

**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 vitality important 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 that those are the households that often need most support, 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 belonging 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 thoughts 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 you 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 Mattapoissett, 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.**

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

September 23, 2021 – 6:30 p.m.

Zoom link:

<https://oldrochester-org.zoom.us/j/94203190613?pwd=WllmWjl4eVNWMIhoVytZR2s1MEwyUT09>

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: July 6, August 26, 2021

2. Executive Session Minutes: July 6, 2021

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. Strategic Plan Update

B. Acceleration Roadmap

C. Substitute Compensation Schedule Update

D. School Committee Format Discussion

VI. New Business

A. Curriculum

B. Business

C. Personnel

D. Policy Review

VII. School Committee

A. Reorganization (Union #55 Only)

VIII. Future Business

A. Timeline

B. Future Agenda Items

IX. Open Comments

X. Information

XI. Executive Session

ADJOURNMENT

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

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

FROM: Michael S. Nelson, Superintendent of Schools

DATE: September 21, 2021

SUBJECT: Agenda Items

The following items are on the agenda of September 23, 2021

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of July 6, 2021 and August 26, 2021. Please refer to “JSC 09232021 July Minutes” and “JSC 09232021 August Minutes.

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of July 6, 2021. These will be brought to the meeting.

V. General

A. Strategic Plan Update

Recommendation:

That the school committee hear an update from Administration.

B. Acceleration Roadmap

Recommendation

That the School Committees hear an update from Administration.

C. Substitute Compensation Schedule Update

Recommendation

That the school committee review, discuss and approve the new substitute compensation schedule. Please refer to “JSC 09242020 Substitute Schedule”.

D. School Committee Meeting Format

Recommendation

That the School Committees discuss the format for future meetings of the Joint School Committee.

VII. School Committee

A. Reorganization (Union #55 Only)

Recommendation

That the School Committees reorganize and appoint a Chairperson and a Vice Chairperson for the 2021-2022 school year.

VIII. Future Business

B. Timeline

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

Joint School Committee

January 20, 2021

- ❖ Budget Update (January)
- ❖ School Calendar (April)
- ❖ 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 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**

**July 6, 2021 – 6:30 p.m.
MEETING HELD REMOTELY THROUGH ZOOM
Mattapoisett, MA 02739**

District Members Present: Heather Burke, Acting Chairperson, Michelle Smith, James Muse, Margaret McSweeney, Frances Kearns, Suzanne Tseki, Matthew Monteiro and Kate Duggan.

District Members Absent: Joe Pires.

Union Members Present: Shannon Finning, Chairperson, Anne Fernandes, Nichole Daniel, Sharon Hartley April Rios, Robin Rounseville, Mary Beauregard and Carly Lavin,

Union Members Absent: Tiffini Reedy.

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 6:34 p.m. by Acting Chairperson Burke of the ORR School Committee and Chairperson Finning of the Massachusetts School Superintendency Union #55.

CHAIRPERSON'S REPORT:

Chairperson Burke thanked the ORR administration, teachers, staff, families, and especially the students for advancing learning and making the most of a very difficult year. She also recognized new committee members, Matthew Monterio, newly elected member representing Rochester at ORR and Kate Duggan, newly appointed member representing the Rochester School Committee.

Chairperson Finning made the following statement:

I, too, would like to again congratulate everyone on a successful conclusion to the 2020-2021 school year. I also want to welcome the new members of the joint school committee, Tiffini Reedy, who is not with us tonight, and Carly Lavin from Mattapoisett and for tonight's meeting only Mary Beauregard from Marion - welcome to you all. As I shared with Mr. Nelson in May I believe that we are facing an inflection point for both the district and joint school committees - both in terms of having new members and what our communities will need from us moving forward. As Sharon Hartley wisely suggested previously, I believe it would be advisable for us to have a retreat or extended meeting time in the late summer or early fall with representatives from MASS and MASC to re-familiarize ourselves with the roles, responsibilities and duties of school committee members and what is both within our purview and what is not. Additionally, since we also haven't been able to physically be together in nearly a year and a half I hope that shared time and experience is something the body will consider as we move forward to benefit ourselves, the district and our communities. Finally, while I hope everyone has time to rest, recharge and enjoy some of the summer months, I hope we will return committed to the excellent policy work that has been underway and to working in collaboration with our communities and town administrators, select boards and finance committees - the next two years will be challenging from a fiscal perspective and we must be willing to engage in thoughtful decisions and negotiations. It is incumbent on us to be informed financial stewards for our constituents.

SUPERINTENDENT'S REPORT:

Mr. Nelson thanked Ms. Burke and Dr. Finning for their comments and thanked Dr. Finning for bringing up the administrator/school committee retreat. He expressed that he has spoken to other chairs and school committee members and he believes we are at a point to consider what's the best

way to do that moving forward. Mr. Nelson expressed that he will talk about this later on today, but he expressed that the opportunity to participate in the new superintendent induction program has been invaluable to him, and participating in such a retreat is a strong recommendation from the program itself and they recommend have a representative from MASC and MASS which are the two major agencies leading this work in Massachusetts. He expressed that he's happy to continue that conversation perhaps with the five chairs to see what makes most sense. Mr. Nelson also thanked that newly appointed members of the Joint School Committee for their commitment.

Superintendent Nelson made the following statement:

This evening I will defer the superintendent's report to the general portion of the agenda – specifically Item A. But before doing so, I would like to highlight the message that the Superintendent's Office shared with the school community in recent days thanking the many individuals in so many roles that made the 2020-2021 school year as successful as it could be. This includes all of you here tonight, staff members, faculty, town administrators, select boards, finance committee members, town nurses, our school physicians, our administrator team and so many more. Most importantly this includes our students and families. I remain grateful and honored to serve the Tri-Town in the superintendent's role – and I am constantly reminded how amazing our schools and those who work within them, support them or attend them are. Last, but not least I want to publicly thank my family who tolerated me being out of the house more than ever before. I appreciate my wife and children understanding the unique circumstances our schools face this year and being supportive each and every day. Chairperson Burke – Chairperson Finning – this concludes my brief superintendent's report tonight. Thank you

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: May 5, 2021

Motion to approve the May 5, 2021 minutes as presented

District, Ms. Tseki

Union, Ms. Fernandes

District, Mr. Muse

Union, Ms. Rios

ROLL CALL-District (Duggan: abstained, Monteiro: abstained, Smith: yes, Muse: yes, McSweeny: yes, Kearns: yes, Burke: yes, Tseki: yes)

ROLL CALL-Union (Finning: yes, Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Rios: yes, Rounseville: yes, Lavin: abstained, Beauregard: abstained)

V. General

A. Superintendent's Mid-Cycle Review

Superintendent Nelson made the following statement:

This evening I will provide a brief overview of the superintendent's evaluation process and then provide a progress report knowing year one of the two-year evaluation cycle has concluded. This presentation is made on behalf of the superintendent's goals subcommittee that is comprised of appointed school committee members from the four school districts. Ultimately, the superintendent's goals subcommittee will provide their recommendation to the joint school committee regarding the work that has been done this year from the superintendent's office.

Again, it is important to remember that this is a mid-cycle check point in relation to the approved superintendent's goals. This formative evaluation is a public meeting that allows the superintendent and the superintendent goals subcommittee to report on the progress made on the goals. School

committee members are asked to review and consider this information, offer feedback, and discuss the progress as we move towards year two of the evaluation cycle.

Mr. Nelson presented a powerpoint presentation, please refer to attachment A “The Superintendent’s Goals Template: 2020-2022”.

In closing, I thank you all for the opportunity to address the joint school committee this evening. I am proud of the work that has been done this year. Yes – the covid-19 pandemic presented challenges and difficult circumstances for all of us this past year and half and we don’t know what the future brings. But, what I do know is that we have a school community that stands committed to its students and families and staff members and faculty that continue to strive to offer a meaningful educational experience for all. I know that whatever comes next we can navigate and overcome. I am excited about the future and motivated to use these summer months to plan for our students return in the fall – using all of our resources to maximize student learning and growth. It is time to shift our lens cautiously from managing covid-19 operations and logistics back to teaching and learning.

School Committee Feedback:

Dr. Finning thanked Mr. Nelson for a very thorough presentation and invited school committee members to dive in where they might want more information. Dr. Finning expressed that while she would invite all members to comment she would welcome comments from the Superintendent Goals Sub Committee members first.

Ms. Fernandes expressed that the lineation of Mr. Nelson’s goals and the fact that he presented artifacts which he didn’t have to do during a mid-cycle review, she expressed that from start to finish this has been a lot of work and that it has been presented in an exemplary format to the school committee in real time she expressed that Mr. Nelson did a “great job”.

Ms. Smith expressed that she agrees with Ms. Fernandes, she expressed that the thoroughness of Mr. Nelson’s reports are just amazing, she expressed that she believes he has exceeded everyone’s expectations especially given the difficult year we’ve had, and she believes he should be commended for that.

Ms. Daniel expressed as a member of the committee she was impressed meet, exceed or work towards all of the goals during his first year and having to deal with a pandemic on top of it. She expressed it was impressive to watch it unfold and see him achieve the goals he set out for himself. Ms. Daniel expressed that one thing that Mr. Nelson didn’t mention to the school committee that he did mention during the sub-committee meetings was that not only did he have a mentor, but he also setup his central office team each with their own mentor as well as mentoring them himself, which was really nice to see.

Ms. Hartley echoed everything that’s already been said by other sub-committee members. She expressed that the report was shared with the school committee tonight and Mr. Nelson’s delivery of it is exemplary and a wonderful example of someone who set specific and comprehensive goals, wrote a comprehensive re-entry plan which is not a requirement but something that is valuable to all professionals as you enter a new path. Ms. Hartley expressed that every step along the way he created for the sub-committee a beautiful portrait of his leadership and his path at ORR and has they met he didn’t just tell us the stuff he was doing, but he also listened to the team and we had conversation, she expressed that’s also an important piece of leadership. Ms. Hartley stated that “a great leader listens and then acts based on what he or she has heard”. Ms. Hartley expressed that in general the process this year, despite all of the distractions, Mr. Nelson has always been professional, thoughtful, energetic and we have seen progress in a crazy year. She expressed that she

encourages everyone to make their comments, she explained that as we go through an evaluation process and as we fulfil our responsibility to evaluate the superintendent, it's our job to make sure that we have said and have had the conversation with Supt. Nelson around what our expectations are, what are wishes are and advices. She expressed that as we speak tonight with appreciation and praise of this year, it's also appropriate to ask questions to help him make adjustments if they are needed and also to provide advice and thoughts. She encouraged everyone to share their thoughts and reflections.

Ms. Tseki thanked Superintendent Nelson for a fantastic year, she expressed she was very impressed with his leadership and his clear communication with the school committee as well as with the community at large.

Ms. Lavin expressed that it was a very impressive year for Mr. Nelson, she expressed that she appreciated what he did to build consensus and team in Central Office, she believes that has made a very strong footprint and foundation for going forward. She expressed that when she thinks about the next year she asked if Mr. Nelson was planning the same format for a reentry plan to a building level, is that something that's already being done?

Mr. Nelson expressed that in this particular year he worked with the building principals directly as their direct supervisor in terms of setting goals with them, he explained that their goals should really take into account what the superintendent's goals are, and the superintendent's goals should link to the strategic plan and they also need to look at their school improvement plan to make sure their goals make sense in terms of the work they think they can accomplish. Mr. Nelson explained that has he will be meeting with his administrative team early in August at their annual TLC Retreat, where they will take a look at what has happened, they will talk about the Professional Development, they will review School Improvement Plans, update the Strategic Plan as we move into year 4, and which will drive us in terms of setting goals at the beginning of next year. Mr. Nelson explained that our new teachers **almost** participate in the New Teacher Induction Program. Mr. Nelson explained that the department of education is currently working on a mentor model for Building Administration and it's something he endorses, he explained that at this juncture most of our administrative team is an experienced team but if the need ever arises he is in favor of promoting a mentor program for administrators. Mr. Nelson expressed that anytime he believes coaching/mentoring is appropriate he would support it.

Mr. Muse expressed that when Mr. Nelson became Superintendent his single comment/piece of advice to him was "don't rest on your laurels" Mr. Muse stated "I can say objectively that anybody looking at what you've done this year and the circumstances you've faced can see that you truly have exceeded every possible reasonable expectation for what we could have asked for, I applaud you on a great year".

Ms. Smith asked if she was permitted to read something from Mr. Cary Humphrey. Mr. Humphrey served as the Chairperson of the Old Rochester School Committee and was also a member of the Superintendent's Goals Sub-Committee. Mr. Humphrey's term was up in June. Ms. Smith read the following statement written by Mr. Humphrey: *"I believe Michael Nelson far exceeded the expectations for his goals for the 2020-2021 school year, especially considering the pandemic and him being a first year superintendent. When you also consider the foundation that he has put in place for the central office with his hires, I believe we are in good hands moving forward. **Most all** hires performed at the highest levels but overall they were successful as a team, when you look at the weaknesses from the past Michael has taken big steps in creating transparency in central office, communication has never been better. I could go on but I think my point is we made the right decision in hiring Michael to lead our school district."*

Ms. Kearns thanked Superintendent Nelson for the summary she expressed it was very easy to follow and she was able to relate each of the accomplishments back to the evidence, which was great and very much appreciated. She expressed that she's looking forward for the plans you have for next year regarding fostering a welcoming environment at the school and some of the things that you have planned, what tools you're going to be leveraging, and also how can we amplify student voices within our community and ensure that those voices are heard and considered in our plans going forward.

