

**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 tonights' 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, 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: 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)

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

July 6, 2021 – 6:30 p.m.

Zoom link:

<https://oldrochester-org.zoom.us/j/95763431326?pwd=dHVYUC9jc1BPajJEWk9ldVZkS3AvUT09>

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: May 5, 2021**
 - 2. Executive Session Minutes: May 5, 2021**
- II. Old Business**
- III. Agenda Items Pending**
- IV. Special Topic Report**
- V. General**
 - A. Superintendent's Mid-Cycle Review**
 - B. Substitute Rate Discussion/Update**
- VI. New Business**
 - A. Curriculum**
 - B. Business**
 - C. Personnel**
 - D. Policy Review**
- VII. School Committee**
 - A. Reorganization (Union #55 Only)**
- VIII. Future Business**
 - A. Timeline**
 - B. Future Agenda Items**
- IX. Open Comments**
- X. Information**
- XI. Executive Session**

ADJOURNMENT

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

TO: Old Rochester Regional District School Committee and Massachusetts
School Superintendency Union #55
FROM: Michael S. Nelson, Superintendent of Schools
DATE: June 30, 2021
SUBJECT: Agenda Items

The following items are on the agenda of July 6, 2021.

I. Consent Agenda

A.1. Approval of Minutes - Regular Minutes – May 5, 2021

Recommendation

That the School Committees review and approve the minutes of May 5, 2021. Please refer to “JSC 07062021 May Minutes”.

A.2. Approval of Minutes - Regular Minutes – May 5, 2021

Recommendation

That the School Committees review and approve the minutes of May 5, 2021.

V. General

A. Superintendent’s Mid-Cycle Review

Recommendation:

That the school committee hear an update from Superintendent Nelson regarding his Mid Cycle Review.

B. Substitute Rate Discussion/Update

Recommendation:

That the school committee hear an update from Asst. Supt. Barber regarding current substitute rates.

VI. New Business

Policy Review

Recommendation:

That the school committee review and approve the following policies:

ACAB- Harassment Policy –

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. Please refer to “JSC 07062021 Harassment 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. Please refer to “JSC 07062021 Educational Equity Policy”.

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. Please refer to “JSC 07062021 Student Complaints and Grievances Policy”.

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. Please refer to “JSC 07062021 Student Organizations Policy”.

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. Please refer to “JSC 07062021 Travel Regulations Policy”.

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. Please refer to “JSC 007062021 Inoculation of Students Policy”.

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. Please refer to “JSC 07062021 Communicable Diseases Policy”.

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. Please refer to “JSC 07062021 Student Records Policy”.

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. Please refer to “JSC 070672021 Student Photographs Policy”.

VIII. Future Business

A. Timeline

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

Joint School Committee

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

- ❖ Reorganization (September/October)
- ❖ Budget Update (December)
- ❖ School Calendar (March)
- ❖ Budget Update (March)
- ❖ Approval of School Committee Dates (March)
- ❖ Professional Development Plan Approval (March)
- ❖ Superintendent’s End-Cycle Evaluation (June 2022)

XI. Executive Session

Recommendation

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

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

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

May 5, 2021 – 6:30 p.m.

MEETING HELD REMOTELY THROUGH ZOOM

Mattapoisett, MA 02739

District Members Present: Cary Humphrey, Chairperson, Michelle Smith, James Muse, Margaret McSweeney, Frances Kearns, Heather Burke, Suzanne Tseki, Tina Rood and Joe Pires.

District Members Absent:

Union Members Present: Shannon Finning, Chairperson, Anne Fernandes, Nichole Daniel, Sharon Hartley April Rios, Robin Rounseville and Karin Barrows.

Union Members Absent: Jody Dickerson and Carole Clifford.

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 Chairperson Humphrey of the ORR School Committee and Chairperson Finning of the Massachusetts School Superintendency Union #55.

Dr. Finning asked that everyone present join her in a moment of silence to honor Brian Dean. Dr. Finning made the following statement: *Mr. Brian Dean was a 27-year veteran bus driver in our district, most recently leading the bus #2 route in Mattapoisett and at ORR, as many of you know Mr. Dean was beloved by students and families alike and over the last week I have heard so many stories of generations that he kept safe, Mr. Dean died suddenly in his sleep on May 1st and his services were held on May 3rd and May 4th. We have his family and friends in our thoughts and prayers and would like to take a moment of silence now to offer our silence gratitude to Mr. Dean. Thank you all.*

RECOGNITION:

Mr. Humphrey honored Tina Rood, ORR School Committee member for her years of service to the ORR School Committee and the Rochester School Committee. Mr. Humphrey expressed he could go for about 30 minutes just talking about her accomplishments and he wouldn't even be half way down the list, he stated that Ms. Rood has been on the school committee for 15 years, he expressed that being a Rochester resident he has heard the name Tina Rood since he moved here in April of 2002. Mr. Humphrey expressed that Ms. Rood has had a long history of service to our schools, and he expressed that she has been successful in so many different areas in our schools over those years, he expressed his first year on the school committee was 2013 and we were on the same sub-committee and *"I was wowed with her unbelievable skillset, breaking down things, and understanding things, I've learned a lot from her, I have so much appreciation for her, and I'm very thankful for her service. The school district appreciates everything you and your family has done for our schools, Tina, congratulations and thank you"*

Ms. Rood thanked Mr. Humphrey for his comments and stated that *"it has been a pleasure and super fulfilling and an honor to serve our towns."* she expressed that she still has two more meetings an ORR meeting and a Rochester one, where she will share more in-depth thoughts and remarks. She expressed it has been a pleasure to work with everyone achieving great things for our schools.

Dr. Finning also congratulated Ms. Rood and added that she has also learned a lot from Ms. Rood in the past year and we wish you all the best and appreciate all of your service. Dr. Finning also

recognized Carole Clifford, a member of the Superintendency Union #55 School Committee as well as the Mattapoisett School Committee. Dr. Finning expressed that Ms. Clifford could not be present tonight because she is at a Capital Projects meeting representing Mattapoisett School Committee. She expressed that Ms. Clifford was recognized on Monday night at the Mattapoisett School Committee meeting, but that she also wanted to recognize her tonight for her remarkable service to the Union School Committee over the last three years, she expressed that she was astounded when she learned that Carole was only on for three years, she expressed that she seems to have much more experience when she herself joined last year. She wanted to recognize her role in our superintendent search, as well as our return to school planning as well as many more efforts, she wished her well and “we are grateful and edited to her for her service”.

Dr. Finning also recognized Mr. Cary Humphrey. Dr. Finning made the following statement:
“My heartfelt thanks to Cary Humphrey, my co-chair for this group, it has been an honor and a pleasure to have the opportunity to co-chair these meetings with you over the last two years. From our very first engagement in the superintendent’s conference room, a week after I was elected in May of 2019 when we met with new leadership of Tri-Town Against Racism and our subsequent commitments to our anti-racism agenda, to our superintendent search, COVID coordination and so much more. Getting the opportunity to work with you side by side has been an honor and a pleasure, you have demonstrated day in and day out that public officials are accountable to the public they serve, that all voices must be heard and that communication and follow through are paramount in every situation. Thank you for your service and for your friendship, you have been an exemplar servant leader to our district. We wish you all the best Cary, thank you so much”.

Mr. Humphrey thanked Dr. Finning for her comments and expressed he has his last ORR School Committee meeting on May 12th where he will share last comments. However, with this particular group he would like to recognize Ms. Rounseville, Ms. Hartley for their mountain of knowledge and thank them for all they have done for our schools he expressed that it has been a pleasure for him to serve with them especially.

CHAIRPERSON’S REPORT:

Dr. Finning recognized that this week is teacher appreciation week and she would like to applaud the work of our Parent Teacher Association and so many individuals throughout our communities for pulling out all the stops to celebrate and also offer appreciation to all our educators across the district. *“Your thoughtfulness and generosity is appreciated”.* She also commended everyone for having all students who wish to be back in school back full in-person, she expressed it’s been awesome to see the celebrations, the celebrations at the high school level, the college decisions, she expressed it’s good to see the schools back to normal while still following COVID safety protocols. She expressed she knows there’s a lot more head when we think about planning for next fall, she encouraged everyone to stay the course, stay healthy and thanked everyone, our parents, our staff, our administrators and our students for making this happen.

Mr. Humphrey thanked our administrative team led by Superintendent Nelson for their success in getting everyone back full in person especially at the Jr. High School and High School level. He expressed that he has a senior at home and know it was hard to come back, he expressed that our team has done such a remarkable job at this that the students actually feel good about coming back to school full time and made the transition seamless. Mr. Humphrey is thankful that we work well as a team that we communicate well.

SUPERINTENDENT’S REPORT:

Superintendent Nelson made the following statement:

As we think about it we are already in May and we are moving closer to the end of the school year, I just want to take this opportunity to actually thank all of you as school committee members for

supporting the work that we needed to do as we navigated the impact of COVID-19 on our school community. I cannot be more pleased to report to the Joint School Committees for the first time in my superintendency that all our schools are currently offering full in-person learning, with our Jr. and Sr. High Schools making the pivot right after April vacation. We also continue to meet families where they're at and provide remote learning options for our students and families who have requested to remain in such a learning model for the remaining of the school year, which is also an important piece to remember. Although our classrooms and learning spaces look different and safety protocols and mitigation strategies remain in place, teaching and learning continues to move forward in our school buildings. Again I also want to thank the staff members for their on-going flexible problem solving attitudes this year, they have truly answered the bell each time. I also want to thank the families for their ongoing support and helping making this school year meaningful and simply put our students are amazing, when you spend time in our classrooms and our hallways you will see a student body that has demonstrated the ability to adapt and push through challenges with determination and grace while making the most of the moment and the opportunity in front of them. We will continue to remain focused and close out the school year strong while preparing for summer learning opportunities and brainstorming how we will bridge this school year to the next one. Before I close I will ask Mr. Devoll to share with the committee some updates regarding senior events celebrations.

Mr. Devoll reported the following events:

Decision Day was Monday, May 3rd.

Ned's Point Trip for Seniors will be May 18th.

Last Day of School for Seniors will be May 27th leading up to senior week with the 1st week of June with Senior Awards Night, the Prom, the Senior Parade and Graduation on Saturday, June 5th. Mr. Devoll expressed that last year's graduation plan still hold true for this year. He expressed the guidelines changed very slightly and we are still able to sit the graduates with their families, and with the changes we will sit families by group instead of household, which just means you don't need to be a member of that immediate household to be seated in that particular pod, he expressed that it's an exciting time for seniors. Mr. Devoll ended by saying "it's great to be a high school principal these days".

Mr. Nelson also stated that the elementary principals have been collaborating and working on end of year celebrations for our 6th graders which we know are very important to our communities and those will also be shared soon by each school.

School Committee Feedback:

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes: November 19, 2020

Motion to approve the November 19, 2020 minutes as amended

District, Mr. Muse

Union, Ms. Hartley

District, Ms. McSweeney

Union, Ms. Daniel

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

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

V. General

A. Approval of Professional Development Plan (2021-2022)

Superintendent Nelson expressed that this is Dr. Pearson-Campbell's first year and tonight she will have the opportunity to present her vision for the Professional Development Plan for the 2021-2022 school year. Superintendent Nelson made the following statement: *This evening Dr. Pearson-Campbell has been asked to present a plan that has one full day of professional development at the beginning of the school year, two additional full professional developments and 4 ½ days pending approval of her Professional Development Plan and the school calendar. In developing the plan Dr. Pearson-Campbell considered our current Strategic Plan, Vision 2023, Instructional Council collaboration, stakeholder feedback and professional development survey data from staff members, families and students. The experience of educating in a pandemic as certainly changed the teaching landscape, the types of skillsets needed and the perspectives that we're holding and our approach to professional development must acknowledge that this as well. At this time, I thank Dr. Pearson-Campbell for her leadership in this particular area and ask her to present the Professional Development Plan.*

At this time presented the professional development plan for the 2021-2022 school year. Please refer to Appendix A.

