

**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 Regional	\$19,702,211	\$19,895,966	\$193,755	0.983%

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)

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

May 5, 2021 – 6:30 p.m.

Zoom link:

<https://oldrochester-org.zoom.us/j/97264646057?pwd=YmthejdFSkNOYWdNaUUwdklhMU93QT09>

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: November 19, 2020

2. Executive Session Minutes: NONE

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

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

B. Approval of School Calendar (2021-2022)

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

D. FY22 Budget Update

E. ORR Regional Agreement 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: April 28, 2021
SUBJECT: Agenda Items

The following items are on the agenda of May 5, 2021.

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes – November 19, 2020

Recommendation:

That the School Committees review and approve the minutes of November 19, 2020. Please refer to “JSC 05052021 November Minutes”.

V. General

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

Recommendation:

That the school committee review and approve the Professional Development Plan for the 2021-2022 school year.

B. Approval of School Calendar (2021-2022)

Recommendation:

That the school committee review and approve the calendar for the 2021-2022 school year. Please refer to “JSC 05052021 School Calendar”.

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

Recommendation:

That the school committee review and approve the school committee meeting dates for the 2021-2022 school year as follows: September 23, 2021, January 20, 2022, April 28, 2022 and June 9, 2022.

D. FY 22 Budget Update

Recommendation:

That the school committee hear an update from Administration regarding the FY22 Budgets.

E. ORR Regional Agreement Update

Recommendation:

That the school committee hear an update from Administration regarding the ORR Regional Agreement.

VI. New Business

Policy Review

Recommendation:

That the school committee review and approve the following policies:

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. Please refer to “JSC 05052021 IHAM- Health Education Policy”.

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. Please refer to “JSC 05052021 IHB Special Instructional Programs and Accommodations Policy”.

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. Please refer to “JSC 05052021 English Learners Education Policy”.

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. Please refer to “JSC 05052021 Equal Educational Opportunities Policy”.

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. Please refer to “JSC 05052021 School Admissions Policy”.

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. Please refer to “JSC 05052021 School Choice Policy”.

JHD- Exclusions and Exemptions from School

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. Please refer to “JSC 05052021 Exclusions and Exemptions from School Policy”.

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. Please refer to “JSC 05052021 Prohibitions of Hazing Policy”.

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. Please refer to “JSC 05052021 Alcohol Drugs and Tobacco Policy”.

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. Please refer to “JSC 05052021 Searches and Interrogations Policy”.

VIII. Future Business

A. Timeline

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

Joint School Committee

June 17, 2021 at 6:30 (via zoom)

- ❖ Superintendent's Mid-Cycle Evaluation (June 2021)

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**

**November 19, 2020 – 6:30 p.m.
MEETING HELD REMOTELY THROUGH ZOOM
Mattapoisett, MA 02739**

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

District Members Absent: Tina Rood

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

Union Members Absent: Jody Dickerson

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 6:30 p.m. by Chairperson Humphrey of the ORR School Committee and Chairperson Finning of the Massachusetts School Superintendency Union #55.

Superintendent Nelson informed the school committee that Dr. Jannell Pearson Campbell's father passed away this past week, he expressed that our thoughts are with her and her family during this difficult time. Mr. Nelson expressed that it was clear from the first time we met Dr. Pearson-Campbell during the interview process that family is very important to her and he expressed that her school family is here to support her. Mr. Nelson expressed that he wanted to let the school committee members and the community at large to be aware of this situation.

CHAIRPERSON'S REPORT:

Mr. Humphrey thanked everyone for being here tonight and thanked everyone for all their hard work these past few months, he expressed that a lot of progress has been made and he's very thankful for our administrators and staff and he also expressed that he's thankful for all the school committee members.

Dr. Finning made the following statement:

I want to thank the school district administration for the delivery of the addendum to the return to school plan on October 30th that detailed a fully in person plan. I hope we will receive an update re: how families, students and other constituents will have the opportunity to review and provide feedback on the plan as was promised on the 1st page of the document – to my knowledge that has not happened to date.

I recognize the tri town has had increased COVID 19 cases, some of which have affected members of our school community but at no point has it been stated that there was a cluster or belief of school based transmission of positive cases – the efforts we have made and continue to make are working. I applaud our students, teachers and building administrators for their efforts.

Governor Baker, DESE Commissioner Riley and medical and public health experts across MA have been clear students belong in schools – particularly our most vulnerable students including students with special needs and students in grades k-3. While the CDC continues to change their guidance, undoubtedly due to political pressures, we can and must look to the guidance of our public health and medical experts in our state – they are after all heralded around the world.

The in person plan indicates additional needs for staffing and/or transportation and states: “Please know that these are hypothetical scenarios that would require additional planning to implement”.

*My questions are: **how are we exploring those needs? What planning is or should be underway? How will budget subcommittees be engaged to consider options?***

*Families and students and teachers, have articulated increasing frustration that it took so long for an in-person plan to be released and now three weeks after the release, to my knowledge, no feedback has been sought and there does not appear to be ongoing engagement to plan for possible return. **Will this occur by January?***

Should school committees be meeting more frequently to review the weekly dashboards and discuss paths forward – once a month does not feel like enough frequency in which to make meaningful change.

If we truly care about and prioritize the learning and development of our students, we owe it to ourselves and our communities to meaningfully and tirelessly engage in these efforts. There is no higher priority in my mind than finding a path forward to allow as many of our students who wish to, to return to school in person. Other communities have successfully done so across the SouthCoast and the state – we should be able to do the same.

SUPERINTENDENT’S REPORT:

Superintendent Nelson made the following statement:

Thank you very much: tonight I will share updates from the Superintendent within the general agenda. However, I would ask that Mr. Barber our Asst. Superintendent of Finance and Operations brief the Joint School Committee on several topics:

Those topics include:

- *The status of closing the FY20 fiscal year for our districts*
- *The status of our FY21 budgets and financial updates regarding the state budget and financial picture*
- *CARES fiscal support*
- *And starting the FY22 budget development process (including capital planning)*

Status of FY20

Mr. Barber reported that the books are formally closed for FY 20, he expressed that final adjustments have been finalized and we have made necessary corrective actions. Mr. Barber reported that the independent auditors have been working and reviewing the ORR FY20 budget relative to the general accounts, revolving accounts and grant accounts. Mr. Barber expressed that he has also been working with each of the towns to compile comparable database reports making sure that all our credits and debits agree.

Status of FY21 Budgets

Mr. Barber reported that they are in the process of creating their warrant processes, spending plans, making sure we’re in line with the original budget process, and also being mindful to various funding opportunities. Mr. Barber reported that there might some additional grants in Special Education that might be available and he will work with Mr. Davidson to secure those districtwide.

FY22 Budget Development

Mr. Barber reported that he has been working with the town financial officers to determine what their timelines and potential increases might be and he also reported that soon we will be meeting with administrators and Budget Sub-Committees. Mr. Barber referred to the FY22 Budget Process Timeline which is as follows:

DECEMBER

- Administrators and Budget Sub Committee meet to set general parameters/review FY22 potential increases
- School Administrators will meet with Town Officials
- Draft budget proposals set for review by the Budget Sub-Committees of the respective 4 school committees.
- 4 Budget Sub Committees meet to discuss overlap and input on budgets.

JANUARY

- Budget proposals discussed with full School Committee at regular January school committee meetings.

FEBRUARY

- Town officials meet with School Committee Leaders and School Administration to review status of FY22 budget proposals.

MARCH*

March 2nd – ORR Public Hearing & Official Vote

***NOTE:**

ELEMENTARY BUDGET HEARING: Done in conjunction with the March & April School Committee meetings.

April 7th

Marion

March 4th or April 8th

Rochester

March 29th

Mattapoisett

School Committee Feedback:

Ms. Burke thanked Mr. Barber for his very detailed report and expressed that while we want to have a working relationship with the towns, however it's important for the public to understand that it's the members of the school committee who set and approve the budget that is then put forth to the towns. She expressed that she's speaking for the ORR budget, she does not know what the process is for each of the elementary budgets. She expressed that it's important to understand that school committee really needs to be driving that process forward and not the town financial officers.

I. Consent Agenda

A. Approval of Minutes

Ms. McSweeney expressed that will she was reviewing the September 24th minutes she read where Mr. Davidson reported that his staff was trying to "catch up from the Spring and trying to meet federal and state timelines" and she's wondering how that is going.

Mr. Davidson reported that as of last week all of our districts are now caught up on all evaluations and academics that were back logged from the spring.