Ms. Burke expressed that she wants to make clear that these comments are really not for the next year but looking out for the development of goals for the next two-year cycle. She expressed that our school community did a tremendous job moving education forward during a pandemic when a lot of schools weren't able to achieve that and that's a reflection of the way the Superintendent of directing the district. She expressed that going forward it's important to measure things, so whether, especially in the area of social emotional growth, she expressed that the Tri-Town is very committed to that but sometimes it's hard to see progress and also look at the terminal outcomes of our students, she expressed that she worries that in our district we often focus on our elementary population and their outcomes and we need to pull that through all the way to grade 12, we need to look at how students are emerging from our entire district and if they are well prepared for the next phase in their life and achieve their greatest accomplishments. Ms. Burke referenced the analysis of the assessment of the Old Rochester Regional School District, she expressed that report really resonated with our community because it really dug into the data and gave us those quantitative points and benchmarked it against peers so that we could compare ourselves to other districts and setting aspirational goals as to where we want to go. She urged anyone who has not reviewed this report that they should read it over. She expressed that this needs to be looked at in the next five to ten years.

B. Substitute Rate Discussion/Update

Mr. Nelson explained that earlier this year this committee made a decision to increase the substitute rates for the 20-21 school to attract more substitutes in all areas, teachers, nurses, clerical, paraprofessionals, cafeteria and custodial. Mr. Nelson explained this increase was made solely for the 20-21 school year due to a few factors, one being the pandemic and two the fact that neighboring school districts were also increasing rates and it was getting increasingly harder to access good substitutes. Mr. Nelson expressed that the increased rate did help the district secure the much needed substitutes they needed to fill in for staff leaves. Mr. Nelson explained this is just an FYI to the school committee to let everyone know that the increased rates have now expired and the rates will revert back to the original rates. Mr. Nelson did express that if this becomes a problem again we will bring it back to the attention of the school committee.

Ms. Lavin asked what was budgeted for the substitute lines in the various budgets, was it the old rates or the new rates.

Mr. Barber reported that the lower substitute rate was the amount used to budget for substitutes.

Ms. Daniel asked if we need to adjust those rates is there money in the budget to do so?

Mr. Barber reported that it's a very tight level service budget, with a zero base model across the board, however if there were circumstances above and beyond our control we would start to look at other options such as ESSR money.

VI. New Business

D. Policy Review

The school committee agreed that Mr. Nelson would review the policies and they would vote on all of them at once, unless there was any that needed to be singled out for additional changes and edits.

ACAB- Harassment Policy & Procedures

This policy was recently revised by the State and MASC revised the policy for the school setting. This policy was reviewed by the policy sub-committee on May 17th, it was suggested that we consult with legal counsel. The policy was reviewed at the meeting on June 8th with Paige Tobin present and legal changes were reviewed. The policy needs final approval of the Joint School Committees for implementation for the 2021-2022 school year. The administrative team will be trained by our legal counsel at their annual retreat on this policy.

JBB – Educational Equity Policy (NEW) – This is a new policy sent to us by MASC and it was reviewed by the policy sub-committee on May 17, 2021. The policy needs final approval of the Joint School Committees.

JII – Student Complaints and Grievances Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on May 17, 2021. The revised policy needs final approval of the Joint School Committees.

JJA – Student Organizations Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on May 17, 2021. The revised policy needs final approval of the Joint School Committees.

JJH-R- Travel Regulations Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on May 17, 2021. The revised policy needs final approval of the Joint School Committees.

JLCB – Inoculation of Students Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on June 8, 2021. The revised policy needs final approval of the Joint School Committees.

JLCC – Communicable Diseases Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on June 8, 2021. The revised policy needs final approval of the Joint School Committees.

JRA – Student Records Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on June 8, 2021. The revised policy needs final approval of the Joint School Committees.

JRD- Student Photographs Policy - The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on June 8, 2021. The revised policy needs final approval of the Joint School Committees.

Chairperson Finning and Acting Chairperson Burke asked for a motion to vote on the policies as total instead of on a singular vote.

Motion to vote on all policies as a whole

District, Ms. Smith

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Hartley

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

ROLL CALL-Union (Finning: yes, Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Rios: yes, Rounseville: yes, Lavin: yes, Beauregard: yes)

Motion to approve ACAB Harassment Policy as presented

Motion to approve JBB Educational Equity Policy as presented

Motion to approve JII Student Complaints and Grievances Policy as presented

Motion to approve JJA Student Organizations Policy as amended

Motion to approve JJH-R Travel Regulations Policy as presented

Motion to approve JLCB Inoculation of Students Policy as presented

Motion to approve JLCC Communicable Diseases Policy as presented

Motion to approve JRA Students Records Policy as presented
Motion to approve JRD Student Photographs Policy as presented
District, Ms. McSweeney

Union, Ms. Daniel

District, Mr. Muse

Union, Ms. Lavin

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

ROLL CALL-Union (Finning: yes, Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Rios: yes, Rounseville: yes, Lavin: yes, Beauregard: yes)

OPEN COMMENTS: NONE

XI. Executive Session

Motion to go into executive session at 7:54 p.m. for reason number three and number seven.

District, Mr. Muse,

Union, Ms. Daniel,

District, Ms. Smith

Union, Ms. Rios

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

ROLL CALL-Union (Finning: yes, Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Rios: yes, Rounseville: yes, Lavin: yes, Beauregard: yes)

Dr. Finning expressed that Mr. Nelson will be joining us for the 1st half of the executive session and then Ms. Russo will be joining us for the second half of executive session.

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

District, Ms. Smith,

Union, Ms. Clifford

District, Mr. Muse

Union, Ms. Rios

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

ROLL CALL-Union (Finning: yes, Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Rios: yes, Rounseville: yes, Lavin: yes, Beauregard: yes)

Motion to adjourn meeting at 8:26 p.m.

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Rounseville

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

ROLL CALL-Union (Finning: yes, Fernandes: yes, Daniel: yes, Hartley: yes, Rounseville: yes, Rios: yes, Rounseville: yes, Lavin: yes, Beauregard: yes)

SUPERINTENDENT'S GOALS 2020-2022 Progress Update



JULY 2021

MICHAEL S. NELSON
SUPERINTENDENT OF SCHOOLS

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

Superintendent's Goals Sub-Committee

Carole Clifford, Mattapoisett School Committee

Nichole Daniel, Marion School Committee

Anne Fernandes, Rochester School Committee

Sharon Hartley, Rochester School Committee

Cary Humphrey, Old Rochester School Committee

Michelle Smith, Marion & Old Rochester School Committee

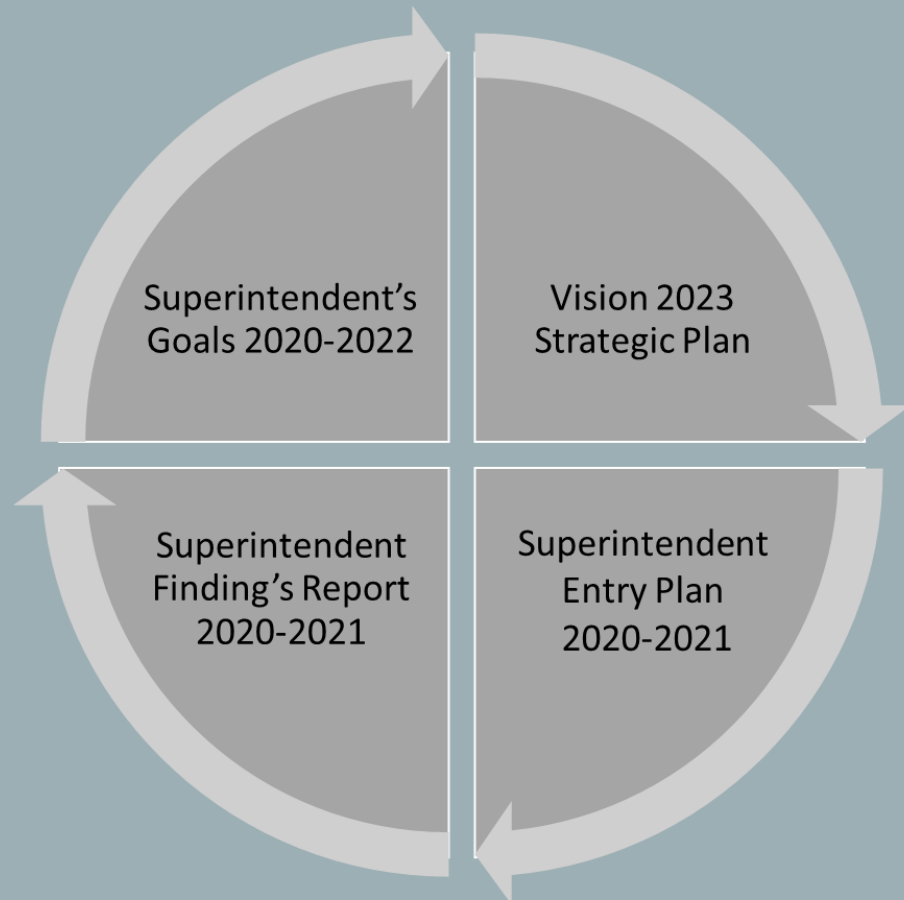
****Assisted in goal development through development & feedback meetings.****

Superintendent's Evaluation Timeline

Date	Description
November 19, 2020 - Public Meeting	Superintendent Evaluation Process for FY21 & FY22 is Reviewed and Approved
July 6, 2021 – Public Meeting	Superintendent Mid-Cycle Review Occurs
September 2021 – Public Meeting	Review Superintendent's Evaluation Timeline
April of 2022 Beginning of the Month	Committee Members are Provided Superintendent Evaluation Materials and Explanation of Process
End of the Month	Evidence/Supporting Materials are Provided to Committee Members by Superintendent
By May 19, 2022	All Committee Members Submit Evaluations to Sub-Committee
By May 26, 2022	Superintendent, Sub-Committee/Chairs Review Materials and Prepare Final Evaluation
June 2, 2022	Sub-Committee/Chairs Review Final Evaluation with Superintendent
June 9, 2022 - Public Meeting	Superintendent's Evaluation Occurs

Continued To Move Our Mission Forward Despite the Pandemic:

TO INSPIRE ALL STUDENTS TO THINK, TO LEARN, AND TO CARE.



VISION 2023

Completed Year 3 of 5

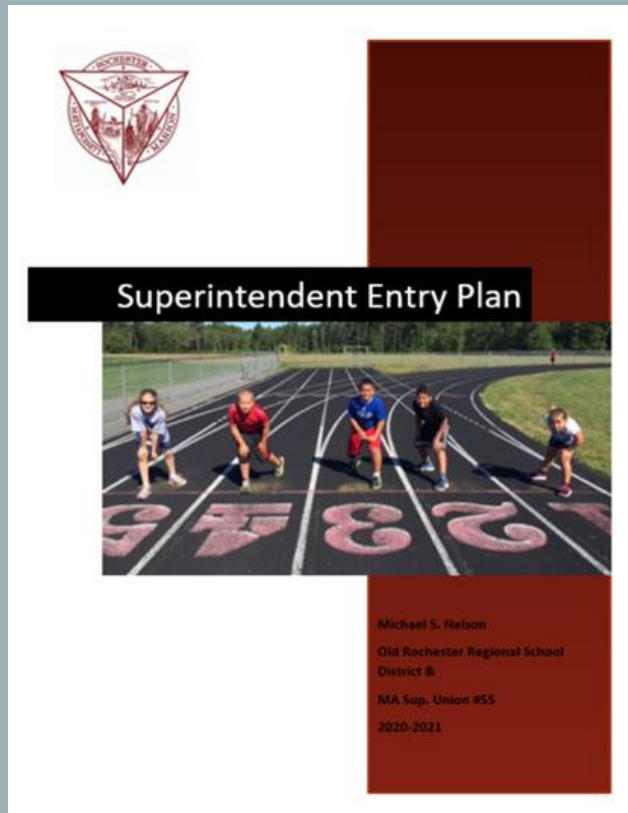
- 21st Century Learning: Project Based Learning
- Social & Emotional Learning: Students learn best when they feel safe.
- Global Citizenship: Culture, Civic Responsibility & Empathy