School Committee Feedback:

Ms. Fernandes expressed that Dr. Pearson-Campbell referenced an outside provider for Early Literacy and she asked if she could tell the committee who that is at this point. Dr. Pearson-Campbell expressed that she is currently working with two people and it will be connected to the Mass Literacy Guidebook. Ms. Fernandes also expressed that she noticed that the schedule allowed for reading strategies in the morning as well as responsive classroom for new educators, she asked what will happen if new educators want to take part of the reading strategies, will responsive classroom be offered at another time for them? Dr. Pearson-Campbell explained that they will be working with teachers throughout the year on the reading strategies, but there will only be that one opportunity to do responsive classroom.

Ms. Rood thanked Dr. Pearson-Campbell for her thorough presentation and taking so many stakeholders into consideration when making this plan. She expressed that she loved her statement about literacy having mirrors and windows for our students, she expressed it's such a great principle.

Ms. Kearns had a questions regarding the survey results for students and families, she expressed that some families/students showed interest in STEAM or Technology, and she is wondering how we connected that request into the professional development days that were outlined in the presentation. Dr. Pearson-Campbell expressed that Technology is embedded throughout all the opportunities, she expressed that when she is talking to outside facilitators the new concept is having technology embedded throughout each presentation.

Ms. Hartley expressed that she had a couple of suggestions and maybe requests as we move forward. She expressed that there were some pieces of information that would have been very helpful to have tonight or as you put out your schedule, for example the facilitators, or the speakers, as we move out into the community and speak to the value of the PD Plan we want to talk about the specifics of the plan. She expressed that another piece is outcomes, to know specific outcomes, is really helpful to have those pieces' built-in the report. She expressed that if it's more complete next month it would be great to see it or in September it would also work. She expressed that for example Responsive Classroom, it would be helpful to know what pieces or specific topic they will be working on. She also expressed that she didn't see a glossary of terms in the plan. Dr. Pearson-Campbell expressed that it's embedded in the calendar. Ms. Hartley's final thought was the about the survey of students

6th through 12th grade and she stated that when she looked at the chart there was a very small number of 6th graders but those charts were built into the elementary school information, she expressed that she felt like and wondered about the value of the information that was gathered from 7th through 12th graders and the relevance of that as we were planning for our elementary students, she asked Dr. Pearson-Campbell how she felt about that. Dr. Pearson-Campbell expressed that if she had to do it again she would have done the 6th grade data separate, and they also had the panorama survey at the same time so she believes that confused them. She expressed that next year that will be better.

Ms. Fernandes asked if the keynote speaker for the first day of school is usually in place at this point when the Professional Development Plan is presented. Mr. Nelson expressed that typically it is depending on who it is, Mr. Nelson explained that one of the big pieces for PD for next year is what it will look like in terms of setting and venue, some of the questions that come up is should we do a virtual speaker, but it will all depend on the guidelines at that time. Mr. Nelson expressed that he's keeping all his options open but we do have to make sure that we know what that looks like in terms of safety. Ms. Fernandes asked if there's a "theme" or a "topic" for the keynote speaker should it happen? Mr. Nelson expressed that *"in an ideal world, it is a dynamic speaker that addresses all three of our strategic goals, I really mean that, we want to get to a place where we don't separate the ideology of global citizenship, social emotional and academic, one of things we talked about is our 21st century goal specifically has changed quite a bit in light of the pandemic, when you read some of the benchmarks were we wanted to be in five years and facing the reality of how we have to pivot into a new kind of teaching, some of it we have already leapfrogged and other places we there's still a lot of work to do that aligns with what year we are in, so ideally it will be someone who can touch upon all three goals and really bridging the gap between the pandemic and the new normal."*

Motion to approve the professional development plan the 2021-2022 as presented

District, Ms. Burke

Union, Ms. Rios

District, Ms. Rood

Union, Ms. Daniel

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeney: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

School Committee Feedback:

B. Approval of School Calendar (2021-2022)

Superintendent Nelson made the following statement regarding the school calendar for the 2021-2022 school and shared the information below:

Tonight we are sharing the 2021-2022 school calendar with the joint school committee for approval. It has been shared with the leadership team, with school councils, associations and it has been presented at all four school committee. We received minimal feedback regarding this calendar. I believe Mr. Devoll received feedback from his association and I would ask him to share it with the committee.

Mr. Devoll explained that his staff made the following suggestions:

The staff would like two professional development days prior to the first day of school.

The staff also requested that the Wednesday before thanksgiving be a ½ day instead of full day.

The staff also had a concern about the half day in June and the MCAS window, however they believe it would be safe since the window ends May 31st.

Mr. Tavares also shared that his staff had a request for a ½ day before Thanksgiving and a ½ day before winter break.

Mr. Nelson expressed that the calendar is the same one that was presented at each of the school committee meetings in recent weeks.

Ms. Rood expressed that this conversation would not be for this calendar but she would like to committees of the future to consider getting rid of the February and April breaks and maybe having one in March instead of two. She expressed it's her opinion and she just wanted to leave the thought with the rest of the committee members for future calendars.

Ms. Kearns wanted to get clarification from Dr. Pearson-Campbell and Mr. Davidson, she expressed they had a discussion at the anti-racism meeting yesterday regarding calendar dates, she asked if we were intending to make modifications to the current calendar or was this an in school type of activity calendar. Dr. Pearson-Campbell explained that it will be two separate calendars.

Motion to approve the school calendar for the 2021-2022 as presented

District, Ms. Kearns

Union, Ms. Hartley

District, Ms. Burke

Union, Ms. Rounseville

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeney: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

School Committee Feedback:

C. Approval of School Committee Meeting Dates (2021-2022)

Superintendent Nelson presented the school committee dates as the following, September 23, 2021, January 20, 2022, April 28, 2022 and June 9, 2022 and all meetings would be at 6:30 p.m.

Motion to approve the school committee dates for the 2021-2022 as presented

District, Mr. Muse

Union, Ms. Hartley

District, Ms. Burke

Union, Ms. Daniel

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeney: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

D. FY22 Budget Update

Mr. Nelson thanked all the school committee members who participated in the budget sub-committees, he expressed it's a lot of work but it's also very important work for our schools. Mr. Nelson also thanked the administrators and all other stakeholders who provided feedback and voice into the process including the town officials for helping us and assisting us in building the FY22 budgets. Mr. Nelson expressed that as of today all four budgets have been approved by each of their respective school committees and are set to be presented and approved at the three annual town meetings on May 10th and May 24th. Mr. Nelson also thanked Mr. Barber who is also in his first year serving our district for his leadership during the budget process and at this time Mr. Nelson asked Mr. Barber to give an overview from his perspective of the FY22 budgets.

Mr. Barber presented the following budget summary:

Fiscal Year 2022	Increase From			
Districts	Fiscal Year 2021	Proposed Budget	Prior Fiscal Year	% Increase
	Local Budget			
Marion	\$ 6,301,167	\$ 6,456,815	\$ 155,648	2.470%
Mattapoissett	\$ 7,357,475	\$ 7,511,872	\$ 154,397	2.099%
Rochester	\$ 6,609,831	\$ 6,798,275	\$ 188,444	2.851%
Old Rochester	\$19,702,211	\$19,895,966	\$193,755	0.983%
Regional				

Town	Fiscal Year 2021	Fiscal Year 2022	Increase From	% Increase
	ORR Proposed	ORR	Prior Fiscal Year	
	Assessment	Assessment		
Marion	\$ 4,956,023	\$ 5,111,555	\$ 155,532	3.138%
Mattapoissett	\$ 6,177,750	\$ 6,242,438	\$ 64,688	1.047%
Rochester	\$ 4,892,197	\$ 4,987,977	\$ 95,780	1.958%
	\$ 16,025,970	\$ 16,341,970	\$ 316,000	

Ms. Burke asked Mr. Barber to explain the difference between the ORR total budget of \$19,702,211 and the \$16,025,970 and how that difference is made up from.

Mr. Barber explained that when you look at the overall budget which is the \$19,702,211 we have chapter 70 which the state provides to us which was \$3,074,894, in addition to that value we have chapter 71 which is the reimbursement towards regional transportation and that value was \$429,000, then we also have Medicaid reimbursement which is about \$25,000 as well as parking fees and miscellaneous fees which is another \$25,000, so the total of those four lines comes off the operating budget and that remaining value is what is made up of the assessment

E. ORR Regional Agreement Update

Mr. Nelson made the following statement:

"I did want to take the opportunity to brief the Joint School Committees on the work that's been done on updating our Old Rochester Regional Agreement. I would like to note that the last time it was amended it was in 1986, the reason I bring that up is that the recommendation is that you take a look at your regional agreement every five years, so with that being said, Ms. Burke and Ms. Rood have been leading the sub-committee for multiple years and I am pleased to announce that we do have a Regional Agreement amendment proposal that has been approved by the ORR School Committee and has received preliminary approval from the Department of Education, which was a big hurdle for us. At this point we have provided this agreement to the three select board and we are not seeking approval from the three towns voters, upon receiving such approval we would then seek final approval from the Commissioner of Education. The three towns have informed us that they plan to bring this article to their summer or fall annual meeting for a vote, however the work should continue from now until then to make sure we continue the message of the importance of this agreement for our schools and make sure people have a clear understanding of the major changes and the why behind them, at this time I would ask Ms. Burke or Ms. Rood to add on anything I might have missed".

Ms. Burke expressed that she would like to take this opportunity again to thank Ms. Rood for all her work on this committee, she expressed that she's often the one speaking and representing this work but she expressed that Ms. Rood was really the one that did the detail analysis to compare our agreement with others, and finding solutions and exemplars from other regional agreements to find best practices that we were not employing and that we really need to employ for the success of our

schools going forward. Ms. Burke expressed that if anyone has any questions about the agreement to please reach out to her.

Ms. Rood expressed that Ms. Burke is being humble, she expressed it's been a team effort, Ms. Rood expressed that a majority of the changes are all about Mass General Law and she's happy that it's finally getting in front of our voters. Ms. Rood also expressed that some changes have to do with the assessment, she explained that they received an independent assessment analysis that provided us some very good information and finally adding in a capital stabilization fund line item which will hopefully moves us forward in a positive way in terms of supporting capital projects at the district level. She expressed that like Ms. Burke she's willing to talk to anyone about this document to clarify any questions.

Ms. Burke added that other changes in the agreement are changes requested by the towns. Ms. Burke also wanted to give members a little more information about the capital stabilization fund, she explained that ORR has no way to fund any maintenance or capital projects at ORR, she expressed that this was an eye opening experience to learn this, she explained that the only way to do it is by taking on debt, and that gets to be very expensive for our towns, she expressed that with this fund we will be more financially efficient.

Ms. Kearns thanked Ms. Burke and Ms. Rood for all their hard work on this committee. Ms. Kearns also thanked Ms. Burke for the executive summary talking points, she expressed that as a new member it's critical to have that information

Ms. McSweeney also expressed that being new she really appreciates the way that the committee not only presents something but then also pulls back the curtain a bit more and fills us in on everything that needs to be done and next steps and also make it so approachable.

VI. New Business

D. Policy Review

IHAM – Health Education Policy

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on December 14, 2020. The revised policy needs final approval of the Joint School Committees.