1. Regular Minutes: September 24, 2020

Motion to approve the September 24, 2020 minutes as amended

District, Ms. Smith

Union, Ms. Daniel

District, Ms. Burke

Union, Ms. Rios

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

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

2. Executive Minutes: September 24, 2020

Motion to approve the September 24, 2020 minutes as presented

District, Ms. Smith

Union, Ms. Fernandes

District, Ms. Burke

Union, Ms. Rios

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

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

V. General

A. Reopening Update - Superintendent Nelson made the following statement:

Thank you for the opportunity to address the Joint School Committee regarding our learning models and current status. Since our last Joint School Committee Meeting we have continued to operate our schools in a hybrid learning model – with remote learning being an ongoing option for all students and families to consider. We have continued to provide additional in-person opportunities for certain sub-groups such as preschool students, ELL students, foster care students, and high needs special education students. With that being said during on October 30th – the District released two important documents. The first document was an addendum to the Back to School 2020-2021 Plan that was approved in August by the four school committees. This addendum provided additional information for our stakeholders to utilize in future decision-making such as:

-an executive summary

-an overview of the addendum (including ongoing considerations for pivoting)

-the introduction of our district's weekly Dashboard

-5 hypothetical options for increased in-person learning

-updated feasibility data for all six schools with supporting appendix data

Circling back to the Dashboard –

Each Friday the District is now distributing a weekly COVID-19 Dashboard that includes the week's key data points and key indicators (that includes school-based information and data from the most recently DPH weekly COVID report). This Dashboard is shared with all stakeholders and also posted on our COVID-19 Dashboard webpage with additional resources for families. Since September 16th and as of this evening – our school district has experienced 21 positive cases of covid-19 that have involved either students or staff members.

The breakdown is as follows:

7 cases at Sippican School

0 cases at Rochester Memorial School

4 cases at Center School

3 cases at OHT

2 cases at the Junior High School

5 cases at the High School

We continue prioritize social distancing measures and safety protocols as related to COVID. It is critically important that we follow these mitigation measures to protect our learning models.

Overall, our school community has shown a commitment to supporting our learning plans and we thank the different stakeholders for their ongoing support. Specifically, I want to thank the town

nurses and their Boards of Health and our school nurses who are helping navigate the complexities and provide excellent school-based medical leadership.

To date our enrollments at our schools, show:

408 hybrid students and 30 remote students in the Mattapoisett Elementary District

420 hybrid students and 61 remote students at Rochester Memorial School

331 hybrid students and 62 remote students at Sippican School

357 hybrid students and 57 remote students at the Junior High School

643 hybrid students and 74 remote students at our high school

To assess the impact on learning in addition to teacher assessments practices – we have implemented Aimsweb benchmarking throughout our six schools to ensure we are collecting data on our students' skill sets. We have completed the first benchmarking process and will have two additional ones later this year. This information can help drive teacher, grade level, and/or department decision-making regarding teaching and learning in addition to the great work that our teachers continue to do support our students. Hearing feedback from our stakeholders is very important: we are close to finalizing a parent/guardian, student, and teacher survey that we will release by the close of the day tomorrow.

At upcoming district school committees – we plan to share that data to foster conversations about ways to improve our learning models regarding next steps. In closing, I want to share with all of the most recent developments and/or updates I have received from the state level:

First, The Department of Public Health/DPH released updated guidance on Covid-19 quarantining in the last couple of days. Second, the DESE of Education has updated DPH weekly report metric guidance. Third, we are anticipating MIAA Guidance anticipated by the close of this week regarding High School sports. Finally, today, Commissioner Riley from the DESE shared with the superintendents that revised transportation could be released before the December holiday break – with the possibility of updated remote learning guidance sometime in January. Our Fall Reopening and COVID Dashboard webpages include the most recent guidance links, the reopening documents I have referenced, the most current and archived dashboards, and other resources for our stakeholders to access. In closing, I continue to remain grateful to the many stakeholders who support and advocate for our school community, the staff members extremely hard work, the students strong and resilient efforts, and for the support of the school committees. That concludes my report tonight. Thank you.

School Committee Feedback:

Ms. Burke thanked Mr. Nelson for his extensive report and wanted to unpack the information relative to the new guidelines regarding quarantining, she expressed that given that we are coming up on a Holiday week where school is out for a number of days she was wondering if the school has plans to send out a communication to our students and families about travel notices and requirements for returning to school. She also expressed that if a large number of students do need to go remote for a couple of weeks to complete the quarantine period, are the schools equipped to handle that. Ms. Burke expressed that some districts are asking families to file their travel plans with the school district so that they can plan accordingly, she expressed that there should a communication to families that should they leave Massachusetts for the Thanksgiving break that their children will need to stay home to quarantine.

Mr. Nelson expressed that the district has routinely updated the community regarding the ever changing state guidelines and some of that work that you are referencing actually started today, he expressed that Rochester Memorial School actually started messaging that today and he expressed that other schools will follow. He expressed that they have encouraged families to work with our school nurses in terms of their travel plans, and Mr. Nelson expressed that he agrees that we have to

be aware of the consequences these plans might have on our remote learning models and be able to support to support families based on their individual situations.

Ms. McSweeney expressed that the Department of Health is recommending that school districts have the week after Thanksgiving a remote learning week for everyone. She also expressed that the not knowing how many students will be remote or in person also puts added strain on the teachers. She asked if there was someone a staff or administrator that could speak to that. She expressed these are hard conversations to have and it's our duty as school committee members to have them and move forward.

Mr. Nelson expressed that what we're hearing from the Governor as well as the DPH is that they are doing their best to discourage families from traveling during this time at the same token we understand that each family has to make their own decisions and then we need to work within the guidance around quarantining based on what actually occurs. He expressed that in terms of hybrid out learning and remote learning, he reported that each time that a student goes into quarantine it does make it more difficult, he expressed that we are doing our best to prioritize in-person learning, that is our preference, thus far we have not seen a high transmission in school of COVID 19, which would be the main trigger point to move to remote learning. Mr. Nelson expressed that it's always a concern to keep our students, families and staff as safe as possible and he understands the complexity of all these issues. Mr. Nelson expressed that he's happy to open the floor to any principal who would like to make any comments. Principals Sirois reported that Sippican is not switching quarantined students to fully remote, she reported that the teachers are prepared to release instructional components and lessons to families who have students who need to quarantine. Mr. Devoll reported that at the High School level, their learning plans don't really lend themselves to temporary stays in remote learning versus hybrid, however he expressed that it's worth noting that they have had quite a few families move learning models and with careful thought and planning we are able to execute those changes almost immediately, he expressed that in some cases more than one change has been made in learning models. He expressed that they follow the guidance and make it as painless and seamless as possible for students and families. He expressed they have done two things to accommodate the students being quarantined, they have provided them with makeup work on their hybrid in days and have invited them to participate fully in the hybrid out days. He explained that one of the benefits of our schedule is that if a student is out for ten days they are only missing 4 days of in-person instruction, because within those ten days there are 6 hybrid out days.

Ms. McSweeney thanked Mr. Devoll for the information and she expressed that she understands that in-person learning is what we all want it and why we want it, and she expressed that she really appreciates the efforts made by everyone at the school and the explanation.

Mr. Nelson explained that the current guidance lets district have from 4 to 6 weeks to approve changes in learning models for students, however he expressed that in our districts most changes are made almost immediately or within a very short amount of time to accommodate families. Mr. Nelson expressed that the other piece in terms of guidance is that they did hear that other districts are considering shutting down between Thanksgiving and Christmas Break and some even after that, however the Commissioner was discouraging districts from doing that, Mr. Nelson expressed in the local area he doesn't believe of any schools doing this. Mr. Nelson expressed that type of decision would be something the school committee would need to make.

Ms. Smith expressed it's important to look at the numbers, she expressed that our numbers are as high as they were in April, she expressed it would be foolish for us to think that we are in a bubble. She expressed it's not just about travel, it's about our own communities and not having birthday parties or large gatherings, she expressed that's key, she believes it's not just about traveling but it's about what we do as a community and what kind of risks we take.

Mr. Nelson expressed that he wants to mention one other piece around key indicators that we are monitoring, he expressed we are talking quite a bit about students who are in quarantine and one of the other pieces that we are continuously monitoring, navigating and problem solving is staff members who also need to quarantine. He expressed that it becomes very complex depending on the role or availability of substitutes, he expressed that's a very important piece and to be aware of the impact that might have on our learning models.

Ms. Hartley stated that Mr. Nelson mentioned in his report that the commissioner talked about an update in the transportation guidelines, she expressed that will be interesting to look at, as it will have some impact (fiscally) on some changes that are being talked about.

Mr. Nelson expressed that the superintendents have advocating pretty strongly about the transportation guidance, and as we learn more about the virus and how it impacts schools and that the guidance also be updated in real time, Mr. Nelson expressed that this afternoon during a zoom call the commissioner stated that school districts could anticipate a possible revision to the transportation guidance before the holiday break, however he did not allude to what those changes might be.