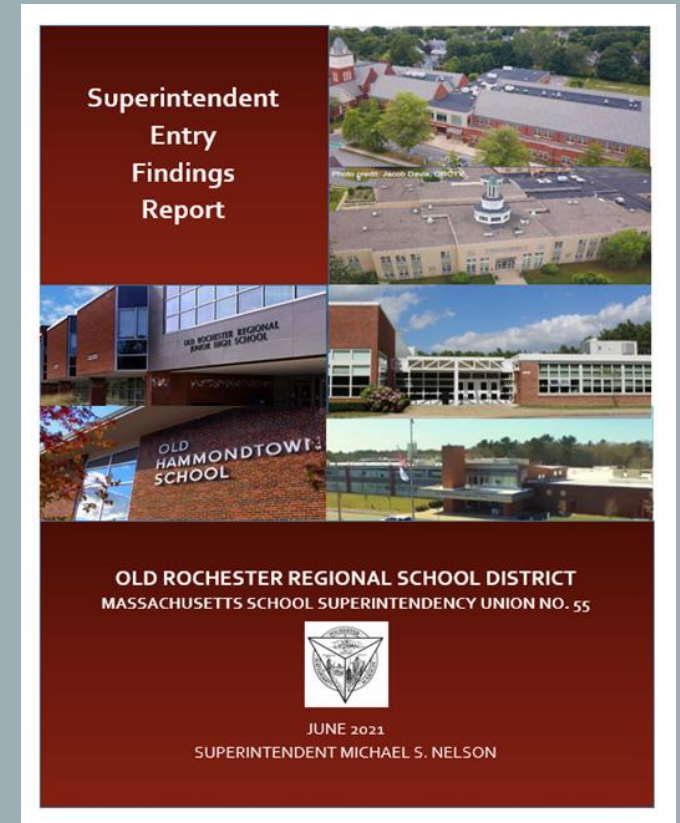
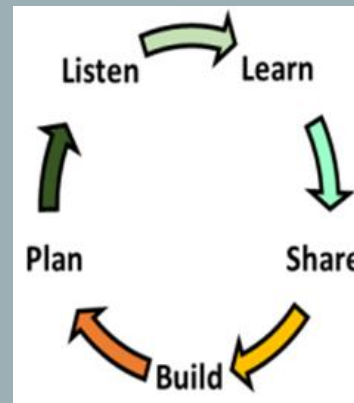
SUPERINTENDENT ENTRY PLAN November 2020



SUPERINTENDENT ENTRY FINDINGS REPORT July 2021



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





SUPERINTENDENT'S GOALS 2020-2022

Goal 1: Effective Entry & Direction Setting

Goal 2: Maintaining Momentum During the Transition

Goal 3: New Superintendent Induction Program Engagement

Goal 4: Meeting Leadership




GOAL I: EFFECTIVE ENTRY & DIRECTION SETTING


BY THE CLOSE OF JUNE 2021, THE DISTRICT WILL HAVE BROAD RECOGNITION OF KEY STAKEHOLDER GROUPS MOST CRITICAL NEEDS AND THE DISTRICT WILL HAVE A WIDELY-UNDERSTOOD PROCESS UNDERWAY TO IDENTIFY THE STRATEGIES AND GOALS THAT WILL ADDRESS THOSE NEEDS MOST EFFECTIVELY, AND THE MEASURES THAT WILL BE USED TO ASSESS PROGRESS.

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


Key Actions



By November, 2020, present to the joint committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, (d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.



By March, 2021, complete and present a Report of Entry Findings that (a) synthesizes evidence collected, (b) identified strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.



By May, 2021, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

Presentations completed on schedule (process).

Strategy Development process launched (process).

Report of key stakeholder findings (survey).

Resources

Vision 2023 Strategic Plan

Leadership Team, Secondary Coordinators, Teacher Leaders

Stakeholders (Town Officials, Students, Families, Local Agencies)

Benchmarking Data, MCAS, PSAT, SAT, AP

MA State Standards Alignment/Curriculum


Common Assessments

GOAL 2: MAINTAINING MOMENTUM DURING THE TRANSITION


LEAD THE DISTRICT MOVING FORWARD DURING THIS YEAR'S TRANSITION BY WORKING WITH PRINCIPALS AND OTHER DISTRICT LEADERS TO ENSURE THAT MEANINGFUL PROGRESS IS MADE ON CRITICAL DISTRICT AND SCHOOLS GOALS.

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

Key Actions




By November, 2020, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.




By March 1, complete formative evaluation conferences with each principal and district administrators that the superintendent supervises.



Conduct at least 10 visits at each school.



Support the development of new Central Office administrators through regularly scheduled leadership meetings and at least bi-weekly individual sessions.



By assessing students' academics needs through benchmarking and data analysis, ensure there is a teaching and learning plan that is designed and implemented to bridge the academics as a result of the pandemic.



By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

Benchmarks

Completed Educator Evaluation Plans (process).

Log or notes demonstrating at least ten visits per school (process).

Central Office meeting logs and agendas that document leadership development.

Completion of district-wide benchmarking and the creation of a teaching and learning action plan to address identified academic gaps.

Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Resources

Vision 2023 Strategic Plan

Leadership Team

Educator Evaluation Process

School Improvement Plans

GOAL 3: NEW SUPERINTENDENT INDUCTION PROGRAM ENGAGEMENT

DEVELOP SKILLS IN STRATEGY DEVELOPMENT, DATA ANALYSIS, AND INSTRUCTIONAL LEADERSHIP BY ACTIVELY ENGAGING IN THE FIRST YEAR OF THE NEW SUPERINTENDENT INDUCTION PROGRAM.

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



Key Actions

- Attend eight day-long sessions.
- Complete all NSIP assignments.
- Meet with assigned NSIP superintendent coach at least monthly.

Benchmarks

- Calendar documents attendance and contact with superintendent coach (process).
- Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).

Resources

- New Superintendent Induction Program
- Superintendent Coach (Dr. Ruth Gilbert-Whitner)

GOAL 4: MEETING LEADERSHIP

I WILL DEVELOP MORE EFFECTIVE WAYS TO ADDRESS BASIC ADMINISTRATIVE TASKS SO THAT LEADERSHIP TEAM MEETINGS CAN FOCUS MORE ON INSTRUCTIONAL IMPROVEMENT - 75% OF MY LEADERSHIP TEAM MEETINGS WILL HAVE AN ACADEMIC FOCUS LASTING AT LEAST 45 MINUTES THAT ENGAGES MEMBERS OF THE TEAM IN A DISCUSSION AND/OR ACTIVITY THAT RESULTS IN IMPROVED UNDERSTANDING OF HIGH-QUALITY TEACHING AND LEARNING.

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



Key Actions

- Regularly scheduled leadership team meetings.
- Instructional improvement focused leadership meetings related to school and district goals.

Benchmarks

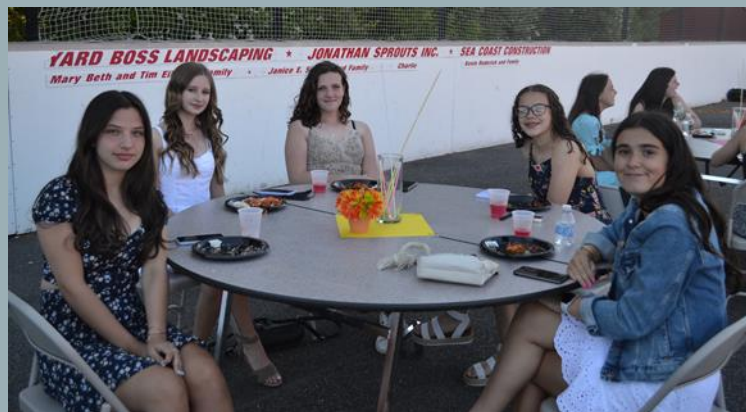
- Calendar documents leadership team meetings (process).
- Leadership team meeting agendas document teaching and learning focus (process and outcome).
- Examples of instructional improvement outcomes (outcomes).

Resources

- Leadership Team
- Secondary Coordinators
- Teacher Leaders
- Vision 2023 Strategic Plan
- School Improvement Plans

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

Thank you!



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

**August 26, 2021 – 6:30 p.m.
MEETING HELD REMOTELY THROUGH ZOOM
Mattapoisett, MA 02739**

District Members Present: Heather Burke, Acting Chairperson, Christine Marcolini, James Muse, Margaret McSweeney, Frances Kearns, Suzanne Tseki, Matthew Monteiro, Joe Pires, and Kate Duggan.

District Members Absent:

Union Members Present: Sharon Hartley, Acting Chairperson, Anne Fernandes, Nichole Daniel, Sharon Hartley, April Rios, Robin Rounseville, Mary Beauregard, Tiffini Reedy and Carly Lavin,

Union Members Absent:

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 6:34 p.m. by Acting Chairperson Burke of the ORR School Committee and Acting Chairperson Hartley of the Massachusetts School Superintendency Union #55.

Acting Chairperson Hartley made the following statement:

“Welcome to the Joint School Committee thank you for joining us, I’m sure everyone has been paying close attention to what’s been happening on the news regarding education and we want to clarify the procedure and the actions that we will take tonight. We want to be sure that everyone understands that in light of the state’s mask mandate there will be no vote taken by the school committee tonight or whether or not to wear masks in school, because we have a mandate from the state and it is in place.”

Acting Chairperson Burke made the following statement:

“From a procedural standpoint Ms. Hartley and I have agreed that we will move open comments to the end of the meeting after we have gone through the other items on the agenda.”

Mr. Nelson confirmed that per school committee policy the chairperson has the right to move open comments to the end of the meeting.

CHAIRPERSON’S REPORT:

Acting Chairperson Hartley just wanted to express appreciation to staff and administration and all of those involved in our schools and who have worked so hard over the summer to prepare for this exciting new school year. She expressed she’s particularly grateful to the Superintendent and the Administrators who worked to create a back to school plan, she expressed she was able to view it on the Rochester School website and she was really impressed with all the information included in the plan and the consistency of the information and it’s clear the amount of preparation that has gone into making a product of this caliber, she expressed she’s excited about this new school year.

Acting Chairperson Burke made the following statement:

“I will say that in coming up on the advent of a new school year I was reflecting where we were at this time last August and last August there were many number of community groups that came together and worked diligently to put together three different type of school reopening plans, the full

in-person plan, the hybrid plan and the remote learning plan, and through all of those conversations the emphasis of the groups was to try to make sure that learning was robust, that learning was meaningful and that student's needs were put forward first. I think as the year went on we did everything we could to stay true to those goals at a time of great uncertainty and as we go into this year we have so much learning about how to handle schooling at such an uncertain time but the uncertainty persists and we are figuring it out as we go along, but through it all we continue to emphasize students' needs and student learning above all and one thing we have learned over the past year is that learning and student needs are met best when we're able to come together as a community in one place and that has been the emphasis looking at this year, how we can optimize in-person learning and robust learning opportunities to meet the needs of our students. I'm looking at my youngest going into his senior year of high school and I really hope that he has an experience more like the fall of 2018 than the fall of 2020, it's very gratifying to me to see things progress, the advent of the sports season, pre-school meetings, it might not be all that we hope but we have come a long way in the past year and sometimes you have to look back to see how fortunate you are"

SUPERINTENDENT'S REPORT:

Superintendent Nelson made the following statement:

First and foremost, welcome back everyone. I know summer is not officially over – but it is certainly that time of the year where the start of the school year is on all our minds. This past summer was very productive for our school districts – where we reflected on our experiences last year, planned for the future, and now we are in the final stages of preparing for our students to return to our school buildings next week. I also want to acknowledge that I know that many of us were hoping for this school year to begin with a greater sense of normalcy for all. I know that we were hoping that many of the COVID-19 safety protocols and measures would not be needed during the 2021-2022 school. I was hoping for the same. Although we may not all agree on the best way to reopen schools – I am hoping we can all agree to support the greater good and the school community as a whole. The Tri-Town schools are strong and full of stakeholders that are excellent advocates for what is best for students. I respect that greatly and I am hoping we can do our best to respect one another as we welcome our students back to the classrooms. With that being said, we have made progress compared to how schools opened last year– this year we are fully opening our schools five days a week, full-time, to all of our students. We are looking to bring back more typical extracurricular activities, clubs and athletics for our students to participate in. We are committed to learning acceleration and focusing on teaching and learning. It is our hope that our students feel a strong sense of belonging to their schools and are ready for a meaningful school year. I know I will need the support of the school committees and all of our stakeholders to ensure that this school year is as successful as it can be. That concludes my superintendent report this evening.

V. General

A. Reopening Plan

Superintendent Nelson presented the “Back to School Plan for the 2021-2022 School Year” please refer to attachment A.

School Committee Feedback:

Ms. Marcolini expressed that she's hearing that some high schools are thinking about offering some vaccination clinics at some point and she just wondered if ORR was also planning some clinics.

Mr. Nelson expressed that the guidance is clear in terms of vaccination being one of the key components, he expressed it's an option for every student, parent and staff member to consider. He expressed that our town nurses have reached out to the school district in recent weeks and we will look at different options and partner with the local health officials as appropriate.

Ms. Reedy expressed that she is new to the Mattapoissett School Committee this year and she had a question. She thanked Mr. Nelson for his thorough presentation and providing the school committee with an incredible amount of information. She was wondering if the school district currently has a way to track the data associated with teacher/staff vaccination rates or is will we be tracking that to know where we stand currently and how close we are to the 80% mark we are come October 1st and if we are tracking it will that information be shared with the communities.

Mr. Nelson reported that some school committee members might remember that last year the school district published a weekly dashboard with key data points, recommendations and other information that he thought was critical for our school community to be aware of but also for our key decision makers to be aware as they made decisions in their school committee roles. He expressed that the dashboard will be updated and released on a weekly basis and the vaccination rates will be part of that data. Mr. Nelson expressed that he will work with our school nurses and town nurses on how best to collect that information to ensure the privacy of all.