IHB – Special Instructional Programs and Accommodations Policy

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on December 14, 2020. The revised policy needs final approval of the Joint School Committees.

IHBEA – English Learners Education Policy

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on December 14, 2020. The revised policy needs final approval of the Joint School Committees.

JB – Equal Educational Opportunities Policy

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on December 14, 2020. The revised policy needs final approval of the Joint School Committees.

JF- School Admissions

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on January 25, 2021. The revised policy needs final approval of the Joint School Committees.

JFBB-1 School Choice

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on January 25, 2021. The revised policy needs final approval of the Joint School Committees.

JHD- Exclusions and Exemptions from School Policy

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on January 25, 2021. The revised policy needs final approval of the Joint School Committees.

JICFA- Prohibition of Hazing

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on January 25, 2021. The revised policy needs final approval of the Joint School Committees.

JICH- Alcohol Drugs and Tobacco

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on January 25, 2021. The revised policy needs final approval of the Joint School Committees.

JIH – Searches and Interrogations

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on January 25, 2021. The revised policy needs final approval of the Joint School Committees.

Motion to approve IHAM – Health Education Policy as presented

Motion to approve IHB –Special Instructional Programs and Accommodations Policy as presented

Motion to approve IHBEA – English Learners Education Policy as presented

Motion to approve JB – Equal Educational Opportunity Policy as presented

Motion to approve JF – School Admissions Policy as presented

Motion to approve JFBB-1 – School Choice Policy as presented

Motion to approve JHD – Exclusions and Exemptions from Policy as presented

Motion to approve JICFA – Prohibition of Hazing Policy as presented

Motion to approve JICH – Alcohol Drugs and Tobacco Policy as presented

Motion to approve JIH– Searches and Interrogations Policy as presented

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Rounseville

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeney: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

OPEN COMMENTS: Mr. Humphrey expressed that since this is his last meeting he wanted to thank the administrators that are on tonight, and he wanted to give a special shout out to Mr. Derek Medeiros, Principal at Rochester Memorial School, he mentioned that he took Mr. Medeiros seat on the school committee back in 2013, he expressed that he’s appreciated working with everyone and everyone has done a great job.

XI. Executive Session

Motion to go into executive session at 8:20 for reason number three,

District, Mr. Muse,

Union, Ms. Fernandes

District, Ms. McSweeney

Union, Ms. Rounseville

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeney: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

Motion to come out of executive session at 8:46 only to adjourn

District, Ms. Smith,

Union, Ms. Clifford

District, Mr. Muse

Union, Ms. Rios

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeny: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

Motion to adjourn meeting at 8:46 p.m.

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Rounseville

ROLL CALL-District (Humphrey: yes, Smith: yes, Muse: yes, McSweeny: yes, Kearns: yes, Burke: yes, Tseki: yes, Pires: yes, Rood: yes)

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

2021-2022

Old Rochester Regional School District School Professional Development Plan Proposal



Jannell Pearson-Campbell, Ed.D
Assistant Superintendent for Teaching and Learning
June 2021

Give yourself a pat on the back!! We are still moving forward!

**March
2020
Remote
Learning**

July 2020
Created
Plans

September
2020 Open
schools

Each
building
led a 10
day pd
plan
focusing on
21st
Century
Learning,
Social
Emotional
Learning
and Global
Citizenship

Acknowledge
Professional
Development
led by
colleagues
during
district-wide
and building
based

As a district
incorporated
new
assessment
tools
AIMSWEB data
with 21st
Technology
Tools

Now we are
building upon
the success of
project-based
learning,
Responsive
Classroom and
Cultural
Awareness

Strategic Plan: 21st Century Learning, Social Emotional Learning and Global Citizenship

21st Century Learning Professional Development	Social Emotional Learning Professional Development	Global Citizenship Professional Development
<ul style="list-style-type: none">❖ Effective use of technology to support diverse learners.❖ Continue supporting the 4C's.(critical thinking, communication, collaboration, and creativity)❖ Enhancing our curriculum and instruction.❖ Integration of technology into daily learning.❖ (Google Classroom, Zoom and Screencastify)	<ul style="list-style-type: none">❖ The importance of providing opportunities for educators to support student mental health.❖ Providing learning opportunities for educators to support Responsive Classroom strategies.	<ul style="list-style-type: none">❖ Educators will continue to support inclusive practices for all learners.❖ Educators providing opportunity to examine curriculum to have diverse perspective.❖ Create opportunity for cultural awareness.

Preparing for 2021-2022 Professional Development

Addendum to the PowerPoint for Old Rochester Regional School District Massachusetts School Superintendency Union NO. 55



2020-2021

Instructional Council met via Zoom

The Council:

Teachers, Parent/Guardian Volunteers and
Administrators

Meeting Dates:

- ❖ January 20
- ❖ February 24
- ❖ March 17
- ❖ April 14
- ❖ May 19
- ❖ June 16

Instructional Council created surveys for
parents/guardians, teachers and students via
Google to assist in creating the PD Plan.

District-Wide Responses to School Survey



Parent/Guardian Results



**770 parents / guardians
responded to the Google Survey.**

Prioritizing

Project Based Learning

Multimedia Skills

**Integration of Science, Technology,
Engineering, ARTS and Mathematics (STEAM)**

Reading Across Curriculum

Social Emotional Learning

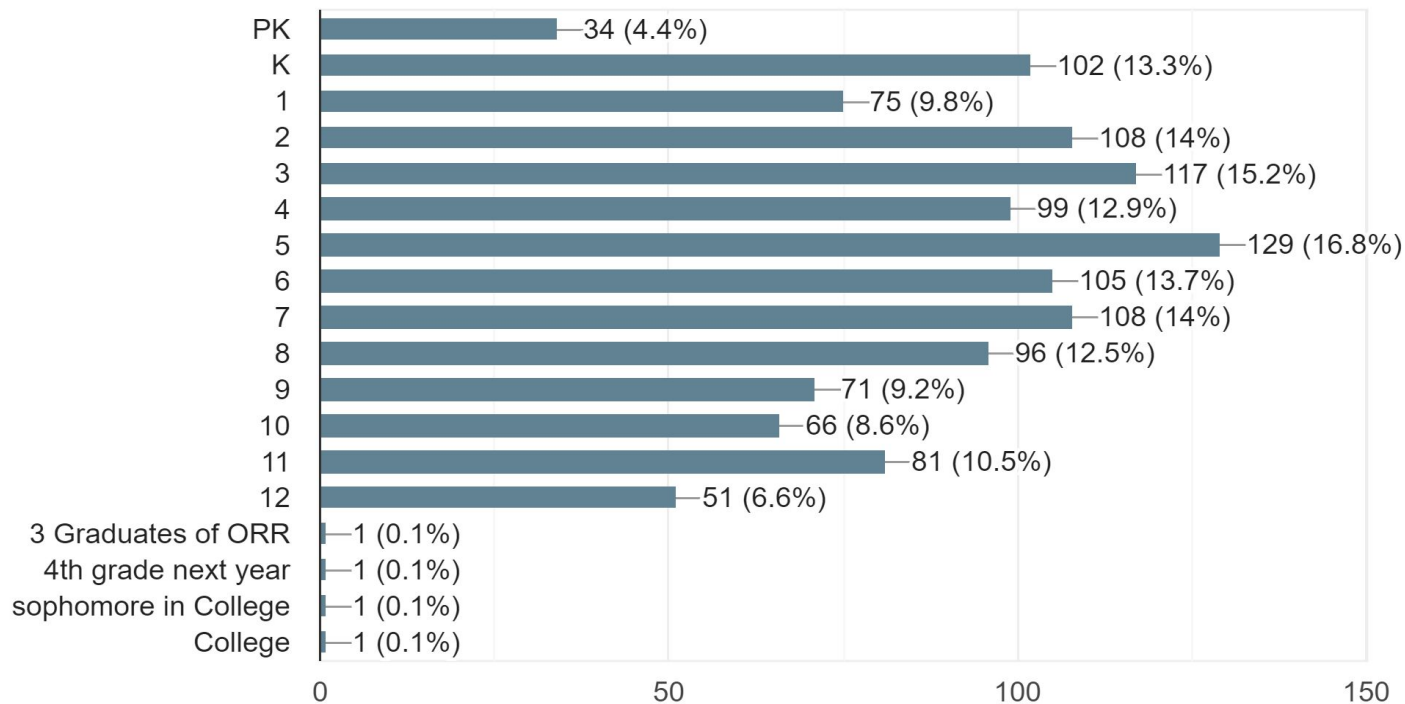
Responses by School

Survey links were sent to parents/guardians, students and educators to voluntarily complete.

Results	ORRHS	ORRJHS	Center	Old Hammondtown	Rochester	Sippican
Educators	33	26	14	12	20	21
Parents	233	202	106	85	212	144
Students 6-12	Total of 473 students responded to the survey					

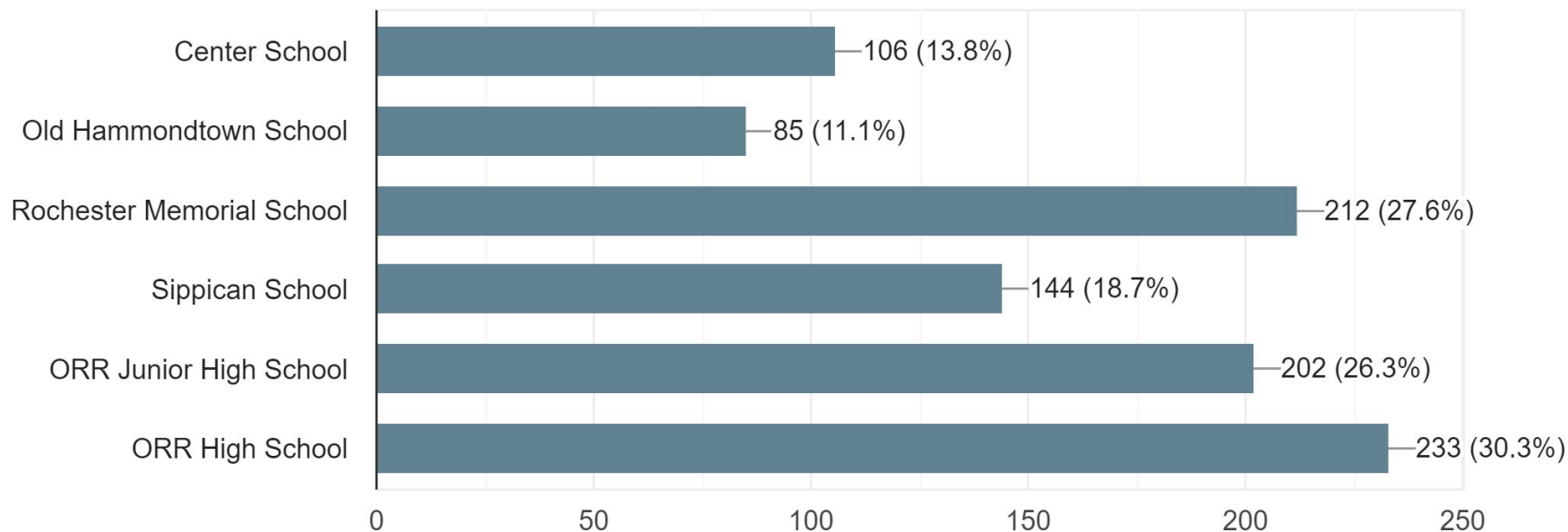
(1) Select that all apply. In which grade(s) do you have students?