Ms. Burke wanted to reiterate to the public that if you travel outside of the state for Thanksgiving you must keep your children at home, she expressed that we need to be crystal clear about that because as much as we want to meet families where they are and respect their choices, we need to keep our school community safe. Ms. Burke expressed that she really appreciates the benchmarking that's being done with AIMSweb, she expressed that she was very concerned about learning loss from the fully remote last Spring and Summer and the two weeks delayed start, she expressed she's very pleased that the district is doing that and appreciates the extra efforts, she believes it's very important to continue our children on their learning journeys. She expressed that she thinks it's absolutely remarkable the working being done on this hybrid model and having the in-person component, she expressed that quite a few districts were not able to implement such a model and went fully remote, she expressed it was a lot of work but it's extremely valuable, she expressed it's an excellent value between balance between the building and the educational community and supporting our students and keeping the community safe. She expressed that she has been very impressed with the execution of the hybrid model and she believes it's serving our students really well.

Mr. Nelson thanked Ms. Burke for her comments especially around the AIMSweb tool, he expressed not only did we make that decision to secure those resources at the end of FY20 but it's also going to have great benefits for us in the long run as we continue to support teaching and learning.

Ms. Tseki wanted to clarify that only travel to high risk states falls under the quarantining guidelines.

Mr. Nelson expressed that any time we share guidance we share the live link to make sure there is clarity and transparency.

B. Approval of Superintendent's Goals

Superintendent Nelson presented his two year goals for the 2020-2021 and 2021-2022 school years. Please see attachment A and attachment B.

Dr. Finning asked if any members on the sub-committee would like to offer comment. There were none. Dr. Finning asked for comments from any one at this time.

School Committee Feedback:

Mr. Muse expressed that it's fantastic that with a complete new team, a new superintendent and a NOVEL virus and he thinks it's remarkable the resilience and patience that goes into every effort to make educate our kids. He expressed that the goals look good and he appreciates all the hard work put into creating them especially this year.

Ms. Kearns thanked the Supt. for putting those goals together she expressed that one of the things that she noticed in the description of the goals that she very much appreciated was the commitment to making the school an anti-racist school and furthering that type of environment in the schools.

Ms. Burke wanted to thank the committee she expressed it's a tremendous amount of work that goes into this. She wanted to ask the Supt in particular that "if you felt in the development of the goals that there's some way that student outcomes are reflected in and perhaps that could be included in the evaluations that you do with other administrators, some type of goal or measurement that looks at student outcomes, do you feel that is reflected in these goals?"

Mr. Nelson expressed that was a very debated topic, he expressed that has she is aware these goals are brand new, he expressed that his MASS coach and the new supt. induction program help you design the entry plan and also the goals around it, he expressed that these are initial efforts that can be updated and revised, he expressed the initial efforts are really about introducing yourself and getting a clear understanding where you see the district in terms of your values and listening to different stakeholders, he expressed that he would envision that these goals would be updated in different ways where you would see more student outcome benchmarking.

Ms. Hartley expressed that pertinent to Mr. Burkes question around student outcomes, she expressed there is an item that the committee discussed with Supt. Nelson about student benchmarking and it is included in the goals.

Mr. Nelson expressed that it's included in goal number two (2).

Motion to approve the superintendent's goals as presented

District, Ms. Smith

Union, Ms. Rounseville

District, Ms. McSweeney

Union, Ms. Hartley

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

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

School Committee Feedback:

C. School Calendar/Snow Days Discussion

Superintendent Nelson reported that the The Department has received inquiries from school districts about possible snow days this school year. Districts have asked whether it is permissible to schedule students for a remote learning day in the event that schools are closed because of inclement weather or other emergency, instead of closing school and making up that time later in the school year. For the 2020-2021 school year, because of the pandemic, each district has created a plan that includes a remote learning model. As set out in DESE's regulations ([603 CMR 27.00](#)), remote learning may include synchronous or asynchronous components, provided that students have opportunities to regularly interact with teachers, such as through feedback, office hours, and other regularly scheduled individual student interactions. Remote learning models must include the following components:

1. procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
2. remote academic work shall be aligned to state standards;
3. a policy for issuing grades for students' remote academic work; and
4. teachers and administrators shall regularly communicate with students and their parents and guardians, including providing interpretation and translation services to limited English proficient parents and guardians.

The Commissioner has determined that for this school year only (2020-2021), if there are days when schools must close because of inclement weather or other emergency, districts may choose whether to treat those days as “snow days” to be made up later or provide all students with remote learning on those days in a manner that is consistent with the regulatory requirements listed above. This decision will be made at the local level.

Dr. Finning asked Ms. Burke if she would like to have a separate discussion on the school calendar before the snow days are addressed and voted on.

Ms. Burke expressed that she does believe they are two separate topics; she would look to the chairperson to see what order they should be addressed. Dr. Finning suggested having the calendar discussion first, since that is how it’s listed on the agenda.

Ms. Burke expressed that it’s worthy of the board’s consideration to look at the February school break and see if that is something we want to have this year, she expressed that families might hope to travel over February vacation but it seems unlikely that would be advisable at that time, she expressed there was a loss of learning time that has happened in this school year and she believes there are several reasons to reconsider the February vacation, she expressed that our families might appreciate having our children engaged in learning. She just wanted to submit this proposal to the board and asked if school personnel had any thoughts on this.

Ms. Barrows expressed that while she certainly sees the value in she wonders how that would impact our teachers’ contracts.

Mr. Nelson expressed that depending on the nature of the recommendation, but certainly if you’re asking for additional days beyond the collective bargaining agreement that would require negotiations and could also have fiscal implications for the budget sub-committees to consider.

Mr. Humphrey asked if the February vacation was taken away then we would have 4 less days at the end of the school year, is that the proposition?

Mr. Nelson expressed that he’s not quite sure of the recommendation, if it’s what Mr. Humphrey suggested or adding an additional 4 days to the school year. Ms. Burke would have to elaborate.

Ms. Burke explained that it’s just a topic for discussion, she explained that if there are fiscal implications maybe Mr. Barber could look at other savings being absorbed from operating in the hybrid model. She expressed that she would hope that our faculty would give it some consideration as we gave them the time at the beginning of the school year for professional development, but she understands these things would have to be negotiated and she understands the complexity of that.

Ms. McSweeney worries about making a decision like this without input from the teachers. She expressed they might need that break emotionally. She expressed it would behoove us to ask the teachers of our district their thoughts on this matter. She agreed that the value to students would be great, however she wants to make sure we are not overloading those who are already overloaded.

Ms. Smith expressed that it's a better sell to teachers if the four (4) days are in lieu of the days at the end of the school year.

Ms. Kearns expressed that we should get the same feedback from parents as well. Dr. Finning expressed that it would also be helpful to hear from older students.

Ms. Tseki expressed that while she agrees with the extra learning, she believes it's important to keep the schedule as similar as possible with continuity because students have already had so many changes in their schedules and their learning.

Ms. Burke expressed that since she is not hearing an overwhelming support and she believes by going out to families for feedback it will be too late to change the schedule and give families enough time to change their schedules, therefore she prefers to withdraw her request for consideration.

Ms. Smith expressed that last year we cancelled April vacation based on guidance from the state in March.

Ms. Rios explained that last year when we cancelled April vacation we had just started the remote learning model and we didn't want to lose momentum. She expressed it made sense to do that last year.

Dr. Finning and Mr. Humphrey explained that Ms. Burke is welcomed to make a motion. Ms. Burke declined to make a motion but if anyone else would like to make one she will leave it up to them.

School Committee Feedback:

Ms. Smith expressed that she believes it's a great idea to have the flexibility of opting to have a normal snow day or a remote snow day, especially this year when the students have already lost so much learning time.

Ms. Barrows suggested that sometimes a neighborhood or street might lose power and how that may impact student attendance and if there would be a timeline extension for their work to be completed.

Mr. Nelson expressed that with situations such as described the student would not be penalized.

Mr. Humphrey expressed that there are those snow days where because of missed forecasts this remote idea would make sense; however, we also have to remember that the Tri-Town has a lot of areas that lose power during the powerful storms.

Dr. Finning asked Supt. Nelson what is his recommendation? Mr. Nelson expressed he wants to make sure this is something the school committee supports before he used superintendent's discretion. He expressed he thought it was important to knowing the uniqueness of this school year he would rather work with all of you and have your support before moving forward. Mr. Nelson expressed that it would not be an automatic "remote snow day" every time, he explained that he would look at all the components of each scenario and his professional judgement and the expertise of Mr. Jones who starts to patrol the Tri-Town very early to determine his decision.

Dr. Finning expressed while a lot of our educators live in the tri-town however not all do and conditions might be very different where they are living, how would that be factored into student engagement.

Mr. Nelson reported that when he discussed this with his leadership team they discussed that component and he determined that he would also need to get feedback from them for those reasons before making a decision.

Mr. Devoll expressed that he doesn't know many educators who wouldn't trade a learning day in June for a learning day any other month of the calendar, Mr. Devoll also expressed that MCAS testing dates don't change therefore a lost day of instruction is harmful, he expressed he is very sensitive to power outages and he is confident we can overcome those challenges through flexibility and creating and crafted for these situations. He would advocate for the high school that a day of learning in January, February or March is more valuable than a day of learning mid to late June.