Ms. Lavin echoed Ms. Reedy's sentiment about the presentation. Ms. Lavin asked Mr. Nelson to review mask exemptions and what the process a parent would need to follow if their child does need an exemption of some sort.

Mr. Nelson reported that when you review the DESE mask mandate they outline two key exemptions, one for medical reasons and one for behavior reasons. Mr. Nelson expressed that building administration would work with those particular families, he expressed that we would require a note from the child's pediatrician and we would then utilize our school physician in terms of the exemption would be granted or if there were other accommodations that would allow us to support those particular students.

Mr. Pires commended everyone in the school community for all their hard work and he expressed it's evident that their top priority is keeping our children safe and he's in total agreement. He expressed that with respect to the vaccination, he expressed that he appreciates the dashboard but at the same time in the spirit of equity we have to respect those who feel it is their personal choice, he expressed that at this time it's a sensitive issue, he expressed that some people feel uncomfortable about getting vaccinated and we have to respect them as well and the privacy and equally is very important.

Ms. Reedy wanted to clarify that she wasn't looking for specific names of people who have been vaccinated but rather percentage rates, so that we know and the community knows how close we are to reaching that 80% mark. Also she expressed that it's important to make note of the fact that the COVID vaccine is not protected under HIPA rights, so there is an individual protection as far as privacy to those who have received the vaccine and that was established by the government.

Mr. Pires expressed that he understood her intention and that at the end of the day it's all about kids feeling safe and comfortable within their peers and not singled out. Ms. Reedy agreed.

Ms. Kearns asked with we would be receiving additional CARES funding to help support the purchase of the air filters and air scrubbers for this year and any other testing that we need to do in the school setting.

Mr. Nelson reported that our districts like other districts across the state will receive ESSR I, II, III funding, at this point we expended ESSR I last year, ESSR II is currently being used for the purchase of air scrubbers and air purifiers and we also continue to seek additional grants such as the acceleration academy grant which helped fund the incredible opportunity for students across our

districts this summer as well as other grant opportunities in terms of a Special Education standpoint. Mr. Nelson expressed that ESSR III will come next, we have not submitted those grants, he expressed that particular process will involve getting feedback from our community as well in terms of some other areas, but he expressed that we do have those additional revenue sources to tap into. He also expressed that it's important to circle back to the budget process from last year, where the four budgets that we put forward, we prepared for a new normal and we didn't put in additional funding to prepare for the scenario that we are looking at right now, and we were strategic in knowing that the ESSR II and III could be available to navigate the reality of the situation.

Ms. Barrows expressed that this might have been covered last year, but she just wants to make sure that this year we have plenty of reserve of masks on buses and at school in case a child is sent to school without one.

Mr. Nelson gave a shout out to Mr. Gene Jones, Director of Facilities. He expressed that Mr. Jones has positioned the district very well when it comes to PPE, not only last year but also moving into this school year. He expressed that he feels very confident in the supply of PPE that the school district currently has in stock including face coverings and hand sanitizer to support our school nurses. And yes the buses will also have masks, we would never turn away a student from getting on the school bus.

Ms. Fernandes expressed that it's worthy to note that when the DESE board came together there was one member who voted against the mask mandate, she expressed that we know we will have families who will not be happy to have their children masked again, have you given thought to how those kids parents and needs will be addressed.

Mr. Nelson expressed that's one of the most difficult and complex pieces to this situation, he expressed that the district has sought and is looking at legal advice in terms of how to handle those scenarios. Mr. Nelson expressed that last year they were able to use their school physicians to be able to work through some of those difficult situations, and also expressed that he is working with administrators on how to handle each case in the moment, he expressed there is some strong guidance that allows school administrators to make some decisions in the moment to make sure we can protect the safety of all students but we also want to make sure we protect everyone's rights. He expressed that we are navigating that and we are aware that scenario may present itself and we will work through it on a case by case scenario.

Mr. Monteiro asked a question of Dr. Mendes, School Physician. Mr. Monteiro stated that some parents feel that it should be their choice if their child wears a mask to school or not, Mr. Monteiro's question to Dr. Mendes is *"could you please explain how my mask protects you and your mask protects me in the sense of source control versus respiratory protection?"*

Dr. Mendes stated *"effectively if we are both wearing masks and one of us is transmitting a germ that germ has to get through my mask and your mask, so it's like a double mask system."* He expressed that any barriers we put between two people will reduce transmission of any infectious agents whether they are masks, shields or plexi-glass. He reported especially when people don't have symptoms and are already infectious, having a mask on will protect people around them quite a bit.

Dr. Mendes expressed that it's hard to believe that we are still in this scenario with COVID-19 but he feels that DESE and the board and the Superintendent have done a great job trying to figure out ways to keep all the kids in school, he expressed that's really the point, he expressed it would be great not to have them wearing masks, but if we had to choose between a zoom classroom or an in-person classroom, we would much rather have in-person learning even if children have to wear

masks. He believes the masks will help keep transmission rates down and help keep our kids and our teachers and staff safe.

Ms. McSweeney expressed gratitude for all the comments that have been made and also for Mr. Nelson's presentation. Ms. McSweeney appreciates the fact that school will start with children and staff wearing masks but she's wondering about those families who still don't feel comfortable coming back into the school setting and may want the alternative of the homeschool option and how they can receive information about that option.

Mr. Nelson expressed that we do have families that on an annual basis choose the homeschool option, he reported that there is a policy and application process that is submitted to my office. Mr. Nelson expressed that last year and this year we did see an uptick in homeschool applications and that remains an option for those particular students. Mr. Nelson expressed that if a family does elect to homeschool their child, then they do assume the responsibility of educating their children with the exception and that's around if they receive special education services.

Ms. Burke explained that DESE has declared a fully remote model illegal for this upcoming school year, therefore that type of model is no longer available.

Ms. McSweeney expressed that she was aware of the difference but she thought it was important to bring up during the public meeting so that parents were aware of the difference.

Ms. Lavin wanted to ask a question that gets to the heart of teaching and learning and some of the angle around acceleration roadmap. She asked if Mr. Nelson could elaborate on a timeline when parents/community could hear an update on additional opportunities and next steps.

Mr. Nelson reported that he plans to continuously update the school committee at the regular scheduled meetings in terms of localizing the acceleration roadmap to our schools. He explained that there are four phases with priorities within it and it allows administrators and teachers to look at what the roadmap suggests and there are steps for success for you to consider and resources and templates for you to consult with. Mr. Nelson expressed that the bigger point is to think about what you're already doing in your district, what you're doing well, examining your local data, and creating opportunities to maximize student outcomes. He expressed that the early work really falls to administration which is to look at data and really look at what we have in place and then start thinking about a course of action of what programming we may need in the upcoming weeks, months and long term. Therefore, you will hear updates of how we are doing that work and what it means.

Mr. Monteiro asked if there was any current guidance in terms of snow days for the upcoming school year.

Mr. Nelson reported that as of right now we will only have traditional snow days.

Ms. Kearns wanted to touch upon the policy for absenteeism, she expressed that last year there was a deviation for absenteeism based on students going home after being tested or while quarantining, she was wondering how that would be handled this school year.

Mr. Nelson reported that last year depending on the scenario we did have the option of marking students remote present and that model or remote learning is no longer available therefore we can't mark students remote present, therefore per the current guidance students must be marked absent.

Ms. Rounseville thanked Mr. Nelson for the thorough presentation. She expressed she was interested in the testing component and wondered if a parent gave consent, would they be giving consent for the entire year? Ms. Rounseville expressed she believes will be a great benefit on the amount of days that children are out of school.

Mr. Nelson reported that it is a blanket consent for the year and that the DESE was clear that the local school district can't alter the consent form. Mr. Davidson added that parents can also pull the consent at any point during the school year.

Ms. Daniel expressed that with the testing there were the three options, if you were symptomatic, if you were a close contact, and then the pool testing, she expressed that she knows we are currently not doing the pool testing but that model could change at any point, therefore her question was if the parent signs the consent at the beginning of the year but they are not comfortable with their children taking part in the pool testing, how do we make that difference, will that be a problem?

Mr. Nelson reported that he doesn't have a clear answer for that question but once that information is released he will follow up with the school committee.

Ms. Beauregard asked if parents will be notified before their child is tested. Mr. Nelson reported that those protocols are currently being worked on with our school nurses, he reported that we have done a lot of work with CIC in terms of filling out paperwork and once those protocols are established we will share them with the school committees and parents.

Ms. Hartley and Ms. Burke thanked everyone for their thoughtful questions and thanked Mr. Nelson for his responses.

VI. New Business

D. Policy Review

EBCFA - FACE COVERINGS Policy – Superintendent Nelson informed the school committee that the policy sub-committee met on August 19th and considered presenting different options, however at this point due to the state DESE mandate that was just recently established by the Board of Education for the State of Massachusetts these options no longer need consideration therefore the Face Coverings Policy should be tabled.

OPEN COMMENTS:

Ms. Hartley thanked everyone for joining the school committee meeting and asked if anyone wanting to make a comment to write their name and address into the chat box and Ms. Russo will call out their name.

Ms. Burke reviewed the policy 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.*

Ms. Burke also explained that school committee members would not be answering any questions from the public at tonight's meeting but if parents needed questions answered they should reach out to central office or building administration.

OPEN COMMENTS:

Sandra Dawson- Rochester:

"Thank you for the opportunity to speak, I have a question, as far as the students who are quarantined, is there going to be a remote option to participate in class".

Ms. Hartley thanked Ms. Dawson for her question and encouraged her to contact the school.

Richard Riley – Mattapoissett:

"First of all, outstanding presentation, it's the first I've listened in, very nice. I've been a resident here over 60 years and it's the first zoom meeting of the school committee that I've watched. I have two questions but maybe I can send those in, I'd like to know and see the facts and the case studies that Commissioner Riley based his on, the reason I say this is two-fold, number one as some of you

might know we own a preschool in Town with over 100 children in and since we opened back up on June 29th of 2020 we haven't had a case, what we found was that parents were more concerned through fear everyone was masked up, they washed they're hands 10 times before they went in and 10 times after they left, but over time what they realized is that these kids are safe and nothing was going to happen to these kids, to the point now that 90% of the parents don't even wear a mask anymore and we have a waiting list that you would only dream about because they are at schools who do require masks and they are trying to get into our school but on another note on a higher level note, I'm part owner of a large manufacturing company with a 1000 employees in two locations and we hired someone to work with WHO and CDC because of the masks, because of the employees out on the floors, it's 85 degrees working with machines they were concerned wearing masks and what we found was that the typical blue masks that people wear, the influenza and SARS 2 has a size of .05 to .14 micron level and the blue masks only catch germs which are 3 microns or larger, in other words you would be better off having a screen from a window cover your mouth then the actual mask, it doesn't really prevent anything, so from a business point a view if it didn't stop or help the case study go down in our plants we actually ended up eliminating the masks, but if someone has a cold or they feel unhealthy they voluntarily wear the mask during that course until recovery and it's worked out beautifully, we have a facility in Ohio and a facility in Florida and that is now the procedure, it's on a voluntary basis but the masks are gone. I'm a little concerned about the kids especially my grandchildren having to go to school with masks, I can understand on the bus, I'll be patient, let's see how things go until October 1st but the first thing I'm going to do is look into an organization.... Ms. Russo indicated to Mr. Riley that his three minutes had ended.

Ms. Hartley thanked Mr. Riley for his comments.

Ms. Nina M. Datshkovsky Ennis had audio difficulties during the meeting and was not able to make her full statement during the meeting. Ms. Ennis sent her full statement to Superintendent Nelson, Ms. Russo, and Acting Chairpersons Burke and Hartley on August 27th at 9:53 via email. Below is her complete statement.

Re: Incomplete question/statement during the School Committee Meeting regarding Mask Mandates.

By this letter, I want to clarify that my computer's microphone was not working, and I proceed to ask a question using the Zoom chat. The first question that I asked was wrong, so in the chat I clarify, that this was not the complete question. I wrote the correct question three more times in a row, and it was not read at all, and the meeting was expedited till the end. I am not sure if Diane Russo, Executive Assistant of the Superintendent didn't see the chat or what happened.

My complete statement/question on the chat to the school committee during the meeting dated on August 26, 2021, was the following:

"If the mask protects me and protect others, so what about masks being harmful while wearing them for a long time?

Before you overthink, watch this video. A father is demonstrating unsafe levels being breathed by our children using the mask at Conway, NH School Board meeting

<https://www.youtube.com/watch?app=desktop&v=OiEufbIyJxM&feature=share>

It will be appreciated if you correct what I meant and watch the video I sent. Make your judgement and do your research.

Thank you so much. Have a wonderful day.

Sincerely, Nina M Datshkovsky Ennis

Linda Vivino – Marion

"My question is if the parents opt out of testing do the kids go home and quarantine".

Ms. Hartley asked Ms. Vivino to send that question to Supt. Nelson or the School Principal.

Ms. Hartley wanted to reiterate the school committees thanks to all who attended the meeting and made comments and concerns. She expressed that we are committed to working together as school committee members and the school district leaders and staff are working together to make sure that our students have the very best year of teaching and learning and remain safe.