769 responses



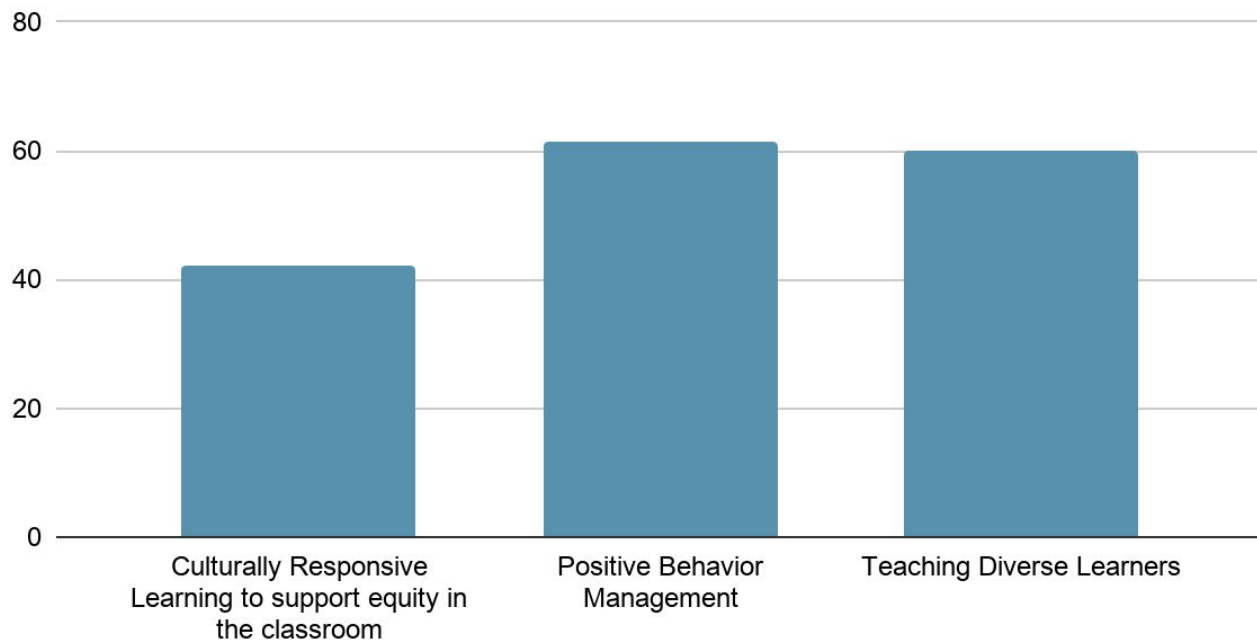
(2) Select that all apply. Which school(s) does your student(s) attend?

769 responses



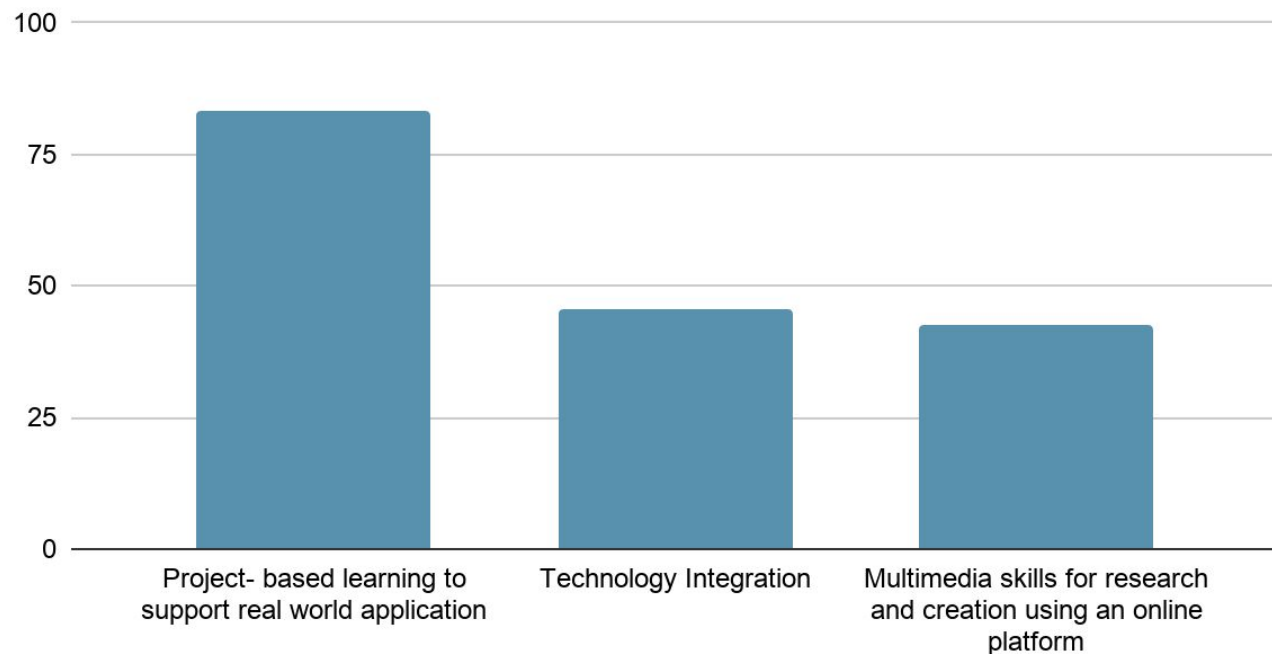
**Take a minute and
reflect on the
supports for your
students' social
emotional learning
standards?
What supports are
needed at the
building and district
level?**

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



**In 2020-2021
educators
incorporated
technology into
various learning
platforms. In
2021-2022, how can
we showcase our
educators ?
Train-the-Trainer
Model**

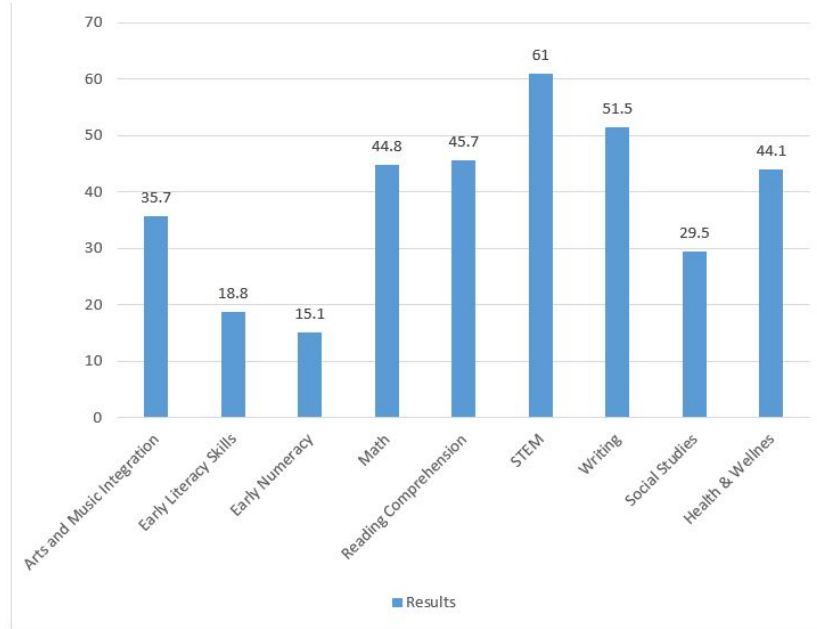
Which technology integration activities would you like the district professional development plan to prioritize?



After reviewing the data,
provide suggestions on
what courses should be
offered to support
educators?

What topics can be
combined to support the
various topics at the
building and district
level?

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



Student Results:

A Google link was sent to students to voluntarily take part in the survey.



464 students in grades 6-12
responded to the Google survey.

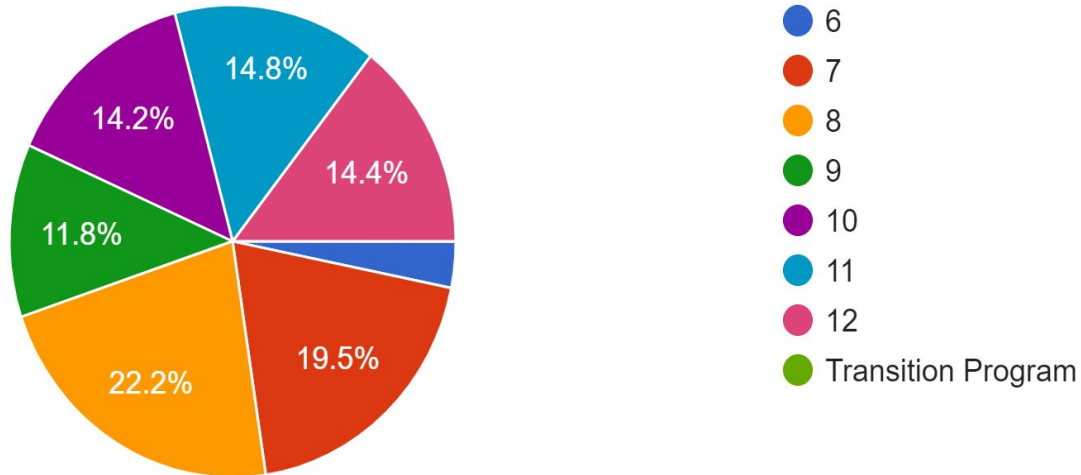
Prioritizing

- Hands on learning
- Social emotional learning strategies to utilize during the school day
- Organization

Student Responses

What grade are you in?