Ms. Kearns expressed that based on Mr. Devoll's feedback and the information on power outages I would be in favor of supporting the remote learning snow day option.

Mr. Humphrey expressed that he would be in support of Mr. Nelson having the latitude to make this decision.

Mr. Muse agreed he expressed that the Superintendent has to make an evaluation of such days no matter what.

Motion to approve the use of remote learning snow day option for the 2020-2021 as outlined in the DESE guidance

District, Ms. Smith

Union, Ms. Daniel

District, Ms. Burke

Union, Ms. Rios

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

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

D. School Committee Meeting Format

Mr. Nelson expressed that the last time we met we were discussing different options for school committee to hold their meetings and it was suggested that this be an agenda item for the next meeting.

Ms. McSweeney expressed this is a very difficult conversation and it seems like the school committees keep having the same conversation, everyone shares their opinion and at the end everything is kept the same for obvious reasons, especially when cases are rising.

Mr. Pires expressed that under the current conditions were all under extreme stress and facing challenges and looking at us now we are in a place of choice, either in our office or in our homes and there's a level of convenience that just lightens up the load a little. Mr. Pires would recommend to stay remote through zoom until things are back to normal.

VI. New Business

Mr. Nelson explained that he has met with the newly appointed members of the policy sub-committee and they have the following recommendations.

D. Policy Review

IC/ICA – School Year/School Calendar

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on November 9th. The revised policy needs final approval of the Joint School Committees

Motion to approve IC/ICA – School Year/School Calendar Policy as presented

District, Ms. McSweeney,

Union, Ms. Barrows

District, Ms. Smith,

Union, Ms. Rios

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

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

ID- School Day-

Ms. Kearns expressed that she did receive questions/feedback about the 15 minutes prior to let students into the building and why that had been removed from the policy. Ms. Kearns expressed that she shared these concerns and received feedback indicating that this would not apply during this school year (during COVID-19) it would be implemented in a normal school year. Ms. Burke explained that her concern was about breakfast and it students are not able to enter the school building early then how would they get their first meal of the day. Mr. Nelson expressed that each of the buildings have different practices when it comes to arrival time and principal discretion is used when needed and the policy refers to “unless require earlier admittance” which would include breakfast.

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on November 9th. The revised policy needs final approval of the Joint School Committees

Motion to approve ID – School Day Policy as presented

District, Ms. Smith,

Union, Ms. Rios

District, Ms. Kearns,

Union, Mr. Dickerson

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

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

IE- Organization of Instruction

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on November 9th. The revised policy needs final approval of the Joint School Committees

Motion to approve IE-Organization of Instruction Policy as presented

District, Ms. Kearns

Union, Ms. Clifford,

District, Ms. Smith,

Union, Ms. Rios,

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

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

IGA- Curriculum Development

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on November 9th. The revised policy needs final approval of the Joint School Committees

Motion to approve IGA – Curriculum Development Policy as presented

District, Ms. Smith,

Union, Ms. Clifford,

District, Ms. Sweeney,

Union, Ms. Rios,

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

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

IGD- Curriculum Adoption

The revisions for this policy were sent to us by MASC and were reviewed by the policy sub-committee on November 9th. The revised policy needs final approval of the Joint School Committees

Motion to approve IGD – Curriculum Adoption Policy as presented

District, Ms. Tseki,

Union, Ms. Fernandes,

District, Mr. Muse,

Union, Ms. Rios,

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

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

OPEN COMMENTS:

Ms. Stephanie Clark made a public comment: Ms. Clark made the following statement:

Thank you for allowing me to speak, this statement is directed to the Joint School Committee, the Old Rochester School Committee, members of the Marion School Committee, members of the Mattapoisett School Committee and members of the Rochester School Committee. I preface my remarks that my concerns for students, teachers and staff and their safety is also my priority. I am not advocating that we make reckless decisions, but I continue to be troubled by the lack of transparency and communication by the school administration and members of the school committee in each town. Many school committee meetings and many emails specifically exchanged specifically with the Mattapoisett School Committee and parents are still not getting full and complete answers from this administration. The school committee is our advocate and should be asking these questions on our behalf as parents and as constituents and I am troubled that we feel that we continue to be stonewalled at every turn. With that being said, I am asking again, to get an answer to these questions at this meeting. First, while I can't turn back time, I still want a reason why the "addendum" that was provided to the opening plan on October 30th when we should have had it back in August? Why didn't the respective school committees hold them accountable to what the state required back then? But now we have this plan, but why hasn't this been reviewed and voted on by the school committees? Why are we not holding emergency meetings to review not only this but new directives from the governor and DESE that was released on November 6th? Other school districts were meeting within 48 hours of this coming out, why isn't Old Rochester, is this not a priority? Based on this guidance districts are now expected to prioritize in-person learning across all color coded categories, unless there is suspected in school transmission, districts in grey, green or yellow are expected to have students fully in-person where logistically feasible and a hybrid model should only be used if there's no other way to meet health and safety requirements in school buildings or for transportation. Now granted I know transportation could be an issue, but I again

ask how can we make this work so that we can get kids back to school full time. I suspect that we can have enough people opt in for driving so this is not a barrier for reopening. Why does Old Rochester continue not to follow DESE guidelines or the World Health Organization guidelines, instead stands firm on the 6 feet of social distancing even with masks. In an article in the Boston Globe that shared data from larger school districts I personally reviewed the reopening plans of other southcoast school districts, including Plymouth, Bridgewater and Fall River and they have all set the distancing standard at 3 feet which follows both DESE and WHO guidance. Why is ORR unwilling to follow this guidance? Based on your own feasibility study 4 ½ plus feet would still be able to accommodate all students, meet the requirements and then some and this was also the second option in the addendum for the full return plan for students. I want to have a straight answer as to why ORR feels they should not be following this guidance, why are we not holding this administration accountable about having this discussion? I find it concerning that we are quick to draft a letter about ORR schools not have MCAS testing in the 20-21 academic year because we are concerned with the learning challenges our children have had for the last six months but we are not quick to figure out to get out kids back to school full time so they can actually learn. Where are our priorities? Thank you.

Dr. Finning asked Mr. Nelson if he would like to give any feedback or any other school committee members.

Mr. Nelson expressed that in terms of his obligation as superintendent, in terms of what was requested from me was a feasibility report and also a back to school plan that was reviewed by the department of education, he expressed that he did not receive feedback from the department indicating he was not in compliance. He expressed that he worked with each individual school committee in terms of receiving feedback from them and their approval in terms of what direction they wanted to move in, he expressed he did hear the feedback from school committee, parents and guardians in terms of asking for more information, the addendum includes some the original feasibility but also a lot of what we learned since the start of school in terms of implementing our hybrid learning model, he feels that the addendum was a lot more robust in terms of feasibility data that could have been included in the original plan. He expressed that moving forward I understand that there are different debates between 3 feet versus 6 feet, in terms of CDC guidance, he explained that the school district has taken the close contact definition as it currently stands, which is within 6 feet for more than 15 minutes around someone who was positive is considered a close contact. He also expressed that the districts are honoring the current MOA's in place with between the school district and the association which calls for 6 feet. Mr. Nelson expressed that's his initial response to the open comment.

Ms. Smith expressed that Mr. Nelson is doing a fabulous job and we all support you and have supported all the decisions you have made up to this point. She expressed that the decision to support his decision was unanimous and she's pretty sure it was almost unanimous across the board.

Ms. Kearns expressed that she also supports Supt. Nelson and all the steps he's been taking so far. She expressed that it would be remiss if we did not acknowledge that COVID19 affects the communities of color at a greater rate than other communities, she expressed we have to keep that in mind. She also expressed that she hopes people respect the science as we learn more about this virus. She requested that everyone have an open mind and follow the science and the data.

Mr. Muse expressed that in Mattapoissett they had a number of meetings on this and it has been stated and restated that there is no one single metric to make the decision to switch learning models, he expressed that we thoughtfully reviewed all of the issues and a great deal of effort was put into creating the plan and the alternatives, he expressed we received information from surveys, had working groups, included all stakeholders and this is what was voted on adopted and implemented.

He expressed that this information has been stated over and over again and we know the information is changing all the time however what we do know is that this virus is extremely contagious and it has the capacity to kill and it's a novel virus so we don't know a lot about it. He expressed that when votes were taken they were taken thoughtfully and with the best interest and safety of the students the staff and the community as a whole.

Ms. Sara Jacobsen also made a public comment: Ms. Jacobsen expressed that she teaches in Mattapoisett, she lives in Mattapoisett and is co-president of the MEA. She expressed that what we hoped would not happen has happened and we have had many positive cases of COVID 19 in our schools and she expressed that there were some close contacts that arose from that but much fewer than if we were 3 feet apart, she expressed that when she confers with her colleagues supporting students who have had to quarantine has been complicated over the past few weeks, as she imagines the rise in the next few months with the holiday break it will just get harder. Ms. Jacobsen expressed that the MEA is advocating for bringing back as many students as we can but maintaining them 6 feet apart, or else those numbers of children in quarantine will be up to the point that we won't be able to handle.