Mr. Nelson expressed that tonight's meeting was just another example of our school community and the Tri-Town's overall commitment to doing what's best for students and families and listening to one another respectfully and he couldn't be more proud to serve as Superintendent of our six schools. Thank you for the opportunity to present our reopening plans.

Motion to adjourn meeting at 7:51 p.m.

District, Ms. McSweeney

Union, Ms. Daniel

District, Mr. Muse

Union, Ms. Lavin

ROLL CALL-District (Duggan: yes, Monteiro: yes, Marcolini: yes, Muse: yes, McSweeney: yes, Kearns: yes, Burke: yes, Tseki: yes)

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



Old Rochester Regional School District MA Superintendency Union # 55

Back to School Plan
2021-2022

Updates to DESE Covid-19 Guidance:

The guidance in this slideshow was developed by the Department of Elementary and Secondary Education and the Department of Public Health.

DESE/DPH Guidance Background & Context:

This school year all districts and schools will be required to be in-person, full-time, five days a week this fall. All previously-released Department of Elementary and Secondary Education (DESE) and Department of Public Health (DPH) health and safety requirements were lifted.

The most current DESE/DPH guidance driving our reopening plans:

- [DESE/DPH COVID-19 Guidance for Districts and Schools: Fall 2021 \(July 30, 2021\)](#)
- [DESE/DPH Protocols for Responding to COVID-19 Scenarios - SY 2021-2022 \(August 13, 2021\)](#)
- [DESE/DPH Frequently Asked Questions \(August 20, 2021\)](#)
- [Implementation of DESE Mask Requirement \(August 25, 2021\)](#)

Other major agency guidance considered:

- [Centers for Disease Control \(CDC\) Guidance for COVID-19 Prevention in K-12 Schools](#)
- [American Academy of Pediatrics COVID-19 Guidance for Safe Schools](#)

Our reopening plans aim to educate all of our students in-person, full-time, five days a week as possible. We identified and implemented mitigation strategies and safety measures that aim to prevent the transmission of COVID-19 within our buildings, while moving teaching and learning forward.

DESE and DPH continue to recommend that all faculty, staff, and eligible students receive the COVID-19 vaccine.

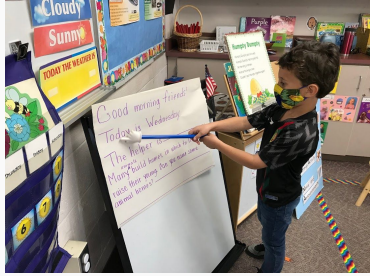
Implementation of the Fall 2021 DESE/DPH Recommendations:

Maintaining Ventilation Upgrades from this Past Year:

- All our schools' HVAC systems were inspected by an outside vendor (Leftfield Environmental Limited) at the beginning of the 2020-2021 school year and given 'full occupancy' status. All school buildings will be inspected once again this Fall.
- Air purifiers and air scrubbers were ordered for all learning spaces in our six schools. We are anticipating their arrival soon.
- Routine air quality assessment (CO2 levels) will be conducted by our Director of Facilities.
- Air quality tests are conducted at all our schools utilizing an outside vendor (ARAM Environmental Testing) to ensure safe and healthy learning environments.



Masking in Schools:



- Masks are required for public schools students (age 5 and above) and staff in all grades through at least October 1, 2021 when indoors (including sports-related activity for student-athletes and coaches when indoors). It is strongly recommended that students younger than age 5 also wear a mask in school. Masks are not required when outdoors.
- The mask requirement will be in place until at least October 1, 2021. The Commissioner will revisit the requirement in the near future to revise it as warranted by public health data.
- The mask requirement applies when students and staff are indoors at school, except when eating, drinking, and during mask breaks.
- Mask breaks may occur throughout the school day when the windows are open or students are outdoors. As a reminder, meals and outdoor recess provide built-in mask breaks for students and staff.
- Masks may also be removed indoors when necessary to participate in elective classes, such as the use of wind instruments in band.
- After October 1, 2021, if a school demonstrates a vaccination rate of 80% or more of students and staff in the school, then vaccinated individuals in that school would no longer be subject to the DESE mask requirement. DESE will provide additional information to the public in coming weeks.

Testing Services & Options this School Year:

- Districts and schools are highly encouraged to maintain or establish a robust plan for COVID-19 testing in schools for students and staff.
- Our districts received approval from DESE to start with 'symptomatic testing' and 'test and stay'.
- We have secured a floating school nurse to support our safety and health protocols and will have CIC agency support.

Symptomatic Testing

- **For when individuals present symptoms while at school;** individuals should not go to school if experiencing symptoms while at home
- Samples are collected at school using **the BinaxNOW rapid antigen test**
- Those testing **negative with isolated/mild symptoms can stay** in school

"Test and Stay"

Close contact testing

- For when individuals are in close contact with a COVID-19 positive individual while at school.
- Samples are collected at school **using the BinaxNOW rapid antigen test**
- Tests are **administered daily for at least five days** from the date of exposure

Routine COVID Pooled Testing

- **Routine Pooled Testing and School-Based Follow-Up Testing:** samples are collected at school; If a pool is positive, follow-up testing at school with **either BinaxNOW and/or individual PCR testing as necessary**
- **Routine Pooled Testing and Lab-Based Follow-Up Testing:** samples are collected; If a pool is positive, **individual Follow-Up testing occurs at the lab**, without a second sample collection

COVID-19 Symptoms:

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves.

COVID-19 symptoms list:

- ***Fever (100.0° Fahrenheit or higher), chills, or shaking chills***
- ***Difficulty breathing or shortness of breath***
- ***New loss of taste or smell***
- ***Muscle aches or body aches***
- **Cough (not due to other known cause, such as chronic cough)*
- *Sore throat, when in combination with other symptoms*
- *Nausea, vomiting, or diarrhea when in combination with other symptoms*
- *Headache when in combination with other symptoms*
- *Fatigue, when in combination with other symptoms*
- *Nasal congestion or runny nose (not due to other known causes, such as allergies) when in combination with other symptoms*



Anyone who is feeling sick or ill should remain home and strongly consider being tested for COVID-19.

Definition of Close Contact:

Close contacts are defined as individuals who have been within 6 feet of a COVID-19 positive individual while indoors, for at least 15 minutes during a 24-hour period. Please note that the at-risk exposure time begins 48 hours prior to symptom onset (or time of positive test if asymptomatic) and continues until the time the COVID-19 positive individual is isolated.

The following close contacts are exempt from testing and quarantine response protocols:

- Asymptomatic, fully vaccinated close contacts: Individuals who are asymptomatic and fully vaccinated are exempt from testing and quarantine response protocols.
- Classroom close contacts: An individual who is exposed to a COVID-19 positive individual in the classroom while both individuals were masked, so long as the individuals were spaced at least 3 feet apart, is exempt from testing and quarantine response protocols.
- Bus close contacts: Individuals on buses must be masked according to federal requirements. As such, individuals who are masked on buses when windows are open are exempt from testing and quarantine response protocols.
- Close contacts who have had COVID-19 within the past 90 days: An individual who has been previously diagnosed with COVID-19 and then becomes a close contact of someone with COVID-19 is exempt from testing and quarantine response protocols if:
 - o The exposure occurred within 90 days of the onset of their own illness AND
 - o The exposed individual is recovered and remains without COVID-19 symptoms.



Recommended Testing & Quarantine Response Protocols

Protocol A

Individuals who test positive

Protocol B

asymptomatic close contacts who are not exempt from testing and quarantine response protocols

Protocol C

Symptomatic individuals



Classroom & Learning Space Social Distancing

- Our schools will establish 3 feet of social distancing between students and staff members.
- Electives such as chorus and band will also maximize social distancing opportunities.
- Social distancing travel patterns and protocols will be implemented in our school buildings.

**Social Distancing guidelines will be reevaluated on a continuous basis throughout the school year based on the latest agency guidance and local data.*



Transportation Protocols & Safety Measures

- ALL students and bus drivers are required to wear masks on the bus.
- ALL bus windows will be open at a minimum of two inches.





School-Based Testing Options



- Our schools received approval for 'Symptomatic Testing' and 'Test and Stay' programming.
- Parents/Guardians must provide consent (forthcoming) for such testing to occur.
- Individuals may still utilize outside testing options.

**Testing options will be reevaluated on a continuous basis throughout the school year based on the latest agency guidance and local data.*



School Building Visitors

- All visitors are also expected to wear a mask in the school building through at least October 1, 2021.
- Visitors are highly recommended to schedule appointments with building administration.

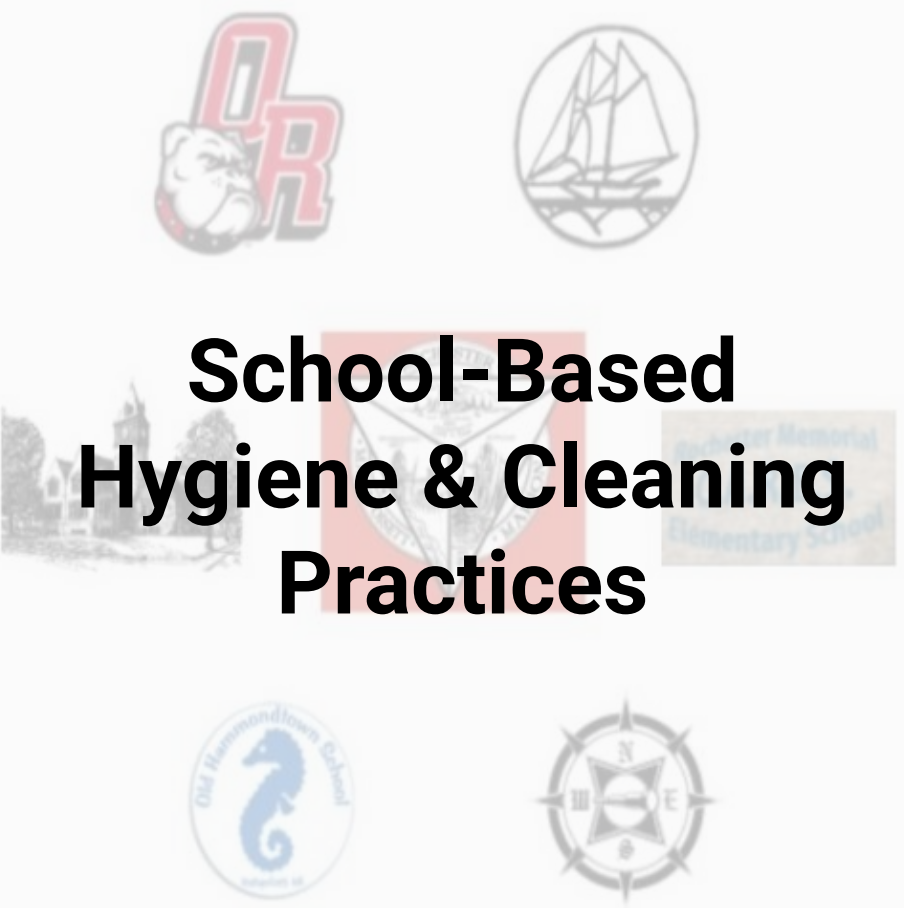
**School visitor guidelines will be reevaluated on a continuous basis throughout the school year based on the latest agency guidance and local data.*



Breakfast & Lunch

- Dining spaces will strive for 3 feet of social distancing between individuals.
- Outdoor dining will be an option for students and staff members as appropriate.
- Breakfast and lunch will continue to be free for ALL students during the 2021-2022 school year.

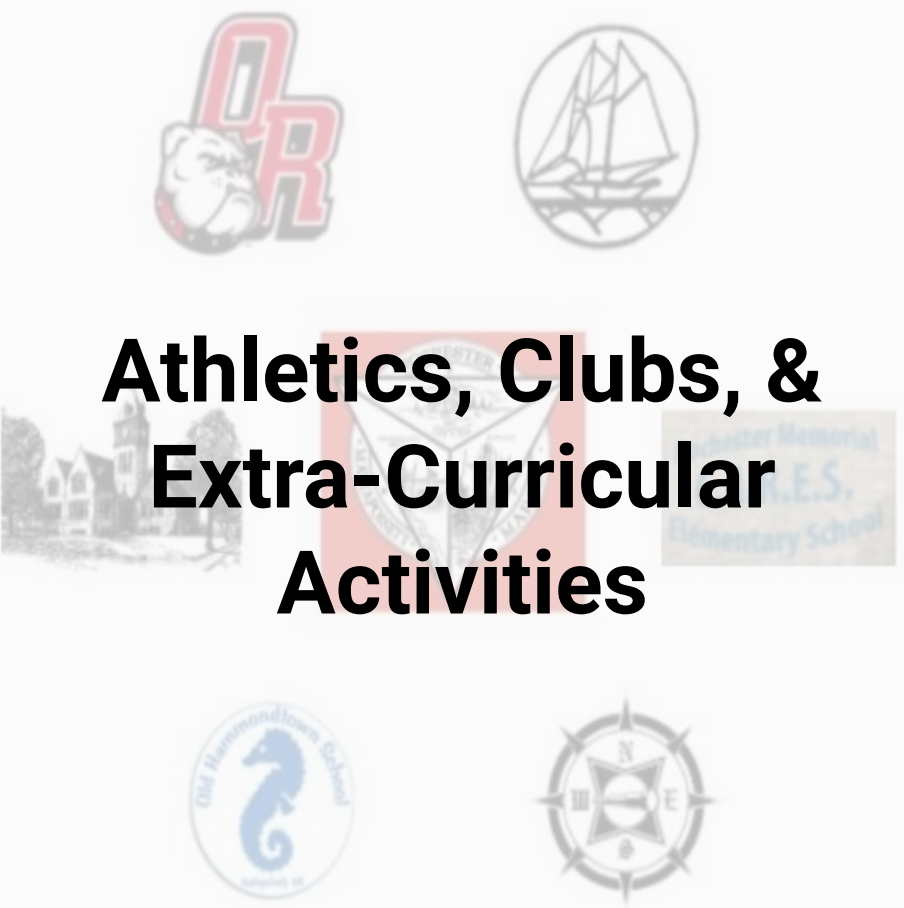
**Dining guidelines will be reevaluated on a continuous basis throughout the school year based on the latest agency guidance and local data.*



School-Based Hygiene & Cleaning Practices

- Hand sanitizing stations will be located throughout each building and in each classroom.
- Staff and students will be encouraged to frequently participate in hand sanitizing and/or hand washing.
- Each school building will be deep cleaned each school day.