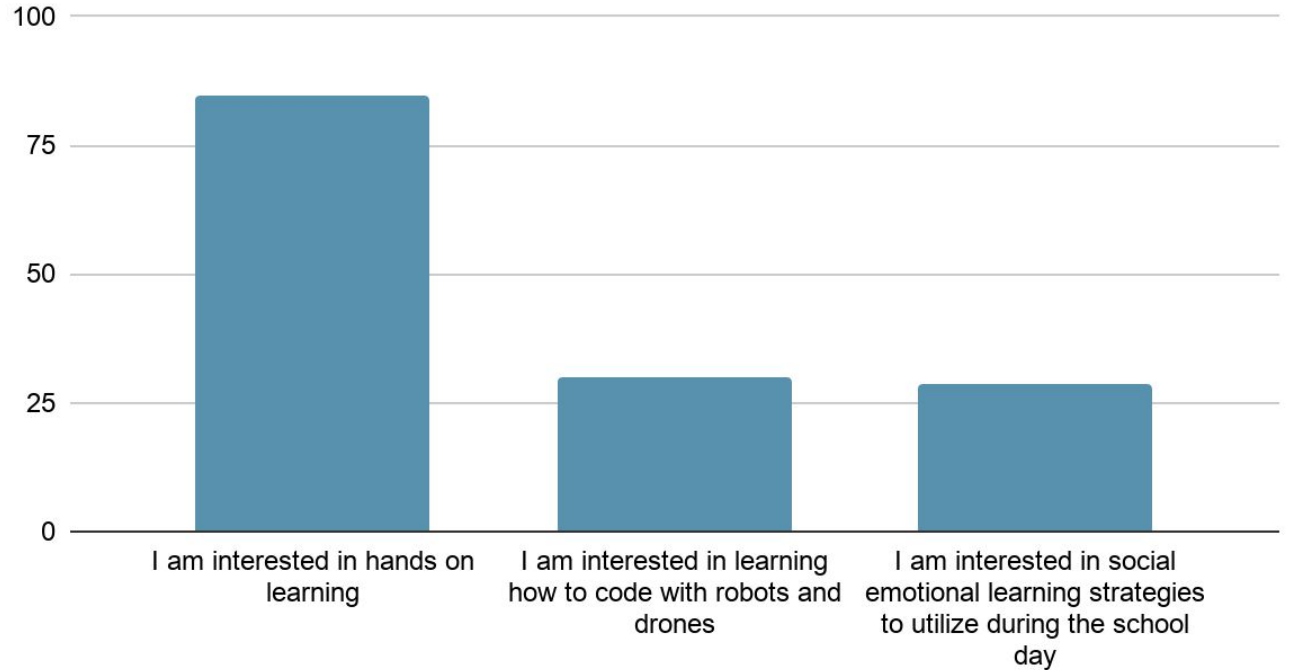
473 responses



Student Centered Learning

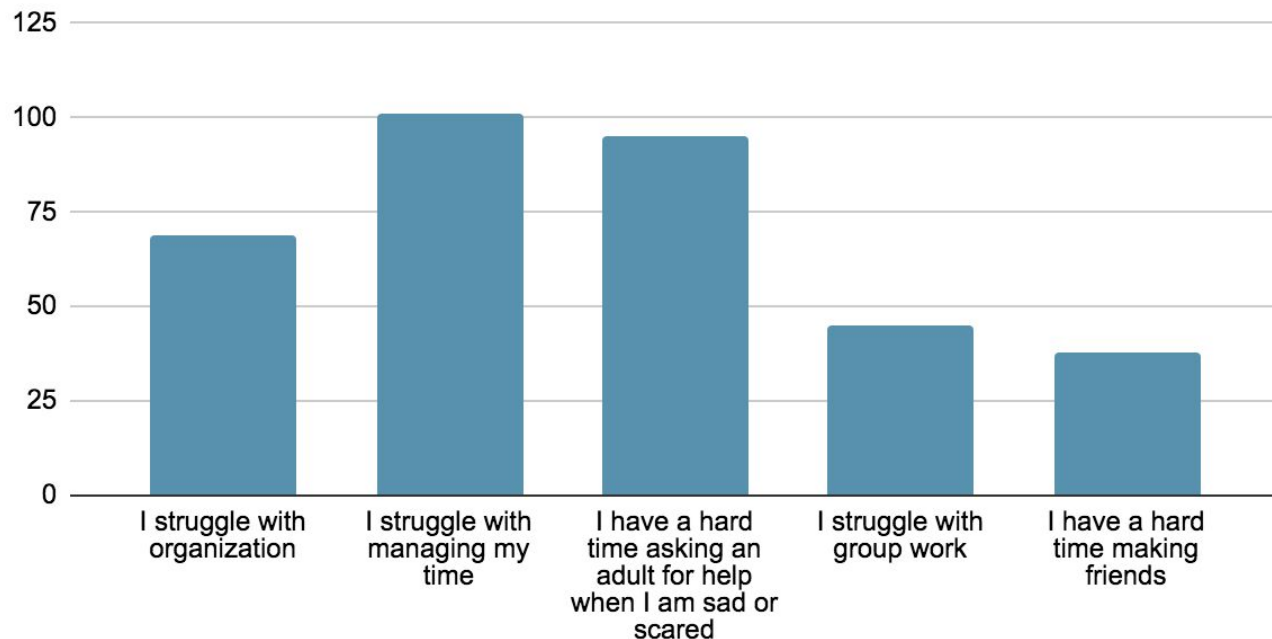


Students interest



How can we support our students in navigating school after the pandemic?

We want to know how you are feeling and how can we help you?



Educator Results



121 Staff Members responded to the Google Survey

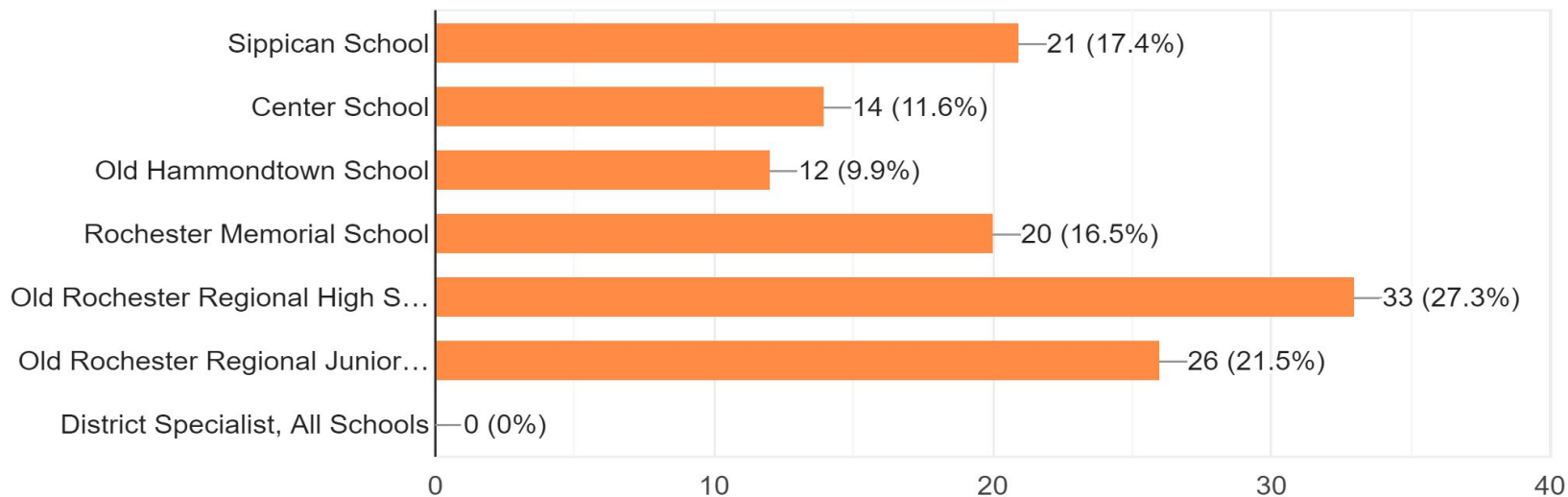
Prioritizing

- Personalized Learning
- Reading across Curriculum
- STEAM
- Project-Based Learning

Educators' Results by School

(1) At which location(s) do you work?* Check all that apply

121 responses

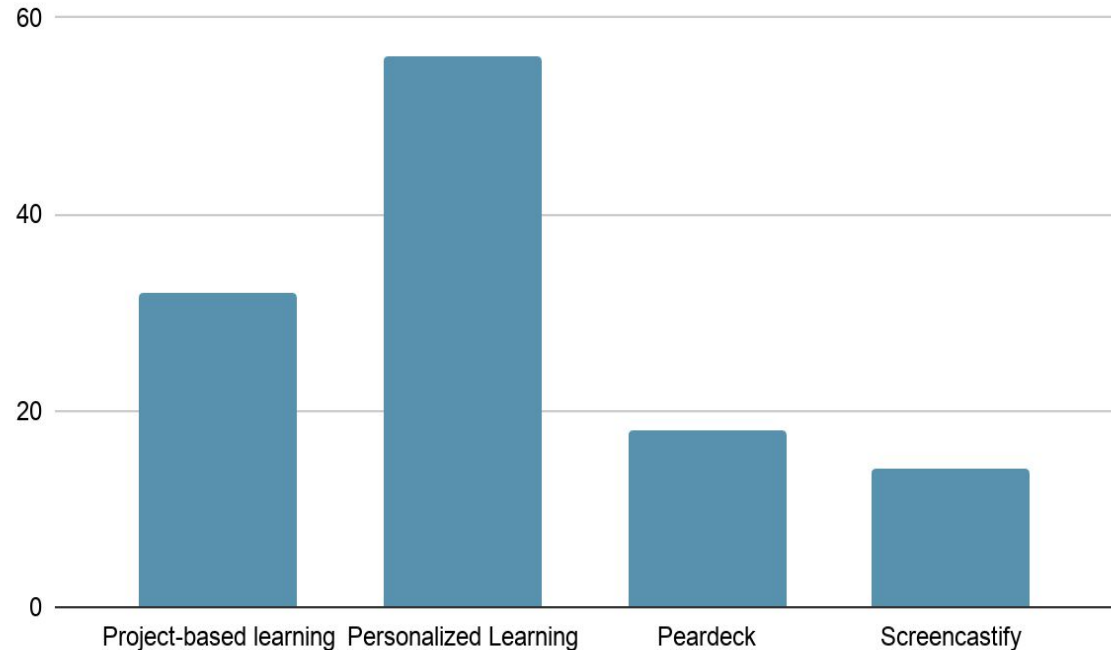


21st Century Learning:

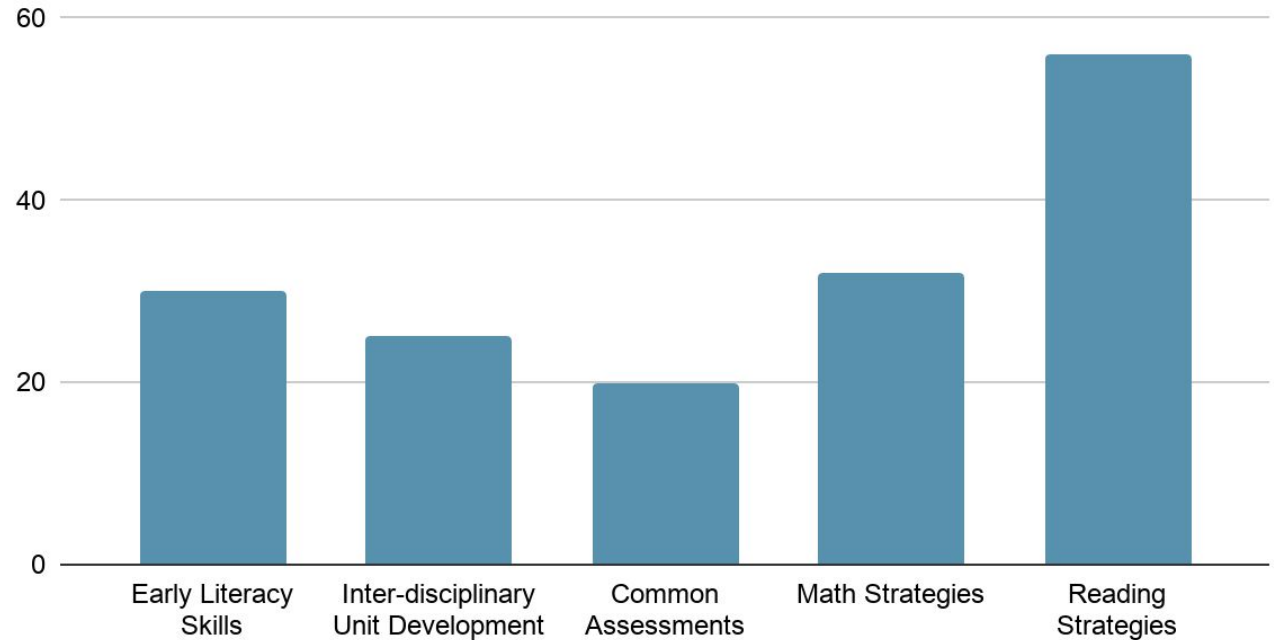
In what ways can we design various types of learning opportunities for educators?

How will teachers embed their new found knowledge into their classroom?