Ms. Clark made an additional open comment: Ms. Clark wanted to make sure she clarified, she expressed that maybe she's not getting her point across, she's concerned that we are choosing which data to follow, she expressed that she also supports science and data, she expressed she doesn't take this fibrously, she expressed other school districts are with different guidelines and doing just fine, but her bigger concern is that is transparency the fact that this was not in fact voted on and I will continue to say that Mr. Muse, but also that we are not meeting to discuss these and have question and answer sessions and help parents understand. She expressed she is told they can only talk about it in open meetings, she expressed it took a petition in Mattapoisett to have a meeting to talk about it, she expressed now it's out there and we still can't get a meeting to talk about it. She expressed we had new guidance from the governor and the commissioner, we still can't get a meeting to talk about it, therefore, I'm here at an open meeting to talk about it and yet we still don't get answers and if everyone thinks that's perfectly ok then we have a serious problem and I think we need to have a bigger discussion. She expressed she's not advocating for us to be unsafe, she understands that, she has been touched by the virus, just like probably everyone has been, but the lack of communication, the lack of transparency, the frustration to try to have these discussions is just not ok and I want an answer. Thank you.

Ms. Nicole Boussy also made a public comment: Ms. Boussy introduced herself as the president of the Marion Teachers Association. Ms. Boussy expressed that she would like to report to the community to the members of the school committee that we have had open and honest communication with our in house administrative team, she expressed she has had numerous conversations with the Marion School Committee and Superintendent Nelson and she can speak for her entire membership when she says that they are truly grateful for the support and guidance that they have received from our administrative team.

Ms. Daniel asked Ms. Clark to clarify the transparency comment.

Ms. Clark that she's being told she can only have discussion during open meeting so she's here to talk about it and get answers, she expressed that they have been asking for this since August and we continue to still not have answers. She expressed that we are picking and choosing which guidance to follow and that doesn't feel right. She expressed that she continues to reach out to the Mattapoisett School Committee and continues to not get answers, she expressed that's her issue with transparency.

Ms. Daniel expressed that as a teacher, parent and school committee member she certainly sympathizes, however there are so many moving pieces that it's hard to get a clear cut answer. She expressed that as a teacher and a parent she also wants her kids back in school but it's not that simple. She expressed that conversations at school committee meetings is ongoing.

Dr. Finning expressed that she appreciates Ms. Clark's comments and concerns and she expressed not giving parents the opportunity to provide feedback about the in person plan and she explained that vote would not take place at the Joint Committee, it would take place at our local meetings. She expressed that she posed questions at the beginning of this meeting that she was hoping Mr. Nelson would speak to around how are we scoring the needs articulated in the in-person plan? What planning is happening or underway? She expressed all of these are really important factors that we need to understand should our individual committees be meeting more frequently to look at new data as many area school committees do.

Mr. Nelson expressed that as late as this afternoon he met with the Joint Labor committee in Mattapoisett to discuss possible next steps and then possibly update the school committee at their next scheduled meeting. In terms of significant changes in guidance he's happy to collaborate with any chairperson and attend any school committee that needs to be scheduled and ultimately as you know the school committee makes the final decision in terms of what learning model we are currently in. He expressed he will continue to collaborate with all 4 school committees and make decisions that's best for kids and my goal is like everyone else's I want as many kids in school as possible. He expressed it's no big secret that he himself has a young family and his children and not in school very often and those situations are also difficult for him and his family, so I'm empathetic to everyone's situations. He expressed that he is having ongoing conversations with the stakeholders and each school committee and any time there is a need to come together I will be there.

Mr. Humphrey expressed that he has a daughter in high school and he would love for her to back full time, he expressed that as a school committee chair he sat in on the negotiations with the teacher's union and he explained that's one of the moving parts, he explained that's one of the parts that we can't control until we negotiate, so where not just dealing with parents and students but also educators and their fears about this virus and we have to be mindful of that as well. He expressed that we might all have different opinions but we are all trying to do what's best.

Carly Lavin, Mattapoisett School Committee member made an open comment. Ms. Lavin expressed that she wanted to address Ms. Clark she indicated she appreciates her feedback and comments and wanted to let her know that the Joint Labor Committee was setup back in August and we have setup a process and we are working through that process, she expressed that is taken very seriously and the committee is having very consistent dialogues between the school committee and the association and members of the administration. She expressed that there is a lot of work happenings in between meetings and things are moving forward, she expressed that at the next school committee meeting there would be multiple options to put forth to the whole committee to make actual votes and decisions on. Therefore, I just ask that you trust us and that we are doing the right thing.

Mr. Pires expressed that with all due respect he doesn't consider any of us experts in COVID and we all interpret information differently, I was always under the impression that we were adhering by the mandates of the governor and the commissioner and we were going to the full extent of what is allowed, he expressed that at the end of the day we have to adhere to safety for students and teachers.

Ms. Barrows expressed that many if not all of the districts mentioned by Ms. Clark that are utilizing the 4 feet distancing standard are currently operating in hybrid model, one of which I work in, that's also important to note.

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

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Smith

Union, Ms. Rios

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

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



**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

Superintendent's Goals Template: 2020-2022 (Proposed Goals)

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. 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. 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. 	<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. 2. By June, 2021 complete formative evaluation conferences with each principal and district administrators that the superintendent supervises. 3. Conduct at least 10 visits at each school per school year. 4. Support the development of new Central Office administrators through regularly scheduled leadership meetings and at least bi-weekly individual sessions. 5. 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. 6. By June, 2022 analyze progress on goals and complete Summative Evaluation Reports for all supervisees.
<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Presentations completed on scheduled (process). 2. Strategy Development process launched (process). 3. Report of key stakeholder findings (survey). 	<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Completed Educator Evaluation Plans (process). 2. Log or notes demonstrating at least ten visits per school (process). 3. Central Office meeting logs and agendas that document leadership development. 4. Completion of district-wide benchmarking and the creation of a teaching and learning action plan to address identified academic gaps. 5. Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Resources <ul style="list-style-type: none"> • 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 	Resources <ul style="list-style-type: none"> • Vision 2023 Strategic Plan • Leadership Team • Educator Evaluation Process • School Improvement Plans
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Leadership Goal Educator Professional Practice Goal	Leadership Goal Educator Professional Practice Goal
SMART 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	SMART 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: <ol style="list-style-type: none"> 1. Attend eight day-long sessions. 2. Complete all NSIP assignments. 3. Meet with assigned NSIP superintendent coach at least monthly. 	Key Actions: <ol style="list-style-type: none"> 1. Regularly scheduled leadership team meetings. 2. Instructional improvement focused leadership meetings related to school and district goals.

<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar documents attendance and contact with superintendent coach (process). 2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome). 	<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar documents leadership team meetings (process). 2. Leadership team meeting agendas document teaching and learning focus (process and outcome). 3. Examples of instructional improvement outcomes (outcomes). 4. Meeting Observations
<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 Entry Plan



Michael S. Nelson

**Old Rochester Regional School
District &**

MA Sup. Union #55

2020-2021



The purpose of the entry (transition) plan is to create an intentional process for the transition of the new superintendent into the Old Rochester Regional School District & MA Superintendency Union #55 during the first school year after School Committee approval. This document outlines specific strategies to provide Superintendent Michael S. Nelson with the opportunity to learn about the school district and to enable the development of a keen understanding about the people, partners, and the community that supports the school community. This process is designed to (1) create ideas for sustaining and enriching the record of success, and (2) work with stakeholders to identify those areas where intensive focus may be needed. Primarily, the entry plan process will explore what things the school community is doing well, what areas can be improved, and how the key stakeholders can advise the Superintendent of Schools in both of these areas.



Inspire all students to think, to learn and to care.

GOALS

- Establish Productive School Committee, Superintendent and Community Relations
- Acquire Knowledge and Understanding of School System
- Engage in Critical Issue Analysis
- Establish Effective Communication and Engagement Process and Procedures

DESIRED OUTCOMES

1. Establish a culture of leadership by listening.
2. Influence the implementation of the strategic plan, goals, and priorities approved by the school committee.
3. Engage many stakeholders working together collaboratively to achieve academic excellence for every student.



STRATEGIES

To reach these goals, the following will be done.

Listen — Spend time with students, teachers, parents, principals, school district administrators and other district employees, community and business members, and state and local leaders, to hear about opportunities and challenges.

Learn — Analyze and study performance data and other achievement data. Read and review existing district policies and the implementation of reforms. Receive issue and policy briefings from employees and education organizations.

Share— Get to know the community better by sharing my leadership experience and my educational philosophies and core values. I will strive to establish a positive tone and an urgent pace.

Build — Establish strong working relationships and build rapport with the school committee, leadership, and employees, and community, state and local leaders.

Plan — Review the current strategic/improvement plans with specific action steps to guide the work of the leadership and the School Committees and to prepare for future academic, program, and budget activities.