**Hygiene and cleaning protocols will be reevaluated on a continuous basis throughout the school year based on the latest agency guidance and local data.*



Athletics, Clubs, & Extra-Curricular Activities

- In-person clubs, activities, and extracurricular activities will be offered to students using the same protocols as the school day (i.e. mask expectations, social distancing).
- Athletics will follow local guidance and MIAA protocols

**Athletics/Activities guidelines will be reevaluated on a continuous basis throughout the school year based on the latest agency guidance and local data.*



Teaching & Learning

- Our schools will utilize the DESE Acceleration Roadmap this year to ensure our focus is on teaching & learning.
- Learning Acceleration is when all students receive consistent access to appropriate grade-level work. The three main pillars of learning acceleration are:
 - *Sense of Belonging*
 - *Monitoring Students' Understanding*
 - *Ensuring Strong Grade-Appropriate Instruction*



Guidance for COVID-19 Prevention in K-12 Schools

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Due to the circulating and highly contagious Delta variant, CDC recommends universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status.
- In addition to universal indoor masking, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect students, teachers, staff, visitors, and other members of their households and support in-person learning.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).



The purpose of this guidance is to continue to support communities, local leadership in education and public health, and pediatricians collaborating with schools in creating policies for safe schools during the COVID-19 pandemic that foster the overall health of children, adolescents, educators, staff, and communities and are based on available evidence.

- **All eligible individuals should receive the COVID-19 vaccine.**
 - It may become necessary for schools to collect COVID-19 vaccine information of staff and students and for schools to require COVID-19 vaccination for in-person learning.
 - Adequate and timely COVID-19 vaccination resources for the whole school community must be available and accessible.
- **All students older than 2 years and all school staff should wear face masks at school (unless medical or developmental conditions prohibit use).**
 - **The AAP recommends universal masking in school at this time for the following reasons:**
 - a significant portion of the student population is not eligible for vaccination
 - protection of unvaccinated students from COVID-19 and to reduce transmission
 - lack of a system to monitor vaccine status among students, teachers and staff
 - potential difficulty in monitoring or enforcing mask policies for those who are not vaccinated; in the absence of schools being able to conduct this monitoring, universal masking is the best and most effective strategy to create consistent messages, expectations, enforcement, and compliance without the added burden of needing to monitor vaccination status
 - possibility of low vaccination uptake within the surrounding school community
 - continued concerns for variants that are more easily spread among children, adolescents, and adults

- An added benefit of universal masking is protection of students and staff against other respiratory illnesses that would take time away from school.
- Adequate and timely COVID-19 testing resources must be available and accessible.
- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission and test positivity rate throughout the community and schools, recognizing the differences between school districts, including urban, suburban, and rural districts.
- School policies should be adjusted to align with new information about the pandemic; administrators should refine approaches when specific policies are not working.¹²
- Schools must continue to take a multi-pronged, layered approach to protect students, teachers, and staff (ie, vaccination, universal mask use, ventilation, testing, quarantining, and cleaning and disinfecting). Combining these layers of protection will make in-person learning safe and possible. Schools should monitor the implementation and effectiveness of these policies.
- Schools should monitor the attendance of all students daily inclusive of in-person and virtual settings. Schools should use multi-tiered strategies to proactively support attendance for all students, as well as differentiated strategies to identify and support those at higher risk for absenteeism.
- School districts must be in close communication and coordinate with state and/or local public health authorities, school nurses, local pediatric practitioners, and other medical experts.
- School COVID-19 policies should be practical, feasible, and appropriate for child and adolescent's developmental stage and address teacher and staff safety.
 - Special considerations and accommodations to account for the diversity of youth should be made, especially for populations facing inequities, including those who are medically fragile or complex, have developmental challenges, or have disabilities. Children and adolescents who need customized considerations should not be automatically excluded from school unless required in order to adhere to local public health mandates or because their unique medical needs would put them at increased risk for contracting COVID-19 during current conditions in their community.
- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities and should also look to create safe working environments for educators and school staff. This focus on overall health and well-being includes addressing the behavioral/mental health needs of students and staff.
- These policies should be consistently communicated in languages other than English, when needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians of limited English proficiency or who do not speak English.
- Ongoing federal, state, and local funding should be provided for all schools so they can continue to implement all the COVID-19 mitigation and safety measures required to protect students and staff. Funding to support virtual learning and provide needed resources should continue to be available for communities, schools, and children facing limitations implementing these learning modalities in their home (eg, socioeconomic disadvantages) or in the event of school re-closure because of a resurgence of SARS-CoV-2 in the community or a school outbreak.

Final Thoughts:

- **Our health and safety measures and protocols must remain fluid.**
- **Teaching and learning is our main priority.**
- **The social emotional well being of our children is our focus.**

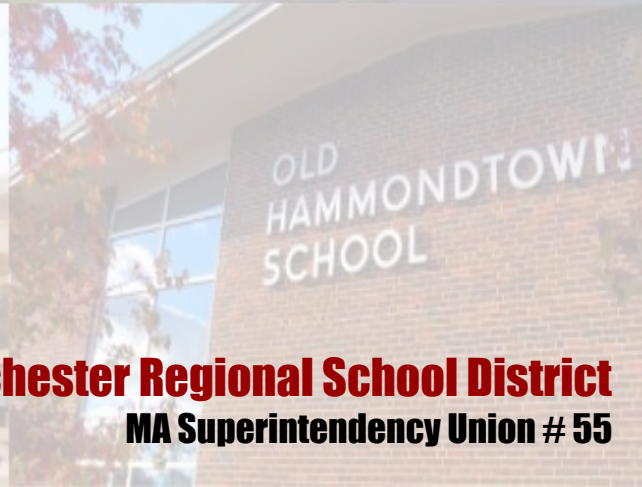
Questions?



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
<p><u>Core Subjects</u> - Enhance all curricula by embedding them with 21st-century skills and themes.</p>	<p>Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.</p>	<p>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.</p>
<p><u>Life and Career Skills</u> - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.</p>	<p>Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.</p>	<p>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.</p>
<p><u>Learning and Innovation</u> - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).</p>	<p>Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).</p>	<p>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.</p>
<p><u>Technology</u> - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.</p>	<p>Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.</p>	<p>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.</p> <p style="text-align: right;">Old Rochester Regional School District MA Superintendency Union # 55</p>



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

Strategic Initiative:

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

Year 4 Goal:

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



21st Century Learning

Strategic Initiative:

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

Year 4 Goal:

COVID 19 presented 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.



Social Emotional Learning

Social Emotional Learning Team Members:

Chairperson:

Charles West - Assistant Principal - Rochester Memorial School

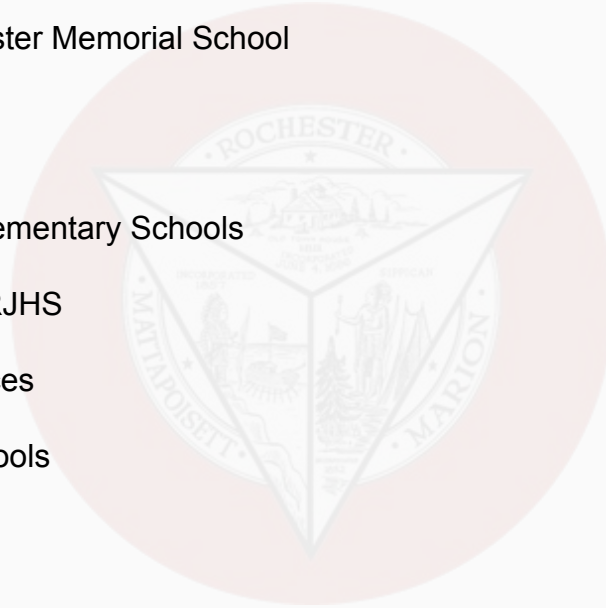
Team Members:

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. ORRJHS 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.



Social and Emotional Learning

Strategic Initiative:

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

Year 4 Goal:

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



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:

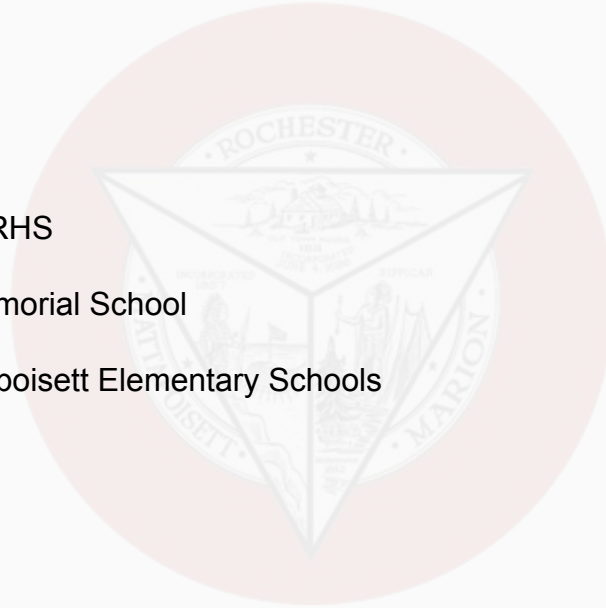
Michael Devoll - Principal - ORRHS

Team Members:

Vanessa Harvey - Assistant Principal - ORRHS

Derek Medeiros - Principal - Rochester Memorial School

Kevin Tavares - Associate Principal - Mattapoisett 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



Global Citizenship

Strategic Initiative:

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

Year 4 Goal:

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



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.

VISION 2023

OLD ROCHESTER REGIONAL

#WEareOR

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

THEORY OF ACTION

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 social and emotional competencies and prepared them to be engaged global citizens.

1

Strategic Objectives

21st Century Learning

Social and Emotional Learning

Global Citizenship

Strategic Initiatives

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.

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).

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

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

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

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

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

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

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.

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

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

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

Strategic Objectives

21st Century Learning

Social and Emotional Learning

Global Citizenship

Strategic Outcomes

Life and Career Skills – Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.

Learning and Innovation – Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).

Technology – Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.

Core Subjects – Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.

Relationships – Students are invested in their learning and feel they are valued members of their 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.

Partnerships – Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.

Safety and Security – A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.

Global Awareness – A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.

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.

Personal Responsibility – A school culture exists where students are invested in their learning and respect differences.

Empathy – Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.	Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.	By the 5th year, every student will experience two project or problem based learning experiences in which they showcase their work to an audience beyond their classroom teacher. During these showcases students will have demonstrated: flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.	Provide educators with examples of 21st Century Skills: flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility, and have teachers and administrators incorporate them into their goals during the evaluation process. There is evidence of growing alignment between the documented core subject curriculum with use of life and career skills.	TLC members will message to teachers and staff what 21st Century Teaching and Learning is. In addition, current Panorama data regarding engagement and rigor will be disseminated and analyzed by all.

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).	Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).	Opportunities for the 4Cs are fully integrated into standards-based grade level units that integrate subject areas. Moreover, the two PBL learning showcases also evidence the 4Cs.	Continuation of learning walks are conducted for the purpose of observing an increase in the extent of gathering student opportunities to use: creativity, critical thinking, collaboration and communication & PBL. There is evidence of growing alignment between the documented core subject curriculum with use of the 4C's.	Prioritization of 4C's will take place in all schools through staff development and building based PLC's. Grade level teams will prepare for district learning walks, to identify the 4C's in action and affirm those practices.

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.	Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.	Students will demonstrate the skillful use of media literacy, information literacy and, communication technology literacy in at least 2 developmentally appropriate grade level projects.	Provide educators with advanced and innovative examples of technology Literacies: media literacy, information literacy and communication technology literacy and have teachers and administrators incorporate them into their goals during the evaluation process. Grade level teams meet to integrate these advanced and innovative tech examples into grade-level curricula. There is evidence of growing alignment between the documented core subject curriculum with the use of technology literacies.	Grade level team and leadership examine current opportunities at each level, elementary, middle and secondary to learn media literacy, information literacy and Information tech literacy taking place outside of the library media center. Inspiring educators integrating these experiences are encouraged and incentivized to showcase their lessons at the October PD day and during collegial classroom teacher visits. Brief reports per grade will be produced to communicate the level of integration per bldg.

