his or her~~their foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in ~~his or her~~their school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which ~~he or she~~they resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008
(Fostering Connections Act)

Approved by the Joint School Committee on September 24, 2020

SOURCE: MASC October 2019



File: JICFB - BULLYING PREVENTION

The Old Rochester/MA School Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to ~~him/herself~~themselves, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or ~~his/her~~their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or ~~his/her~~their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

JBA, Student-to-Student Harassment

[JICFA](#), Prohibition of Hazing

[JK](#), Student Discipline Regulations



File: JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children referred to ~~him/her~~them by the school nurse. ~~He/she~~They will examine school employees when, in ~~his/her~~their opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

** NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

LEGAL REFS.: M.G.L. [71:53](#); [71:54](#); [71:56](#); [71:57](#)

105 CMR 200

CROSS REF.: [JF](#), School Admissions



File: JLCD - ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that ~~he/she or she~~they are taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

LEGAL REF.: M.G.L. [71:54B](#)

Dept. of Public Health Regulations: 105 CMR 210.00



File: JLCEB-R - PROTOCOL AND GUIDELINES FOR STUDENTS WITH LIFE-THREATENING ALLERGIES (LTA's) IN THE OLD ROCHESTER REGIONAL SCHOOL DISTRICT/MASSACHUSETTS SUPERINTENDENCY UNION #55

GOAL

The goal is to minimize the risk of exposure to students with life threatening allergies educate the school community; and maintain a school-wide protocol for responding to their needs. This effort requires the cooperation of staff, parents/[legal guardians](#) and students. Prevention and proper procedures, well-trained staff, and clear and consistent communication can save lives.

BACKGROUND

Allergic reactions can span a wide range of severity of symptoms. The most severe and potentially life-threatening reaction is anaphylaxis. Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly: peanuts, tree nuts, milk, dairy products, soy, wheat, fish and shellfish)
- Insect stings (yellow jackets, bees, wasps, hornets)
- Medications
- Latex

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify the student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

The following protocol is to be used for students who are at risk for anaphylaxis.

RESPONSIBILITIES OF DISTRICT ADMINISTRATION

The Superintendent and ~~her/his~~[their](#) staff shall be responsible for the following:

- Maintain a school wide emergency plan for addressing life threatening allergic reactions.
- Provide adequate certified school nurse staffing in each of the district schools.

- Maintain current MDPH Registration for the delegation of Epipen administration to trained nonlicensed personnel.
- Provide for annual in-service training and education on reducing allergy risks, recognizing LTA symptoms, and emergency procedures for all district staff.

RESPONSIBILITIES OF BUILDING PRINCIPAL

- Ensure that adequate LTA training is provided to all building personnel at the beginning of each school year.
- Ensure access to communication devices for personnel who oversee students with LTAs.
- Provide a peanut/free nut free table in cafeteria for children with peanut/tree nut allergies, if necessary
- Encourage a non-food based reward system throughout the school.
- Encourage a "NO FOOD/BEVERAGE SHARING" and "NO UTENSIL SHARING" policy in all schools.
- Request all parents/[legal guardians](#) to participate in the support and implementation of this policy.
- Provide notification in early August to parents/[legal guardians](#) in classrooms where there is a student with life threatening allergies.
- Inform the transportation company of students with LTAs or diabetes.

RESPONSIBILITIES OF SCHOOL NURSE

- Meet/discuss with parent/guardian of a student with an LTA to develop an Allergy Action Plan AAP) for the student. Request a recent picture of the child to attach to plan.
- Obtain completed physician and parent documentation for any medications or treatments required.
- Familiarize teachers with the AAPs of their students as well as any other staff member who has contact with the student.
- Provide annual in-service training and education for staff regarding LTAs, symptoms, risk reduction procedures, and emergency procedures.
- Train specified non-licensed personnel on the emergency administration of Epipen as allowed by a current MDPH certification.
- Inform the Food Service Director of students with LTA to be posted on the nutrikids system.
- Leave information in an organized, prominent, and accessible format for a substitute nurse.

- Inform the Principal and parents/[legal guardians](#) if any student experiences an allergic reaction for the first time.
- Call the local EMT service to transport any child who has been treated with an Epipen to the nearest emergency room for further treatment and evaluation.
- Submit a Report of Epinephrine Administration form to the MDPH each time Epipen is administered.

RESPONSIBILITIES OF PARENT(S)/GUARDIAN(S)

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Participate in the development of an AAP with the school nurse.
- Provide the school nurse with all emergency medications as well as signed physician's orders and parent permission forms.
- Parents/[legal guardians](#) should provide a list of food/ingredients to be avoided and this information should be kept about the students food allergies in the classroom. These foods should not be used for class project, parties and celebrations, arts, crafts, science experiments, cooking, snacks or other purposes. Provide a supply (lift from DESE) "safe snacks" for your students's classroom so there is always something your child can choose from during an unplanned special event. If accommodations cannot be made in the cafeteria for the child's allergy, parents/[legal guardians](#) will provide appropriate lunches.
- Must inform after-school activity director/coach of their child's LTA and emergency plan.
- Inform the bus/van driver and any substitute driver, when possible, of the child's food allergy.
- Two unexpired Epipens should be provided for the child at the time at an AAP is developed.