Goals and Transition Actions

1. ESTABLISH PRODUCTIVE SCHOOL COMMITTEE, SUPERINTENDENT AND COMMUNITY RELATIONS

To cultivate a healthy, collaborative relationship with the school committees and municipal administrations that develops processes and expectations for a reliable and productive team.

Rationale: A positive relationship between the school committee members, superintendent and municipal administrations is vital to creating a foundation on which to build a framework of success. Collaboration based on trust and mutual respect, and the quality of relationships within an organization will largely determine how well that organization performs.

ENTRY ACTIONS

- Introduce an entry/transition plan to the school committees for recommendations and modifications.
- Meet with all school committee members individually to get to know them and to learn about their goals, perspectives, and aspirations for the school district.
- Establish a regular meeting time with the school committee leadership during the entry/transition period and beyond.
- Schedule a school committee retreat (when possible due to COVID-19) to discuss board procedures/protocols, roles, and responsibilities, expectations for the first year, development of a formal meeting agenda and calendar.
- Meet and discuss goals and Key Performance Indicators (goals), etc.
- Develop and utilize appropriate communication protocols and expectations between the school committees and the superintendent.
- Establish process and procedures for regular communication with the proper municipal leadership.
- Establish a structure and expectations for constituent services (response and assistance).
- Schedule a meet and greet, in partnership with school committee members, to engage external constituents.





Goals and Transition Actions

2. ACQUIRE KNOWLEDGE AND UNDERSTANDING OF THE OLD ROCHESTER REGIONAL SCHOOL DISTRICT

To become familiar with the people, programs, and partnerships that represent the diverse voices and constituents within the school district as quickly and effectively as possible.

Rationale: The success of every student can be achieved by gaining insight into the needs of the community, regularly collaborating with community leaders, and mobilizing community resources to benefit students academically, emotionally, and socially.

ENTRY ACTIONS

- Conduct meetings with professional associations/organizations to discuss their views and thoughts on the school district.
- Conduct meetings with principals to get their perspectives and ideas for moving the schools forward.
- Conduct school visits (before and after school) using a structured protocol to gather insights. Engage teachers and support personnel during these school visits.
- Meet with student leadership from the district's secondary schools.
- Conduct central office department listening session using a structured protocol.
- Develop process and procedures to establish (if not existing) advisory groups representing the business community, parents, teachers/staff, and students.





Goals and Transition Actions

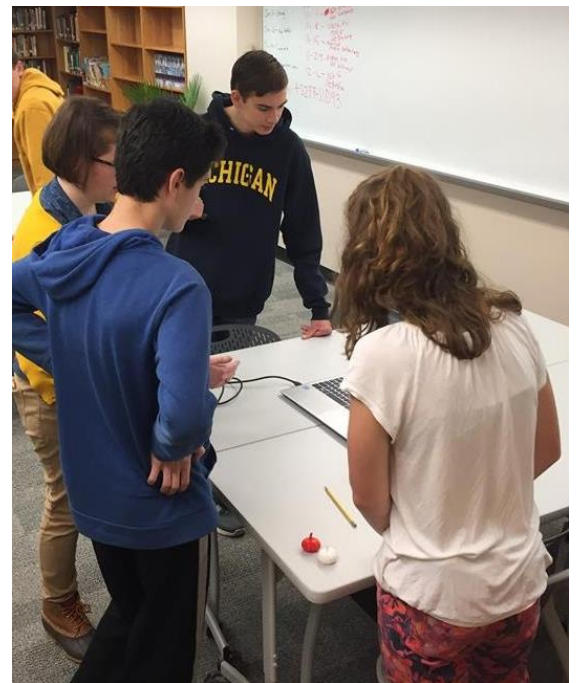
3. ENGAGE IN CRITICAL ISSUE ANALYSIS

To identify and analyze the critical issues in the school system that represent opportunities and barriers to accelerate the performance of all students.

Rationale: An examination of academic, operational, and support services that exist is necessary to address barriers and opportunities, including fiscal and capital/facility resources. Once identified, the most critical issues requiring immediate attention should be addressed first using strategies that are collaboratively developed and prioritized. The process may include a root-cause analysis process of the performance of several departments, schools, and performance/achievement gaps.

ENTRY ACTIONS

- Conduct briefing meetings with staff on critical issue areas: facilities/construction, budget, litigation, data information systems and technology, any recent reorganization or audit, academic plans, etc. to review significant decisions needed in one month, three months, six months, and beyond.
- Review upcoming key and required school committee approvals, reports, and presentations.
- Review of key critical documents related to student achievement.
- Review the District Comprehensive Improvement Plan(s), initiatives for improvement, progress and key data (assessments, attendance, achievement gaps, dropout, graduation, etc.).
- Review and analyze current internal communication process and procedures (vs. how it has always been done).
- Review and analyze current human resources systems, procedures, processes, etc.
- Review and analyze special education systems, procedures, processes, etc.
- Analyze previous and proposed budget documents (short-term and long-term plans).
- Review and analyze current policies, procedures, and programs related to school climate, culture, and safety.
- Review existing and proposed grants to evaluate their purpose, timelines, effectiveness, and plans for sustainability.
- Meet and review with legal counsel any current and pending legal matters.
- Review plans for professional development, extended learning, and programs for the start of the 2020-2021 academic year.





Goals and Transition Actions

4. ESTABLISH EFFECTIVE COMMUNICATION AND ENGAGEMENT PROCESS AND PROCEDURES

To ensure effective communication and authentic community engagement by building relationships with key stakeholders and providing the delivery of timely, accurate information.

Rationale: Effective communication and authentic community engagement critical for building and maintaining trust and confidence in the school system.

ENTRY ACTIONS

- Review results of any key annual surveys.
- Review the district's safety and security plan, including plans for crisis communication.
- Schedule meetings with members of the municipal government leadership along with the corresponding district School Committee member.
- Meet with key community leaders, including those from local service organizations, businesses regarding the school district brand image and relationships.
- Meet with members of faith-based organizations regarding opportunities for engagement and support.
- Develop an avenue for regular outreach to underrepresented communities and constituents.
- Establish introductory engagement with key representatives from state government, Massachusetts Department of Elementary and Secondary Education, higher education, and other area education officials.
- Schedule meet and greet with local media to listen and discuss process/procedures for communication to establish a healthy, honest, and collaborative framework for communication.
- Schedule listening sessions with parent representatives from the district's six schools to hear their views and suggestions regarding school district opportunities for improvement with communication and engagement.
- Establish and use social media tools to gather input and ideas on ways to make the school system the very best it can be.
- Review the current external communication process, procedures, data, etc. currently being used and to assess the effectiveness.





SUMMARY

The entry plan goals, rationales, and actions outlined in this document are designed to enable the new superintendent to gather information quickly about the schools and the community, to establish a community presence early on, and to create a network of contacts and resources to tap as he enters the job. The actions are listed in no particular order; nor are they intended to be a checklist of activities. **Thus all activities may or may not be completed depending upon the changing status and needs of the school district. It should also be noted that should attention be needed elsewhere; the superintendent may need to set this entry plan aside to focus his efforts on another project.** The superintendent welcomes input and feedback from members of the school committees, staff, students, parents, community members, and other key constituents. Most important is that we keep the "Focus on Students" and work together to ensure - All Students Reach Their Individual Social-Emotional and Academic Potential. The entry plan is undertaken with the hope of creating a smooth transition into the district that provides for a solid foundation to support and focus efforts on the following some critical priorities along with responsive and accountable administrative leadership.

KEY PRIORITIES

- Comprehensive Improvement (Strategic) Planning
- Student Achievement
- Special Education Services
- Reviewing & Establishing a Portrait of a Graduate
- Expectation, Opportunity, Equity & Achievement Gaps
- Fiscal Stability
- Rightsizing Facilities
- Staff Recruitment & Retention
- Communication, Engagement and Relationship Building
- Culture, Climate, and Safety

RESPONSIVE AND ACCOUNTABLE

- Demonstrating Practices to Support Good Governance
- Producing College & Career Ready Graduates
- Having Effective and Strategic Communication
- Sound Fiscal Management
- Positive Brand Development
- Supporting Economic Development