21st Century Learning

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.	Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.	All students will experience fully articulated and documented curricula on Rubicon that include 21st Century interdisciplinary Units. Every year, these interdisciplinary Units will incorporate one the following: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Leadership, Health Literacy, Environmental Literacy.	Use UBD trained experts and other district teacher leaders to address the holes and gaps that were identified in year one. Learning environments that are not 21st Century are improved.	Use UBD trained experts and other district teacher leaders to examine the state of curricula which will provide TLC with a report by June 30th, 2019 detailing curricular holes and gaps. Learning environments are examined to maximize 21st Century learning.

Social Emotional Learning				
Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.	Relationships - Students are invested in their learning and feel they are valued members of their learning communities.	All schools have fully adopted and implemented with fidelity an evidence-based SEL program/approach. Students will be able to identify at least two trusted staff members to promote sense of belonging. Students will report higher levels of engagement and connectedness based on Panorama data.	100% of the PreK-8 teachers will be trained in RC. ORRHS will explore SEL approach/program. Full implementation of evidence-based advisory model at the JHS. Pilot advisory model at the HS.	Ensure implementation and utilization of best practices of RC preK-8th grade. Explore best practices of advisory groups at the secondary level. Teachers and administrators will personally greet each student when they arrive to the school and to their classes. Review Panorama data with staff. Identify SEL current data collection methods. Establish building-based SEL teams.

Social Emotional Learning				
Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.	Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.	All classrooms and other learning settings will routinely establish clear behavioral expectations on an annual or as needed basis. Consistent and aligned discipline data collection methods are fully implemented. Common handbook language is used across the district. The school district uses an established and consistent discipline philosophy and model utilized in each school. Discipline methods foster CASEL competencies in all students. Teachers, administrators, and staff members model expected student behavior and utilize common language.	Examine and update all the schools' code of conduct/student handbooks. Identify and adopt a district-wide discipline model. All schools implement agreed upon discipline data collection methods and use of common forms.	Explore research-based and evidenced-based discipline practices. Identify and examine current discipline practices at each school. Identify relevant and useful areas for data collection as it relates to measuring the efficacy of school discipline practices. (incidents, suspensions, absences, SEL referrals, etc.). Reintroduce and review the CASEL model and competency areas for all staff members.

Social Emotional Learning				
Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Partnerships - Enhance family and community engagement opportunities, communication, and practices.	Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.	All teachers will utilize effective family engagement practices. Each school will have implemented and will be utilizing an effective family engagement approach, which includes parental and community involvement.	Identify other research-based effective and successful family engagement practices. Analyze and evaluate current district-wide and building-wide data on family engagement. All schools will offer at least three family engagement opportunities based on data review needs from year one.	Explore and share out current family engagement practices and initiatives in each school. Identify relevant and useful areas for data collection as it relates to measuring the efficacy of family engagement. Analyze and evaluate feedback and next steps for new standards-based report cards K-6. Solicit parents and guardians viewpoints on family engagement needs.

Social Emotional Learning				
Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Safety and Security - Identify and enhance effective and comprehensive safety and security measures.	Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.	All district buildings will have current and operational crisis plans, which incorporate research-based best practices. All buildings will have enhanced campus communication capabilities. Based on survey data, all stakeholders will report an increased sense of safety in their buildings.	Research best practices for school-wide safety and security. Update current crisis plans in each building incorporating research-based best practices and procedures. Continue to conduct ALICE Trainings/Drills and Fire Drills on a regular basis. Continue to update staff and students on relevant information related to school safety. Explore best practices related to personal safety for staff and students. Continue to evaluate the necessary building infrastructure related to school and building safety. Positive school culture for all stakeholders.	Research best practices for school-wide safety and security. Review current crisis plans in each building. Continue to conduct ALICE Trainings/Drills and Fire Drills on a regular basis. Continue to update staff and students on relevant information related to school safety. Continue to evaluate the necessary building infrastructure related to school and building safety. Positive school culture for all stakeholders.

Global Citizenship

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.	Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.	Atlas Rubicon will have an adopted curriculum with links and resources in each curriculum area that provide learning experiences for global/multicultural learning used by all teachers in the district.	Teachers will embed global themes and problem-based learning that focuses on global issues, with a priority on the core subjects in at least one content area.	Teachers must be globally competent themselves. Teachers will be provided contractual time to analyze current materials and methods to determine the level of support needed to implement global/multicultural learning.
Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.	Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.	All teachers will have increased competence with digital tools that broaden access to world languages and cultures through yearly professional development. These tools will be used with students at minimum 2 times yearly after year one.	Each school will implement at least one new application and/or opportunity for language and/or global study and provide staff with necessary training.	By June of 2019, teachers and administration will inventory current technology applications as they apply to world language and/or global understandings. A list of possible technology and the necessary budget support will be proposed.

Global Citizenship

Strategic Initiatives	Strategic Outcomes	5th Year	2nd Year	1st Year
Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.	Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.	A completely updated curriculum for civics and social studies will be written, and documented, on Atlas Rubicon aligned with the State Frameworks. The curriculum will be taught during year five with all the needed curricular resources in place.	The Pre-K-12 vertical team will meet to determine the curriculum goals and standards by grade in alignment with the State. At least three units per elementary grade and the entire curriculum at the secondary level will be entered into Atlas Rubicon.	A Pre-K through 12 vertical team with equal representation from each school, will be assembled by the Assistant Superintendent of Curriculum, Instruction, & Assessment to articulate the District's social studies and civics curriculum
Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.	Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.	All Old Rochester Regional District and Superintendency Union #55 teachers will have participated in Anti-Defamation League training and 3 other trainings that increase knowledge and understanding of cultures including LGBTQ+ so that all students throughout the District feel safe and have a sense of belonging.	Per action plan staff will participate in at least one sensitivity training that will be incorporated with students into SEL instruction in the classroom.	Participants in the 2018 Anti-defamation training will meet to identify and develop an action plan for comprehensive staff education to be used with students.



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



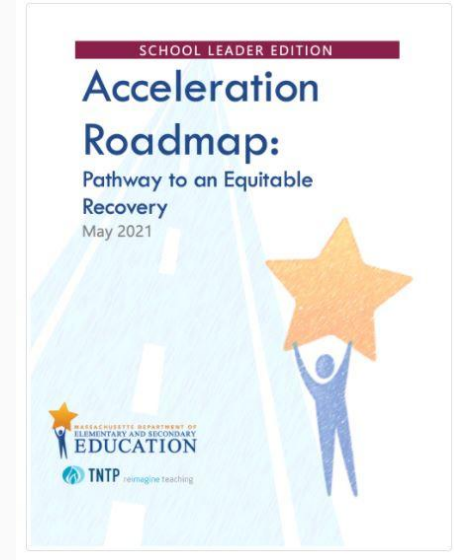
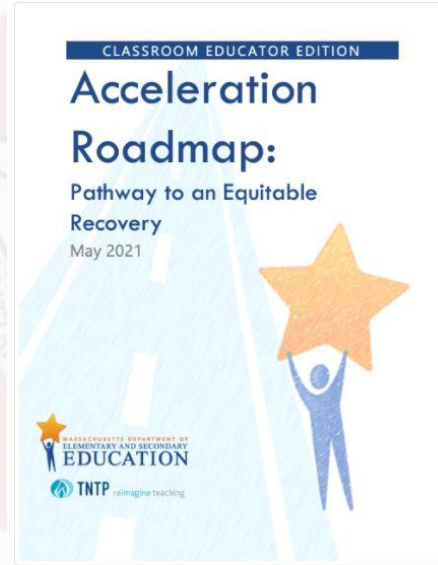
Questions



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.



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 skills.• 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 gradeappropriate 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:

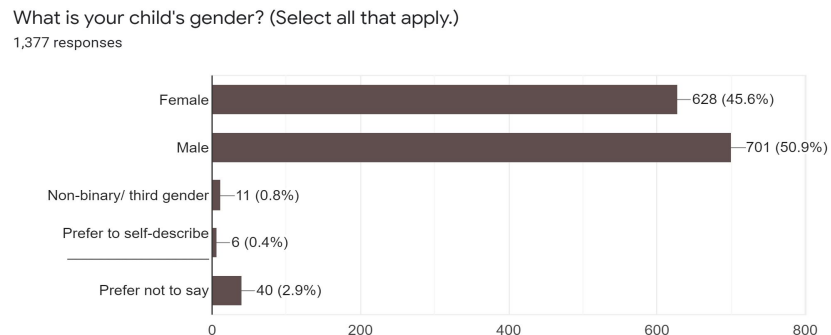
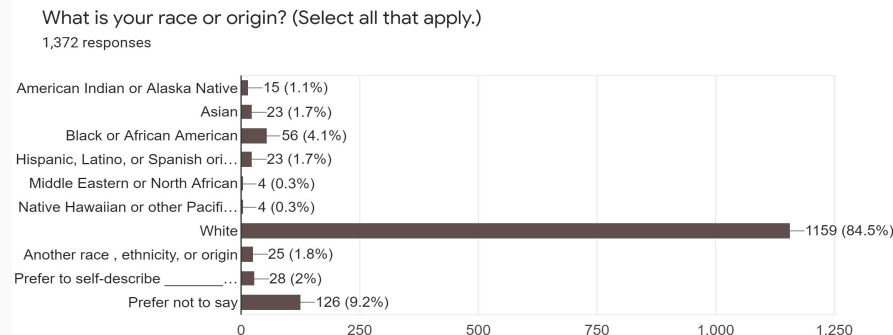
Administer a student and family experience survey to gauge students' and families' feelings of belonging.

Parent & Guardian: Back to School 2021-2022 Survey

Demographic Information:

My Child Was in the Following Grade Last School Year

Preschool	55
Kindergarten	104
First Grade	113
Second Grade	131
Third Grade	112
Fourth Grade	106
Fifth Grade	104
Sixth Grade	116
Seventh Grade	133
Eighth Grade	100
Ninth Grade	103
Tenth Grade	110
Eleventh Grade	115
Transition Program	2
Total Participants	1404



Parent & Guardian: Back to School 2021-2022 Survey

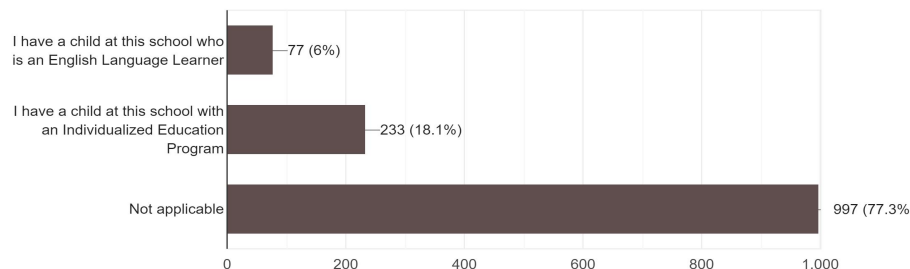
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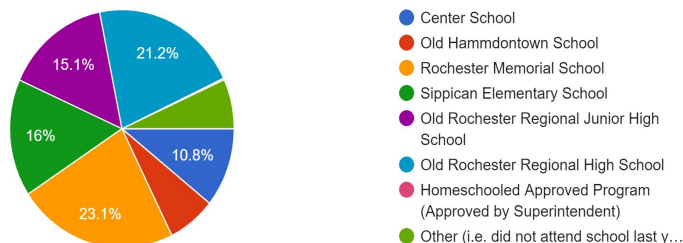
Do any of the following apply to your children?

1,289 responses



My child was enrolled at _____ last school year.