RESPONSIBILITIES OF TEACHERS

- Receive and review the AAP, in collaboration with nurse and parent(s) of student(s) in the classroom with LTAs.
- Leave information in an organized, prominent and accessible format for substitute teacher.
- Participate in in-service training regarding students with LTAs.
- Teacher, in collaboration with the nurse and with input from the parents/[legal guardians](#), will set a classroom protocol regarding the management of food in the classroom.
- All "specials" teachers will be encouraged to not provide food rewards.

- Strive to provide a safe classroom environment and a safe field trip environment for all allergic children.
- If a child may present any symptoms of LTA, ~~he or she~~they should be escorted to the nurse's office by an adult.
- Identify classrooms of students with LTA's with a sign on the door at the request of the parents/legal guardians in the early elementary grades (PreK-3).

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

- To the best of their ability, eliminate all peanut/tree nut products from the school prepared foods.
- Provide in-service to food service personnel (including substitutes) regarding safe food handling practices to avoid cross- contamination with potential food allergens.
- Ensure that all food service staff attends training on food allergy management.
- AAP Food service personnel will wear non-latex gloves.
- All food labels will be read and rechecked for potential food allergens by cafeteria staff.
- The cafeteria manager will maintain contact information for manufacturers of food products.
- Food Service Director will ensure that all students with LTA's are identified in the nutrikids system.

RESPONSIBILITIES OF LUNCH ROOM AIDES

- Attend training at the start of each school year regarding the life threatening food allergy protocols.
- Ensure that the peanut free table is clearly marked.
- Monitor that students at the peanut-tree table do not have lunches containing food allergens.
- Ensure that the peanut-free table is cleaned between each use by trained adults, using disposable cloths.

RESPONSIBILITY OF TRANSPORTATION COMPANY

- Inform each driver/ substitute driver that ~~he/she~~they are-is transporting a child with a LTA
- Provide emergency response training for all drivers/substitute drivers.
- Provide a functioning emergency communication device on each bus.

- Maintain a policy of no food eating on the bus for routine routes. Exceptions will be allowed for medical necessity: i.e. diabetes reaction.

RESPONSIBILITY FOR FIELD TRIPS

- Staff will notify the school nurse and parents/[legal guardians](#) 2 weeks in advance of all field trips.
- Parents/[legal guardians](#) must evaluate potential risks when determining whether their child should attend a field trip.
- Parents/[legal guardians](#) of children with LTAs will be allowed to accompany their child on field trips.
- Lunches should be held in a safe place. Lunches of children with food allergies should be stored separately to minimize cross-contamination.
- A child's assigned Epipen and AAP should accompany the child on field trips, carried by a trained individual.
- Ensure that emergency communication devices are readily accessible at all times.

RESPONSIBILITIES OF STUDENT

- Take responsibility for avoiding allergens.
- Do not trade or share foods including beverages or utensils.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic reaction.
- Promptly inform an adult as soon as accidental exposure occurs. Do not wait for symptoms to appear.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the allergy while in school.

RESPONSIBILITIES OF CUSTODIANS

- Ensure that all custodians are aware of classrooms where LTA student reside and proper cleaning protocols are followed.

RESPONSIBILITIES OF ATHLETIC DIRECTOR / COACHES

- Ensure that all coaches who oversee students with LTAs attend allergy and Epipen training.
- Require that student's Epipen is available and readily accessible during all practices and games.
- Obtain a copy of student's AAP with attached picture.

- Establish medical emergency procedures with the local EMS system for all practices and competitions.
- Ensure that emergency communication devices are available at all times.

**RESPONSIBILITIES OF PERSONS IN CHARGE OF AFTER SCHOOL ACTIVITIES
(SCHOOL-SPONSORED ACTIVITIES)**

- Ensure that at least one individual receives emergency response training.
- Obtain a copy of the students AAP with attached picture.
- Maintain current emergency contact numbers for parents-/[legal](#) guardians.
- Ensure that emergency communication devices are available and conveniently located

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION NO. 55
Marion, Mattapoisett, and Rochester, Massachusetts**

TO: Town Clerk, Town of Marion, Massachusetts
Town Clerk, Town of Mattapoisett, Massachusetts
Town Clerk, Town of Rochester, Massachusetts
DATE: January 18, 2022
SUBJECT: Meeting Notice

Pursuant to Chapter 30A of the General Laws, you are notified of the following REGULAR joint meeting of the **OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE and the MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55.**

Thursday, January 20, 2022 at 6:30 p.m.

Please see attached agenda. This meeting will be held remotely using zoom.

If you have any questions, please feel free to contact me at 508-758-2772 ext. 1956.

Respectfully submitted,
Diana Russo
Secretary to the Superintendent

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

January 20, 2022 – 6:30 p.m.

Zoom link:

<https://oldrochester-org.zoom.us/j/91210402493?pwd=Sk1STFdrQnFjdXo4UVFHSHhzTFBhQT09>

TIME: 6:30 p.m.

MEETING TO ORDER

RECOGNITION

CHAIRPERSON'S REPORTS

SUPERINTENDENT'S REPORT

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: September 23, 2021

2. Executive Session Minutes: September 23, 2021

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. 2022-2023 School Calendar

B. Superintendent's Evaluation Timeline

C. Budget Update

VI. New Business

A. Curriculum

B. Business

C. Personnel

D. Policy Review

VII. School Committee

A. Reorganization (Union #55 Only)

VIII. Future Business

A. Timeline

B. Future Agenda Items

IX. Open Comments

X. Information

XI. Executive Session

ADJOURNMENT