What type of professional development workshops that support 21st Century Learning are important to you? (High Priority)



Which curriculum-centered professional development opportunity is a priority to you? (High Priority)

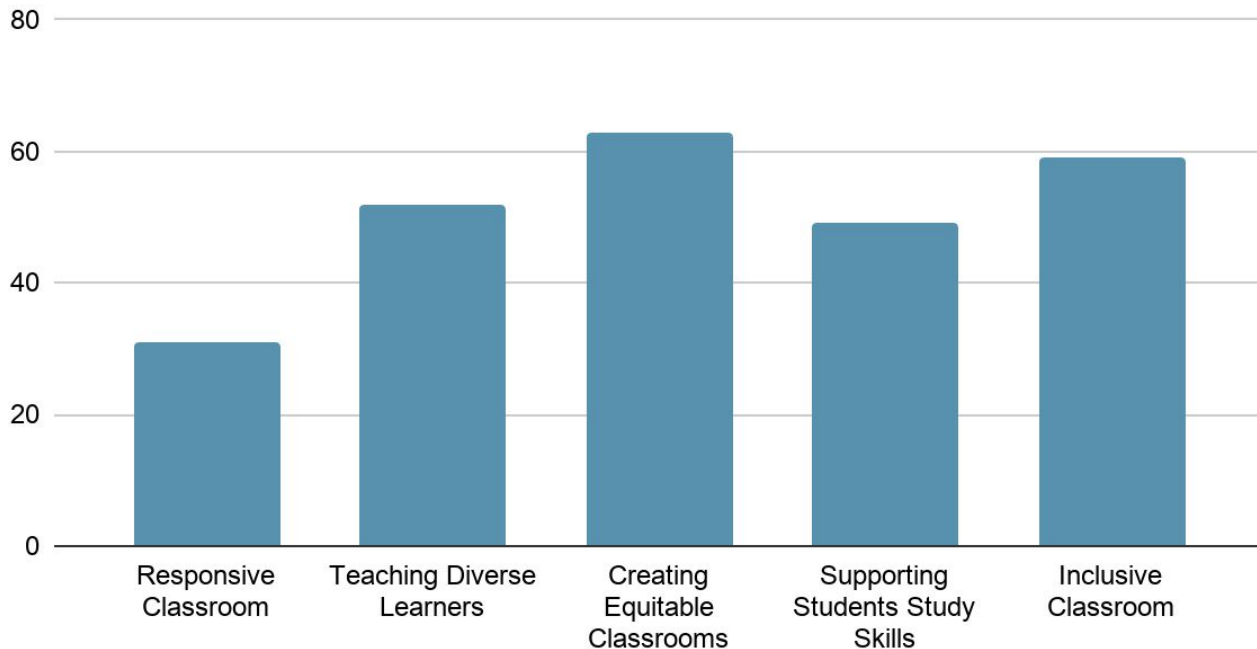


Curriculum-Centered:

What opportunities are available at the building and district level where teachers will be able to examine their curriculum resources?

Social Emotional Learning/ Global Citizenship

Which Social Emotional Learning/ Global Citizenship professional development opportunity is a priority for you?



Creation of the Professional Development Calendar



Professional Learning Community: We are a school of educational leaders building capacity to support diverse learners



Expectations for 2021-2022

- ❖ Educators will continue to implement the MA Curriculum frameworks for grades PK-12.
- ❖ Educators will continue to identify the standard-based essential concepts and skills.
- ❖ Educators will identify key vocabulary.
- ❖ Educators will identify common assessments and progress monitoring tools.
- ❖ Educators will incorporate 21st Century Learning ideology.
- ❖ Educators will reimagine how to support diverse learners in the classroom.
- ❖ Educators will incorporate Global Citizenship and Social Educational Learning ideologies and strategies.



September
Half-Day PD

Focus on 21st Century Learning

- ❖ We are moving towards the new normal of technology integration.
- ❖ As we move toward 21st Century Learning we are expecting educators to continue to use Google Classroom, ScreenCastify and other technology initiatives.
- ❖ Preparing all students for College and Career Readiness.
- ❖ At anytime we may ask teachers to shift to various educational platforms for safety and wellness.
- ❖ Focus areas on the 4C's: Critical Thinking, Communication, Collaboration and Creativity

Offerings on November 2021 Full PD Day

Elementary	Educators New to the District	Secondary	District-wide
Early Literacy	Responsive Classroom	Project-Based Learning	We have this data. Now What?
Elementary educators, related service providers, and specialist will have the opportunity to work with a facilitator to support the Mass Literacy Guide initiatives from DESE.	Educators will have the opportunity to learn about Responsive Classroom to support social emotional learning.	Educators will have the opportunity to create an equitable classroom through project-based learning. -Study skills -independent learning - Preparing for college lecture and laboratory	Educators will have the opportunity to examine resources, curriculum and assessments to support diverse learners in the classroom.

Example of Junior High/High School Full Day Schedule in November

7:35-8:20	Grade Level Meetings
8:35-11:00	Offering 1 Project Based Learning Offering 2 We have this data. Now What? (SEI) Offering 3 Responsive Classroom (New Educators)
Lunch 11:00- 12:00	
12:00-2:00	Grade Level and Department Meetings

Example of Elementary Full-Day Schedule November 2021

8:35-11:00	Offering 1 Grade Level Meeting Offering 2 We have this data. Now what? (SEI) Offering 3 Responsive Classroom (New Educators)
Lunch	
12:00-2:00	Elementary School educators including related service providers and specialist will have the opportunity to participate in Early Literacy Skills.

Offerings for January 2022 Full Day Professional Development

Elementary	Educators New to the District	District-Wide	District-Wide
K-6 Reading Interventions	Responsive Classroom	How do we connect our Project Based Learning to support Diverse Learners	Personalized Learning
Elementary educators, related service providers, and specialist have the opportunity to work with a facilitator to support the Massachusetts Literacy initiatives from DESE.	New Educators will have the opportunity to learn about Responsive Classroom to support social emotional Learning.	Educators will have the opportunity to learn how to examine resources, curriculum and assessments to support diverse learners in the classroom.	Educators will have the opportunity to submit an idea with learning outcomes during our full-day professional day.

Example of Junior High/High School January 2022 Full-Day PD

7:35-8:20	Grade Level or Department Meetings
8:35-11:00	Offering 1 How do we connect our Project-Based Learning to support English Language Learners? Offering 2 Personalized Learning Offering 3 Responsive Classroom (New Educators)
Lunch 11:00-12:00	
12:00-2:00	Grade Level or Department Meetings

Example of Elementary Schedule Full-Day PD January 2022

8:35-11:00	<p>Offering 1 All Elementary School educators and related service providers will participate in K-6 Reading Interventions.</p> <p>Offering 2 Responsive Classroom (New Educators)</p>
Lunch 11:00-12:00	
12:00-2:00	<p>Offering 1 Grade Level Meetings</p> <p>Offering 2 How do we connect our project-based learning to support diverse learners?</p> <p>Offering 3 Personalized learning</p>

February 9th Building-Based Professional Development

Global Citizenship/Equitable Practices

During this early release PD day, educators will have the opportunity to review their curriculum by using a guide from:

[Reading and Writing Project](#)

[Culturally Responsive Curriculum Scorecard](#)

Educators will begin to examine curriculum to ensure different perspectives to support the strengths and weaknesses of students. Students bring background knowledge into the classroom. The goal is to build a safe, nurturing environment where we examine our curriculum to prepare all students for college and career in every classroom.

March 9th Building-Based Professional Development

Vertical Grade Level Teams

Each building will have the opportunity to work with the next grade level to prepare students to move up. During this time they will have the opportunity to examine the 2021- 2022 school year and provide a platform to ensure grade-level expectations to prepare students for the following year.

- ❖ Educators will have the opportunity to continue the examination of the implementation of the MA Curriculum frameworks for grades PK-12.
- ❖ Educators will have the opportunity to identify standard-based essential concepts and skills.
- ❖ Educators will have the opportunity to identify key vocabulary.
- ❖ Educators will have the opportunity to identify common assessments and progress monitoring tools.
- ❖ Educators will have the opportunity to incorporate 21st Century Learning.
- ❖ Educators will have the opportunity to reimagine how to support diverse learners in the classroom.

June 1, 2022 Building-Based Professional Development

Transition Planning and/or Curriculum Work

- ❖ Each building will have the opportunity to discuss curriculum or transition planning.
- ❖ The importance of educators in the building to identify and develop goals needed to accomplish the next school year.
- ❖ In addition the importance of examining goals as students transition from elementary, middle, high school and college and career.

Connecting to our Professional Development Initiatives

- | | |
|--|---|
| <ul style="list-style-type: none">➤ The Strategic Plan of 21st Century Learning, Global Citizenship and Social Emotional Learning will be embedded in all of our professional development. We are building capacity to bridge the 2020-2021 school year to the 2021-2022 school year.➤ We will create teams to begin developing a district-wide PK-12 Literacy Plan.➤ We will implement a Curriculum Action Plan in order to Chart our Course Past the Pandemic.➤ Educators will continue the journey of connecting standards-based teaching, learning and assessments. | <ul style="list-style-type: none">➤ The Leadership Council continues to review MCAS, AIMSWEB, Atlas and other data sources to ensure all students have access to rigorous materials.➤ Each building is recommended to continue to have curriculum meeting time to examine data, curriculum and literacy across the content areas.➤ Next year DESE will review the District English Language Learner Program.➤ Each school will provide school improvement goals to support the various initiatives at building and district level. |
|--|---|



ORR DRAMA CLUB PRESENTS AN ORIGINAL FILM "MACBETH." CLICK TO SEE THE TRAILER



Thank You!
We are moving Onward and Upward!

Questions?



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

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

www.olderochester.org

Phone: 508-758-2772

Fax: 508-758-2802

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

Craig J. Davidson, M.Ed.

Director of Student Services

Superintendent's Goals Template: 2020-2022

Name: Michael S. Nelson

Title: Superintendent of Schools

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. One modification related to goal setting is worth considering. Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program (NSIP). Launched in 2010 by ESE and MASS in collaboration with MASC, NSIP supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels. To that end, the following three goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year. The first two are district improvement goals. The third and fourth goals are related to the superintendent's own professional practice and professional culture of the leadership team.

Leadership Goal District Improvement Goal	Leadership Goal District Improvement Goal
SMART Goal 1 – Effective Entry and 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	SMART 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

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.