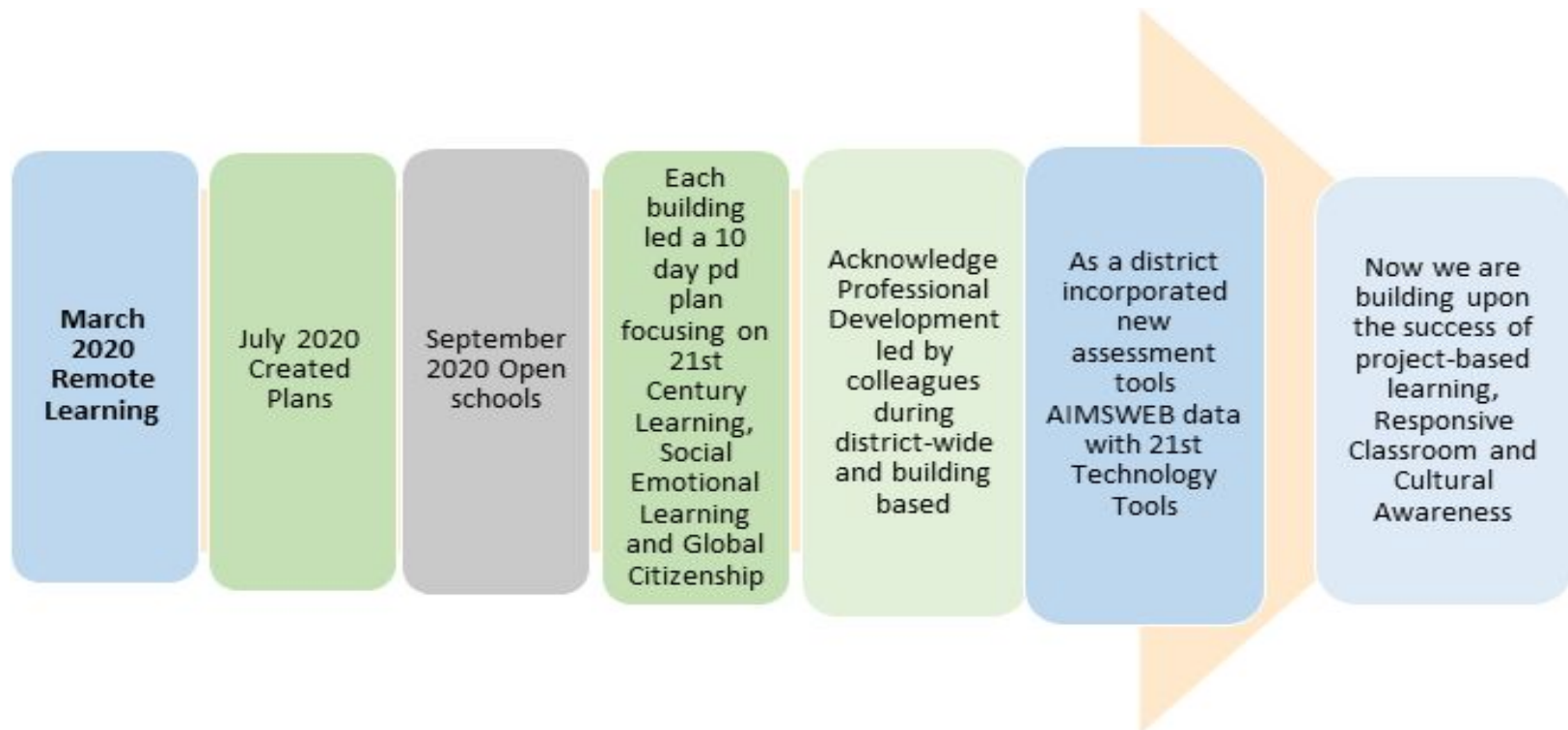
2021-2022

**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!



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

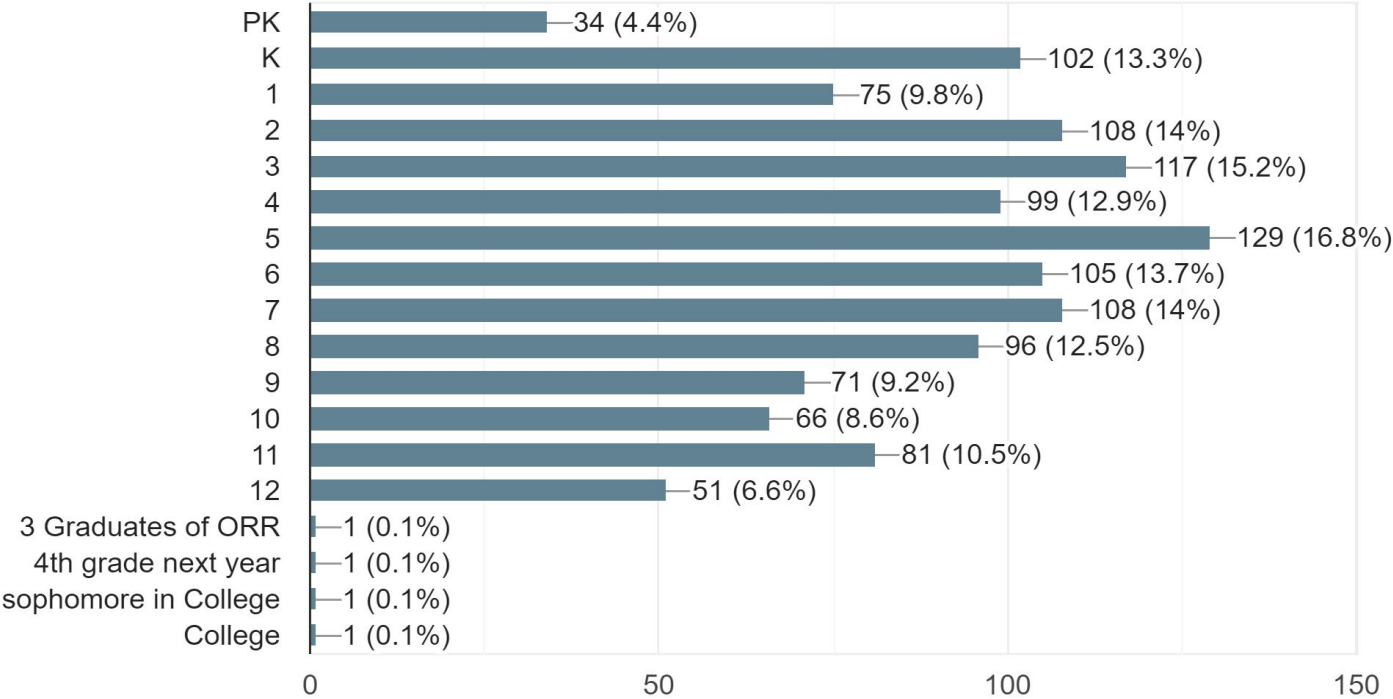
Responses by School

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					

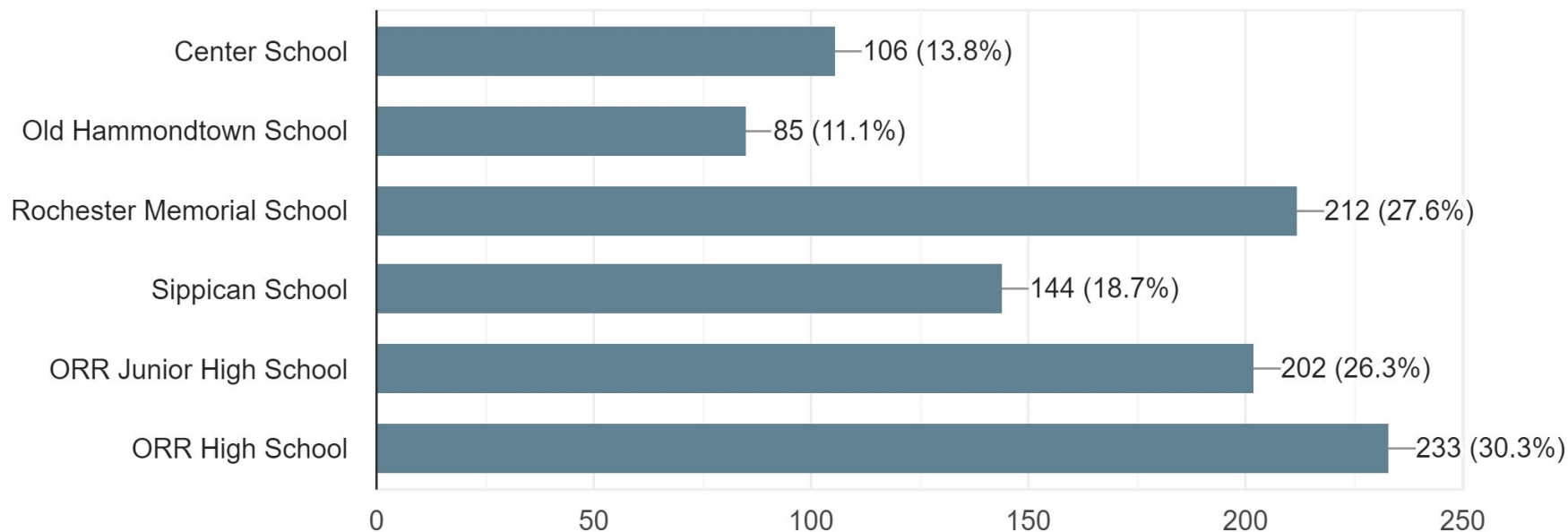
(1) Select that all apply. In which grade(s) do you have students?