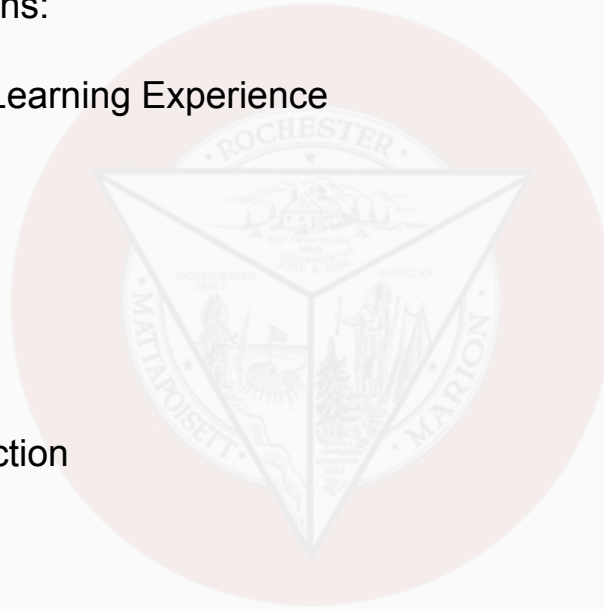
1,404 responses



Survey Sections:

Parent/Guardian Survey Sections:

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

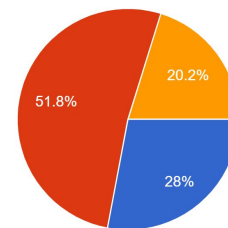


Hybrid-Out and Remote Learning Experience

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

(Select one)

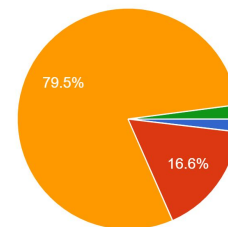
1,391 responses



- 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

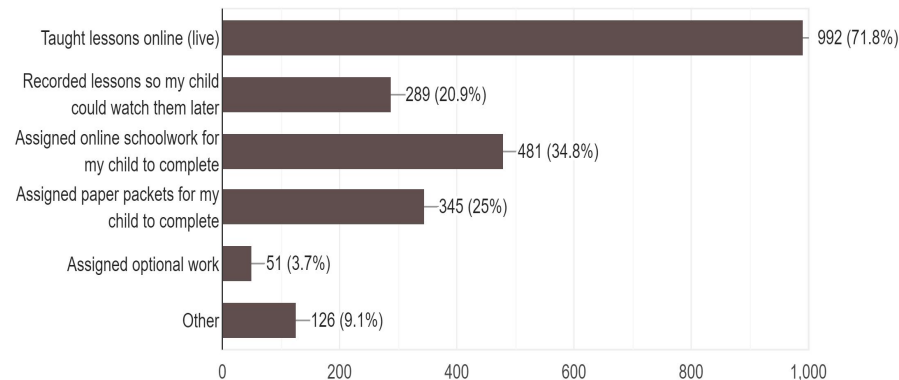


- My child learns better at home than at school.
- My child learns equally well at home or at school.
- My child learns better at school than at home.
- My child has not experienced remote learning.

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

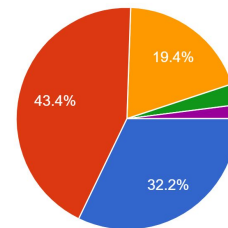


Belonging



My child is comfortable talking to their teacher(s).

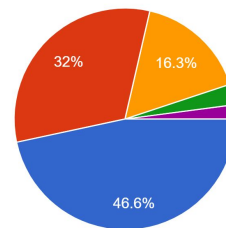
1,402 responses



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

My child has trusted classmates and friends from school.

1,398 responses



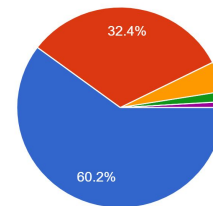
- Very true
- Mostly true
- A little true
- Not true
- I'm not sure

Belonging



My child feels safe at school.

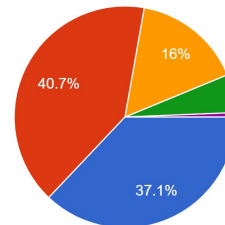
1,402 responses



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

My child is excited to go to class.

1,400 responses

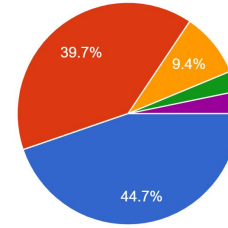


- Very true
- Mostly true
- A little true
- Not true
- I'm not sure

Inclusion

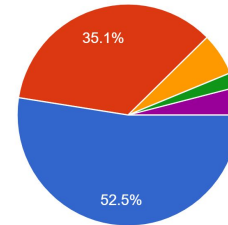


The school has my child's best interests at heart.
1,399 responses



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

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



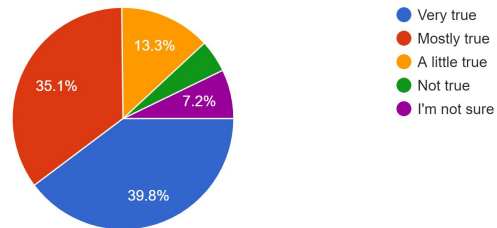
- Very true
- Mostly true
- A little true
- Not true
- I'm not sure

Inclusion



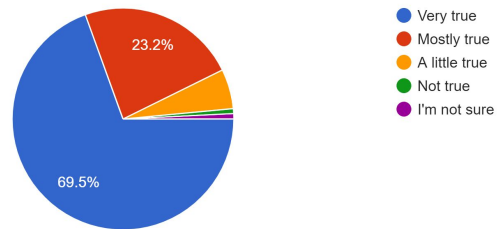
My child's school thinks of me as a partner in educating my children.

1,398 responses



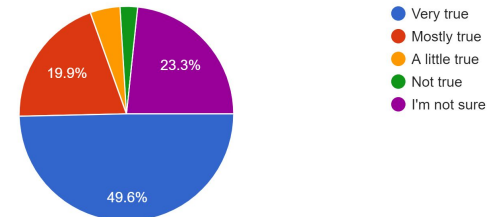
I feel comfortable reaching out to my child's teacher(s) if I have questions or concerns.

1,399 responses



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

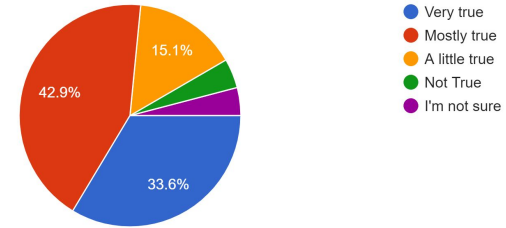
1,398 responses



Monitoring

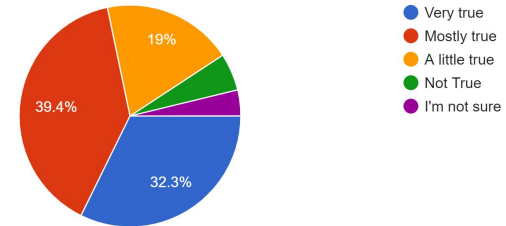
I know whether my child is performing above, at, or below grade-level.

1,403 responses



I can use the information the school provides me to help my child improve academically.

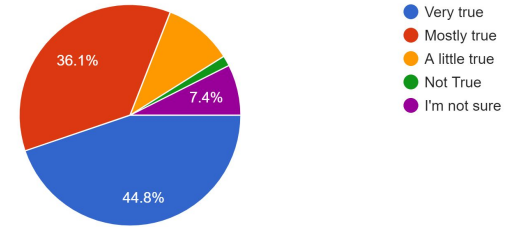
1,397 responses



Monitoring

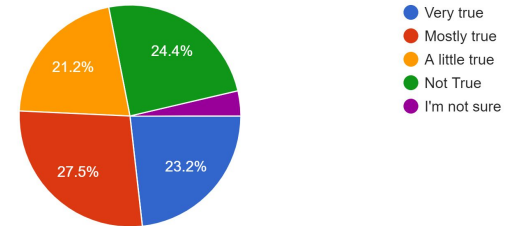
My child has access to support from their teacher when they need help completing their schoolwork.

1,400 responses



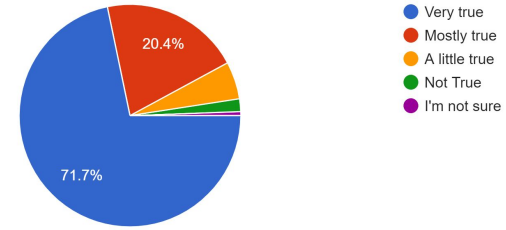
My child's teacher(s) have regularly checked in with me to discuss my child's education.

1,396 responses

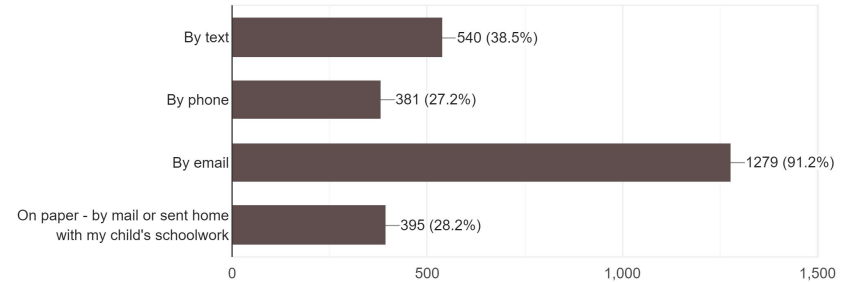


Monitoring

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



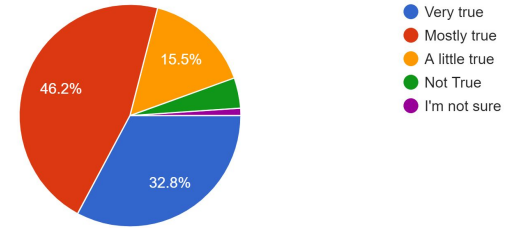
How do you prefer to receive information about your child's schooling (e.g., changes to learning formats or safety precautions)? (Select all that apply)
1,402 responses



Grade Appropriate Instruction

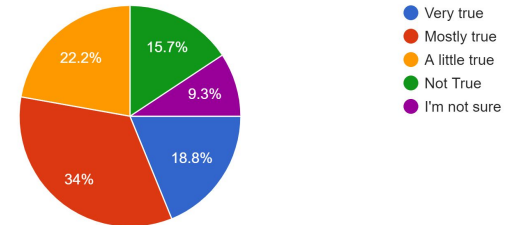
I know what is expected of my child to be successful in their grade.

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?



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**

Marion - Mattapoisett - Rochester
135 Marion Road
Mattapoisett, MA 02739

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Michael S. Nelson, M.Ed.
Superintendent of Schools

Jannell Pearson-Campbell, Ed.D
Assistant Superintendent of Teaching & Learning

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

September 16, 2021

Dear Educators,

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.

Offering: 1:00 - 2:20

[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.

Offering 1:00 - 2:20

[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.

Offering - Contractual Time - Central Office Conference Room

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.

Offering - Contractual Time - Old Rochester Regional Junior High School - Conference Room

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

Related Service Providers:

The related services providers will meet virtually to review the [3 Principles for Assessments During Instructional Recovery and Beyond](#)

Participants will be able to discuss how to accelerate students' progress, educators need to identify exactly what unfinished learning needs to be addressed, when, and how. 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.

Offering - Contractual Time - Virtually - Conference Room - [Zoom Link](#)

Paraprofessionals: The Master Teacher - ParaEducator tool will be utilized to participate in training #117

Examining Taking Instructional or Behavioral Data - [Login Information - Master Teacher.pdf](#)

Participants will understand the purpose of data collection, discover various methods for collecting instructional data, examine various methods for collecting behavioral data and learn how to be an effective data collector.

Specialist: The specialist will meet with fellow specialist to create protocols to support belonging in their classroom that will support social emotional learning.

For Identified Staff Only:

Crisis Prevention Institute (CPI Training): Identified staff will learn decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security of those in our care. This training will include recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate.

Offering - 1:00 - 2:20 - Junior High School Media Center (Below Cafeteria)

Continuous Online Professional Development:

The Education Collaborative and DESE provides educators continuous professional development to support students with disabilities and English Language Learners. Below is additional information to enroll in courses. Once completing the course TEC or DESE will provide you with 15 PDPS. [Enrolling in TEC](#)

Educators will be able to refer back to these courses in the future at their discretion. Please remember to sign up in SmartPD to receive PDP's. Also, I will be hosting office hours at each building again this year. Please look for an email coming soon with the specific times for each school.

Best,

Jannell

Jannell Pearson-Campbell, Ed.D

Assistant Superintendent of Teaching and Learning



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Assistant Superintendent of Finance & Operations

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

Substitute Eligibility Requirements and Compensation Proposed Schedule FY22

Eligibility:

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

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

Compensation:

- Per-diem Substitute:

Instructional Assistant	MA Minimum Hourly Wage*
Non-Certified Teacher	\$120/daily rate
Certified Teacher	\$150/daily rate
Nurse	\$200/daily rate
Cafeteria, Clerical & Custodial	MA Minimum Hourly Wage*

- Long-Term Substitute:

	First 20 days	Remaining days in contract
Instructional Assistant	MA Minimum Hourly Wage*	Step 1
Non-Certified Teacher	\$120/daily rate	Bachelors Step 1
Certified Teacher	\$150/daily rate	Bachelors Step 1
Cafeteria, Clerical & Custodial	MA Minimum Hourly Wage*	Step 1

- If an applicant has worked as a long-term sub in the district, they may be eligible to start their current contract at the Bachelor's Step 1 rate as a long-term sub with the Superintendent's approval.
- Long-term substitutes, working in the regional school district will be eligible for full benefits after 60 consecutive days, as stated in the current Educator's agreement between ORR School Committee and ORR Educators Association.

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

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OLD ROCHESTER REGIONAL SCHOOL DISTRICT/MASS. SUPERINTENDENCY UNION #55
SUBSTITUTE RATE ANALYSIS - SEPTEMBER 23, 2021

PER DIEM RATES	19-20 SY Rates	20-21 SY Rates	Proposed 21-22 SY Rates
Instr. Assistant	\$70 Daily	\$90 Daily	Minimum Wage*
Non-Certified Teacher	\$80 Daily	\$120 Daily	\$120 Daily
Certified Teacher	\$85 Daily	\$165 Daily	\$150 Daily
Nurse	\$120 Daily	\$200 Daily	\$200 Daily
Cafeteria, Clerical & Custodial	\$11.00 Hourly	\$12.25 Hourly	Minimum Wage*

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.

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.