<p>Key Actions</p> <ol style="list-style-type: none"> 1. 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. <u>Completed – the superintendent of schools presented a written Entry Plan to the Joint School Committee in November, 2020.</u> 2. By June, 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. <u>Completed – the superintendent of schools has drafted a written Entry Findings Report to be presented to the Joint School Committee in July, 2021.</u> 3. By May/June, 2021 launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support. <u>In progress – the superintendent of schools will release a parent/guardian feedback survey during the summer of 2021. Additionally, the superintendent of schools will offer stakeholder feedback sessions in the 2021-2022 school year.</u> 	<p>Key Actions</p> <ol style="list-style-type: none"> 1. By November, 2020, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators. <u>Completed – all principals and district administrators set learning and professional practice goals in relation to the evaluation process (evidence – personnel records).</u> 2. By June, 2021 complete formative evaluation conferences with each principal and district administrators that the superintendent supervises. <u>Completed – all principals and district administrators have completed their formative evaluation conference and/or have it scheduled in June, 2021.</u> 3. Conduct at least 10 visits at each school per school year. <u>Completed – the superintendent of schools visited all six schools in the school districts at least 10 times during the 2020-2021 school year.</u> 4. Support the development of new Central Office administrators through regularly scheduled leadership meetings and at least bi-weekly individual sessions. <u>Completed – all central office administrators have participated in weekly team meetings and bi-weekly individual sessions throughout the school year.</u> 5. By assessing students’ academic 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. <u>In progress – the central and district-wide administration is in the process of finalizing a learning plan that is designed to address the academic and social emotional learning needs as a result of the COVID-19 pandemic.</u>
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	<p>6. By June, 2022 analyze progress on goals and complete Summative Evaluation Reports for all supervisees.</p> <p>In progress – this key action will be addressed in the 2021-2022 school year.</p>
<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Presentations completed on schedule (process). Entry Plan and Findings Report 2. Strategy Development process launched (process). Entry Findings Report Conclusion 3. Report of key stakeholder findings (survey). In Progress 	<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Completed Educator Evaluation Plans (process). Personnel Records (Confidential) 2. Log or notes demonstrating at least ten visits per school (process). Available for Review 3. Central Office meeting logs and agendas that document leadership development. Available for Review 4. Completion of district-wide benchmarking and the creation of a teaching and learning action plan to address identified academic gaps. Available (embedded in Entry Findings Report) 5. Analysis of Summative Evaluation Reports demonstrates “meets” or “exceeds” rating on 75 percent of principal and district administrator goals (outcome). Available for Review
<p>Resources</p> <ul style="list-style-type: none"> • Vision 2023 Strategic Plan • Leadership Team, Secondary Coordinators, Teacher Leaders • Stakeholders (Town Officials, Students, 	<p>Resources</p> <ul style="list-style-type: none"> • Vision 2023 Strategic Plan • Leadership Team • Educator Evaluation Process

<p>Families, Local Agencies)</p> <ul style="list-style-type: none"> • Benchmarking Data, MCAS, PSAT, SAT, AP • MA State Standards Alignment/Curriculum • Common Assessments 	<ul style="list-style-type: none"> • School Improvement Plans
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<p>Leadership Goal</p> <p>Educator Professional Practice Goal</p>	<p>Leadership Goal</p> <p>Educator Professional Practice Goal</p>
<p>SMART Goal 3 –</p> <p>New Superintendent Induction Program Engagement:</p> <p>Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.</p> <p>Standard I: Instructional Leadership</p> <p>Standard II: Management and Operations</p> <p>Standard IV: Professional Culture</p>	<p>SMART Goal 4 –</p> <p>Meeting Leadership:</p> <p>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.</p> <p>Standard I: Instructional Leadership</p> <p>Standard II: Management and Operations</p> <p>Standard IV: Professional Culture</p>
<p>Key Actions:</p> <ol style="list-style-type: none"> 1. Attend eight day-long sessions. <p><u>Completed and in progress – the superintendent of schools attended and participated in all offered NSIP sessions and activities during year one of the NSIP program.</u></p> <ol style="list-style-type: none"> 2. Complete all NSIP assignments. <p><u>Completed and in progress – the superintendent of schools has completed all NSIP assignments during year one of the NSIP program.</u></p> <ol style="list-style-type: none"> 3. Meet with assigned NSIP superintendent coach at least monthly. 	<p>Key Actions:</p> <ol style="list-style-type: none"> 1. Regularly scheduled leadership team meetings. <p><u>Completed and in progress – the superintendent of schools scheduled and facilitated both leadership council (all administrators) and cabinet (central office administrators and principals) on a monthly basis (at least two per month).</u></p> <ol style="list-style-type: none"> 2. Instructional improvement focused leadership meetings related to school and district goals. <p><u>Completed and in progress – the superintendent of schools scheduled (in consultation with the assistant superintendent of teaching and learning) and facilitated leadership meetings related to school and district goals with the leadership council, cabinet,</u></p>

<p><u>Completed and in progress – the superintendent of schools has participated in all NSIP coaching (group and individual) during year one of the NSIP program.</u></p>	<p><u>and building based administrations.</u></p>
<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar documents attendance and contact with superintendent coach (process). <u>Available for Review</u> 2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome). <u>Available for Review</u> 	<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar documents leadership team meetings (process). <u>Available for Review</u> 2. Leadership team meeting agendas document teaching and learning focus (process and outcome). <u>Available for Review</u> 3. Examples of instructional improvement outcomes (outcomes). <u>Available for Review & In Progress</u> 4. Meeting Observations In Progress (Confidential)
<p>Resources</p> <ul style="list-style-type: none"> • New Superintendent Induction Program • Superintendent Coach (Dr. Ruth Gilbert-Whitner) 	<p>Resources</p> <ul style="list-style-type: none"> • Leadership Team • Secondary Coordinators • Teacher Leaders • Vision2023 Strategic Plan • School Improvement Plans

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

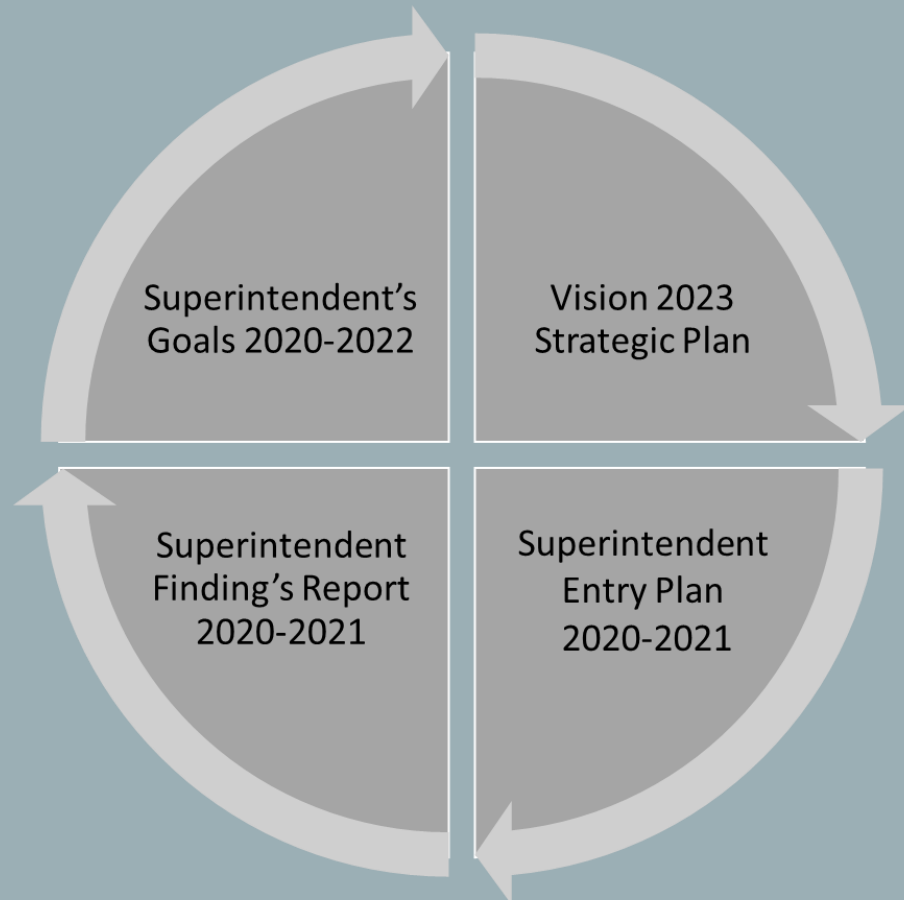
****Assisted in goal development through development & feedback meetings.****

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

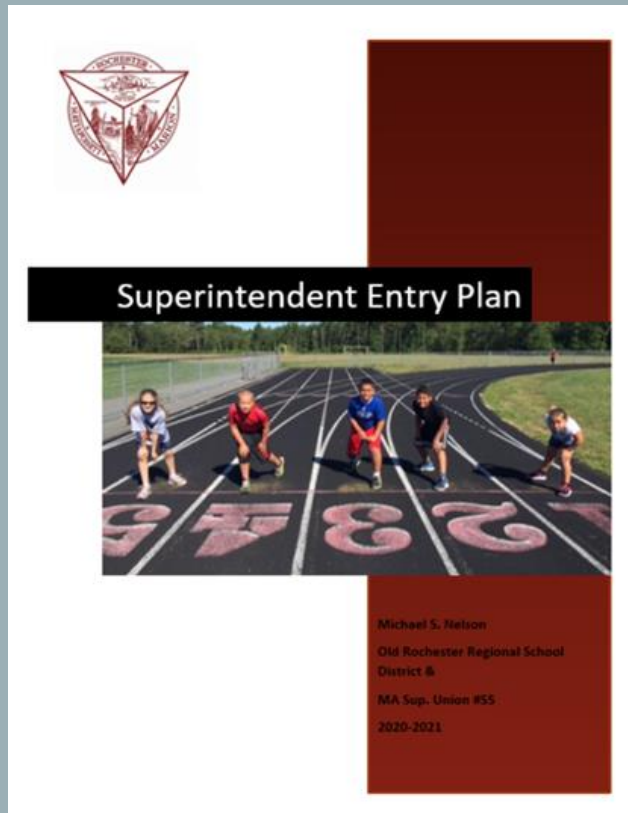
- 21st Century Learning: Project Based Learning
- Social & Emotional Learning: Students learn best when they feel safe.
- Global Citizenship: Culture, Civic Responsibility & Empathy



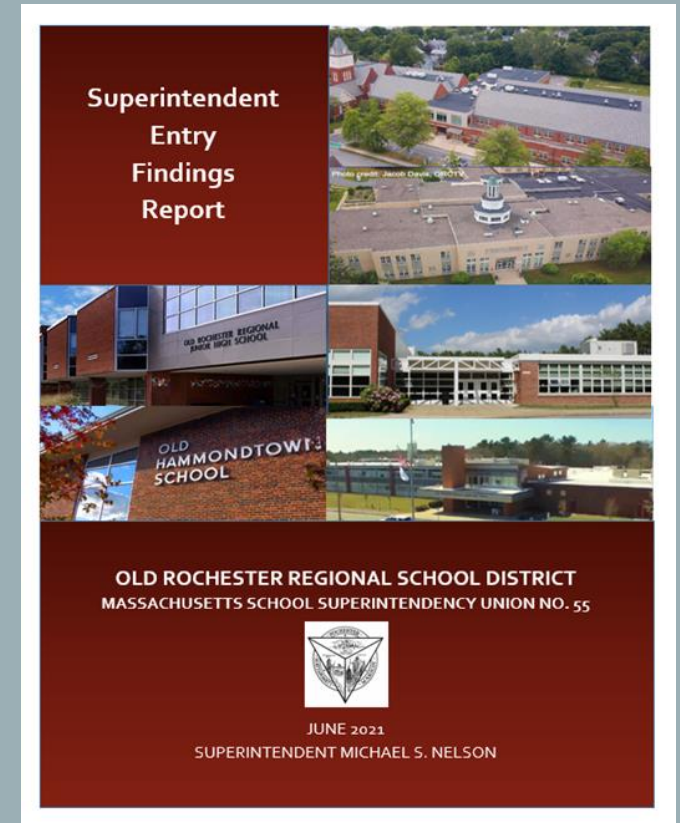
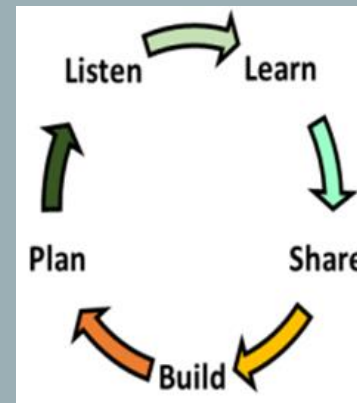
SUPERINTENDENT ENTRY PLAN November 2020



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

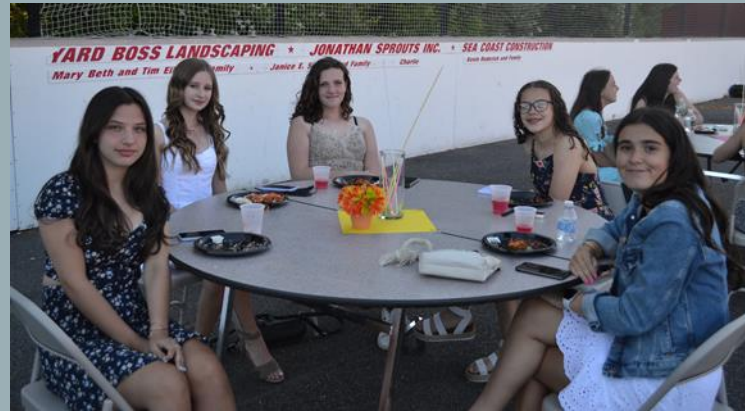
- Calendar documents leadership team meetings (process).
- Leadership team meeting agendas document teaching and learning focus (process and outcome).
- Examples of instructional improvement outcomes (outcomes).

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!





Old Rochester Regional School District
Massachusetts School Superintendency Union 55

Memo

To: School Committee Members of Joint School Committee

From: Howard G. Barber, Assistant Superintendent of Finance & Operations

Cc: Michael S. Nelson, Superintendent of Schools

Date: September 21, 2020

Re: Substitute Daily Compensation Rates

Please note the last time the substitute rates were increased was September 28, 2018. Upon evaluating the current substitution rates that our District provides, we are concerned with ability to stay competitive over the Fiscal Year 2020-2021.

As other local districts have increased their rates, we are recommending that the District accepts the new amounts indicated on the attached letter for one year, Fiscal Year 2020-2021. These amounts relate to our per-diem and long-term substitute rates. We feel this is necessary to ensure coverage for the current school year.

Updates on these recommended per-diem and long-term substitute rates will be provided by the Assistant Superintendent of Finance & Operations at each Joint School Committee meeting. This will be to determine if actions are necessary to revert back to the prior rates, or if Phase 4 of the Commonwealth occurs that will suggest reverting back prior to Fiscal Year 2021-2022.



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

Marion - Mattapoisett - Rochester

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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

Craig J. Davidson, M.Ed.

Director of Student Services

Substitute Eligibility Requirements and Compensation Schedule FY 2020-2021

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	\$90(70)/daily rate
Non-Certified Teacher	\$120(80)/daily rate
Certified Teacher	\$165(85)/daily rate
Nurse	\$200(120)/daily rate
Cafeteria, Clerical & Custodial	\$12.25(11)/hourly rate

- Long-Term Substitute:

	First 20 days	Remaining days in contract
Instructional Assistant	\$90(70)/daily rate	Step 1
Non-Certified Teacher	\$120(80)/daily rate	Bachelors Step 1
Certified Teacher	\$165(85)/daily rate	Bachelors Step 1
Cafeteria, Clerical & Custodial	\$12.25(11)/hourly rate	\$12.25(12)/hourly rate

- 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.
- The new amounts indicated are for one year, Fiscal Year 2020-2021 only. These amounts relating to our per-diem and long-term substitute rates will be reviewed at each Joint School Committee meeting to determine if actions are necessary to revert back to the prior rates, if Phase 4 of the Commonwealth occurs prior to Fiscal Year 2021-2022.

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.

HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Old Rochester Regional School District/Massachusetts Superintendency Union #55. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

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

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

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

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

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

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

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

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also; includes unwelcome sexual advances,

requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

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

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

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

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

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

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) ~~The clear and convincing evidence or~~ Application of a preponderance of the evidence, subject to limitations; standard;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination at a live hearing, if offered by the district, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint ~~to~~ the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools, a hearing is optional at the election of the district, but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

~~A district~~The District may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

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The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Old Rochester Regional School District/Massachusetts Superintendency Union #55 to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

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

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The Complainant may also file a complaint with:

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

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

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

SOURCE: MASC July 2020

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ACAB-R: Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

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

I. Reporting of Sexual Harassment Complaints

A. How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator, **NAME AND CONTACT INFORMATION**. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

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

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

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

B. Handling of Sexual Harassment Complaints

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

II. Supportive Measures and Filing of a Formal Complaint

A. Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the "Complainant") to discuss the availability of supportive measures and consider the Complainant's wishes with respect

to supportive measures, The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

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

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

B. Filing a Formal Complaint

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

C. Contents of a Formal Complaint

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

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District’s education program or activity,

the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti- bullying policies and plan

III. Informal or Formal Resolution of Complaint

The District must offer the Complainant a formal resolution process and may offer an informal resolution process. If the District does not provide the option of informal resolution, the formal resolution process shall be followed.

A. Informal Resolution Process

If the District elects to offer an informal resolution process, such process shall be offered and implemented at the election of the Complainant and only after receipt of voluntary, informed, written consent of both the Complainant and the Respondent. The Complainant may elect informal resolution of a complaint at any time prior to a final determination by the decisionmaker . This may include conciliation and/or mediation by an individual trained to conduct such processes. At any time prior to agreeing to a resolution, either party has the right to withdraw from the informal resolution process and resume the formal complaint grievance process.

The District shall not offer an informal resolution process when a student alleges sexual harassment by staff.

B. Formal Resolution Process

The formal complaint process will comply with the grievance procedures outlined below.

IV. Grievance Procedure

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

- A.** The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.
- B.** Any interim supportive measures, as appropriate, will be offered to both parties.
- C.** The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of

witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.

- D.** During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.
- E.** The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.
- F.** During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
- G.** The investigator will make findings based on a preponderance of the evidence standard.
- H.** The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.
- I.** Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- J.** Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the decisionmaker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.
- K.** The decisionmaker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).
- L.** The decisionmaker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is

substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

V. Disciplinary Action

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

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

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

VI. Retaliation Prohibited

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

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

VII. Appeal Procedure

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

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

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

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

VIII. Training Requirements

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

EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably ~~practical~~practicable, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, ~~gender~~sex/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably ~~practical~~practicable, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational materials/resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC

ADOPTED: September 12, 2019

File: JII - STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school ~~system~~district that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if wellconceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

~~The traditional "open door" policy in the public school system will be continued. Students—and their parents and/or guardians—who believe that the students have received unfair treatment ~~in the form of disciplinary action will have the right to appeal~~ may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings, ~~and re-views of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee, which possesses the ultimate authority for discipline in the school system.~~~~

~~Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.~~

~~LEGAL REF.: M.G.L.~~

SOURCE: MASC February 2019

CROSS REF: JIC Student Discipline

File: JJA - STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the ~~board~~[principal and superintendent](#).

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy. ~~(see also Policy JCF)~~.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school ~~district~~[system](#) or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.

SOURCE: [MASC February 2019](#)

CROSS Ref: [JCF, Gang Activities/Secret Societies](#)

LEGAL REF.: 603 CMR [26.00](#)



File: JJH-R - ~~FIELD TRIP POLICY~~STUDENT TRAVEL REGULATIONS

The following policy applies to late night and overnight school sponsored student travel.

A. ~~Trip Approval Process~~

- ~~1. Advance approval by the School Committee is required for any student trip involving late night or overnight travel.~~
- ~~2. The approval process is to be completed prior to engaging students in fundraising activities or other preparations for the trip.~~
- ~~3. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.~~
- ~~4. Teachers and other school staff are prohibited from soliciting privately run trips through the school system. The trip approval process applies only to school-sanctioned trips; the School Committee will not approve trips that are privately organized and run without school sanctioning.~~
- ~~5. Policies and procedures for trip approval will take into account all logistical details involving transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs.~~

1. ~~B. Transportation~~

- ~~1. The use of vans or private automobiles for trips planned to include late night or overnight student travel should generally be avoidedis prohibited. Such trips should generally~~Late night or overnight trips will use commercial motor coaches.
- ~~2. Trips planned to include late night or overnight student travel should involvewill include a pre-trip checks of companies, drivers, and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws and School Committee Policy.~~
- ~~3. School officials should~~The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district should will not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory." FMCSA ratings are available at <http://www.saferys.org>
<https://ai.fmcsa.dot.gov/SMS/>.
- ~~4. Districts which are unable to conduct their own in-depth reviews of bus carrier qualifications may elect to use ratings and prequalifications established by other public entities, such as the Department of Defense's approved list of motor carriers for troop transport ("~~<http://www.mtmc.army.mil/content/504/approvedlist.pdf>). The contract with the carrier will prohibit the use of subcontractors unless sufficient

notice is given to the district that allows verification of the subcontractor's qualifications.

2. C. Trip Scheduling

~~1.~~ Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk of vehicular accidents during this time period.

~~2.~~ Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see Refer to the Massachusetts Department-Dept. of Elementary and Secondary Education's publication Student Learning Time Regulations Guide). School districts may consider travel for field trips as included in students' schedules, but the Department of Education recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e., time outside the hours of the regular school day).

~~3.~~ Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

~~4.~~ Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

~~5.~~ If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. D. Fundraising

~~1.~~ The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

~~2.~~ Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

~~3.~~ If students are charged individual fees for participation, ~~the district~~ every effort should ~~make every effort~~ be made to provide scholarships where needed.

E. Student Supervision

~~1. Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with MGL, c. 71, s. 38R.~~

~~2. CORI checks are recommended but not required by law for bus drivers who do not regularly work for the school district and who will have direct and unmonitored contact with students. If such checks cannot be done, a chaperone must always be present whenever students are on the bus.~~

~~3. All participating students must submit a signed parent/guardian permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.~~

ADDITIONAL USEFUL RESOURCES Additional Resources

~~1. Federal Motor Carrier Safety Administration (FMCSA)–
<http://www.fmcsa.dot.gov>~~

~~2. United Motor Coach Association - Student Motor Coach Travel Safety Guide
(includes "Motor Coach Safety Checklist")
www.uma.org/consumer/student-transportation/~~

~~Department of Defense's approved list of motor carriers
<https://www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf>~~

~~SOURCE: MASC February 2019~~

~~CROSS REFS: IJOA, Field Trips
ADDA Background Checks~~

~~LEGAL REFS: M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00~~



File: JLCB - INOCULATIONS-IMMUNIZATION OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system~~district~~, will be required to present a physician's certificate attesting to immunization against ~~diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such~~ other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these re-quirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccina-tion or immunization is contrary to the religious beliefs of the student or parent/guardian.

Established by law

SOURCE: _____ MASC October 2016

LEGAL REF.: _____ M.G.L. 76:15

CROSS REF.: JF, School Admissions



File: JLCC - COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to [handicapped children students with disabilities](#) under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases [such as Acquired Immune Deficiency Syndrome \(AIDS\)](#).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

SOURCE: [MASC February 2019](#)

LEGAL REF.: [M.G.L. 71:55](#)



File: JRA - STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school [system-district](#) to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (~~603 CMR 23.00~~). The temporary record of each student ~~enrolled on or after June 2002~~ will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and ~~his/her~~[their](#) parent/[guardian](#) of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school [systemdistrict](#).

The Committee wishes to make clear that all individual student records of the school [system district](#) are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: _____ Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. [66:10 71:34A, B, D, E, H](#)
[603 CMR 23.00](#)

~~Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.~~

~~603 CMR: Dept. of Elementary and Secondary Education [23.00](#) through [23.12](#) also~~

~~Mass Dept. of Elementary and Secondary Education publication [Student Records; Questions, Answers and Guidelines](#), Sept. 1995~~

SOURCE: _____ [MASC February 2019](#)

CROSS REF: _____ [KDB](#), Public's Right to Know

File: JRD - STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/[guardians](#) on a voluntary basis. The building Principal or ~~his/her~~[their](#) designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents/[guardians](#) and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

LEGAL REF.: [M.G.L. 30B:1\(b\)\(31\)](#)

SOURCE: [MASC February 2019](#)