769 responses



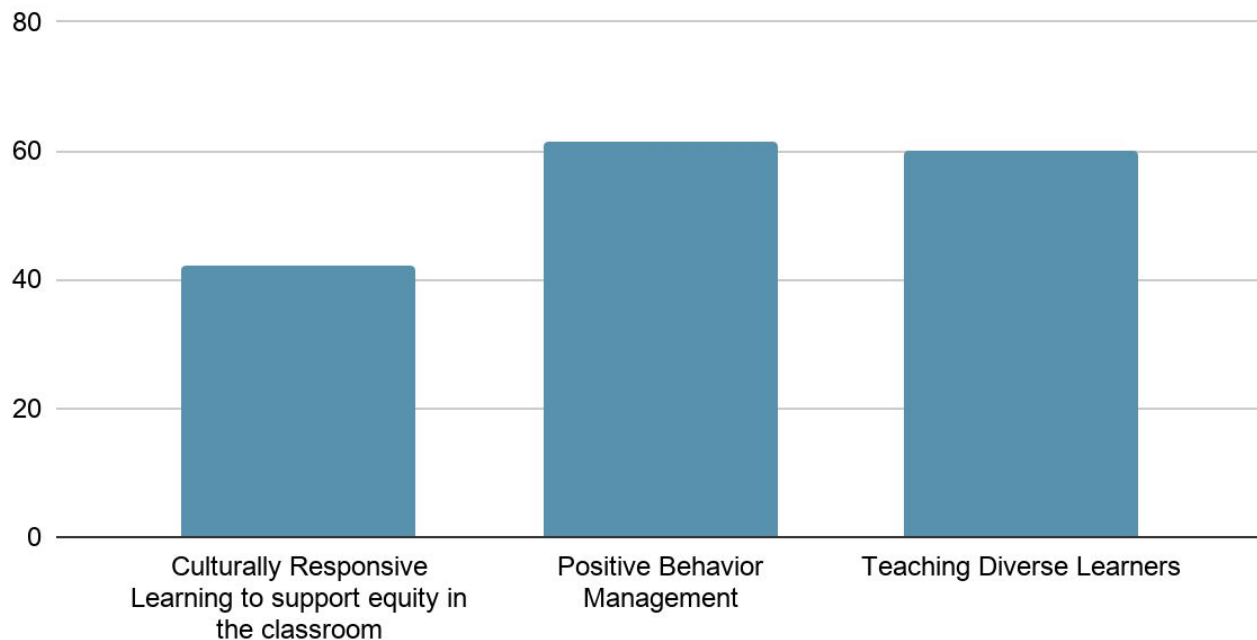
(2) Select that all apply. Which school(s) does your student(s) attend?

769 responses



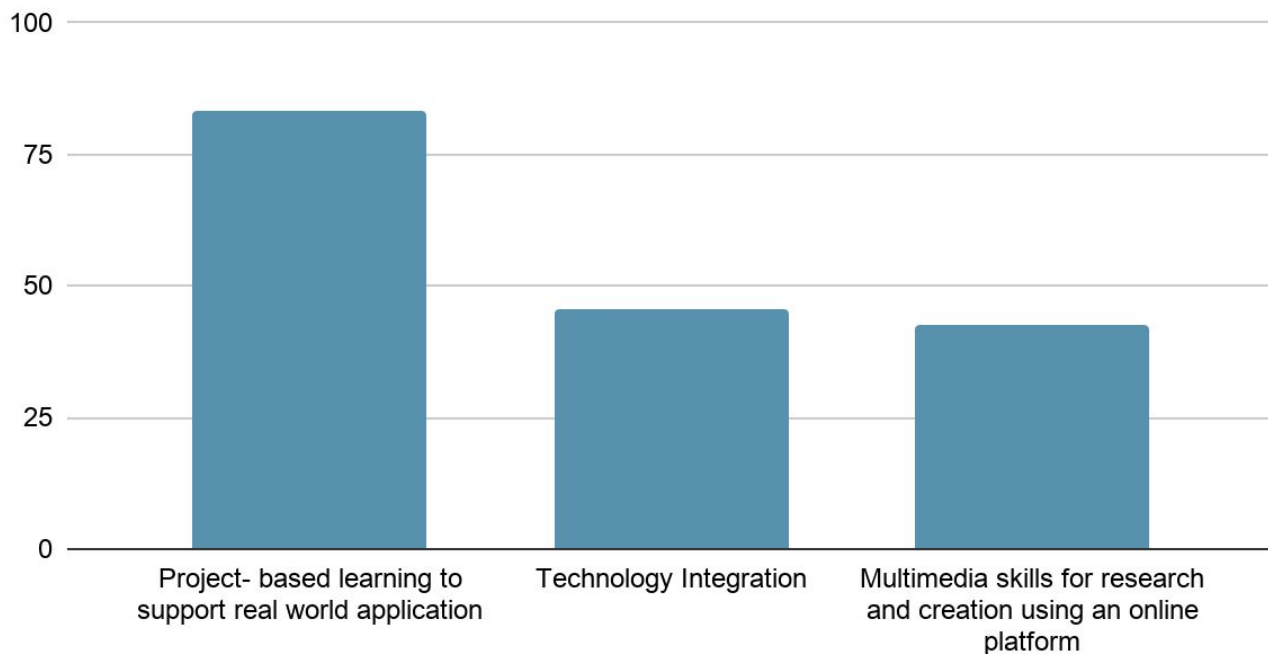
**Take a minute and
reflect on the
supports for your
students' social
emotional learning
standards?
What supports are
needed at the
building and district
level?**

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**

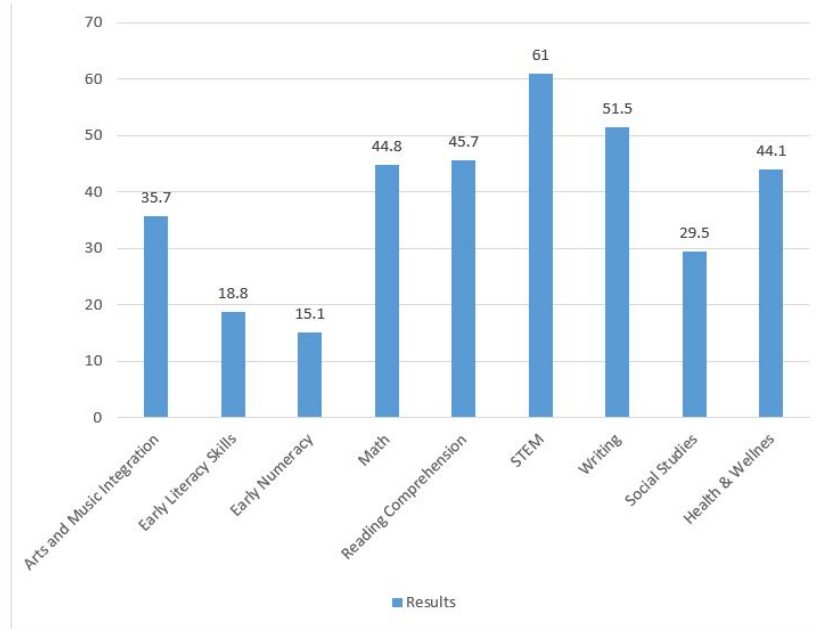
Which technology integration activities would you like the district professional development plan to prioritize?



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.

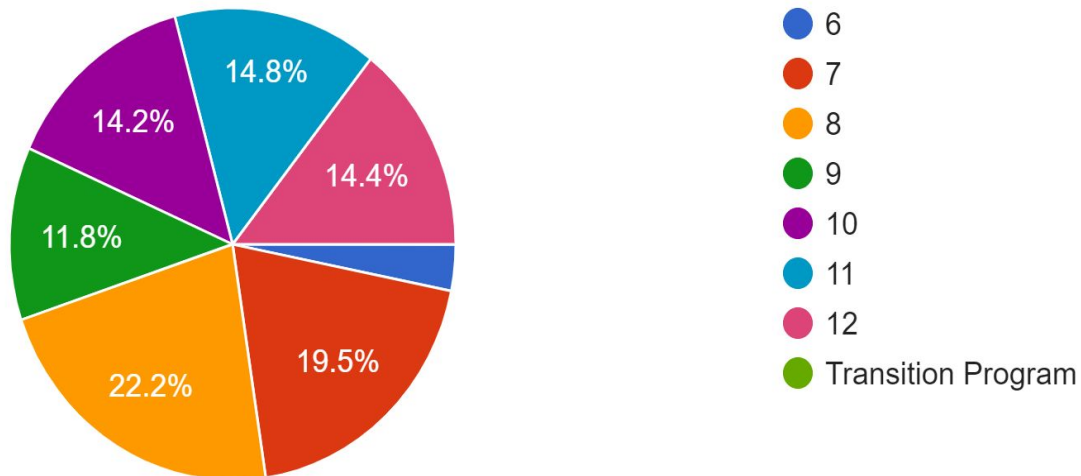
Prioritizing

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

Student Responses

What grade are you in?

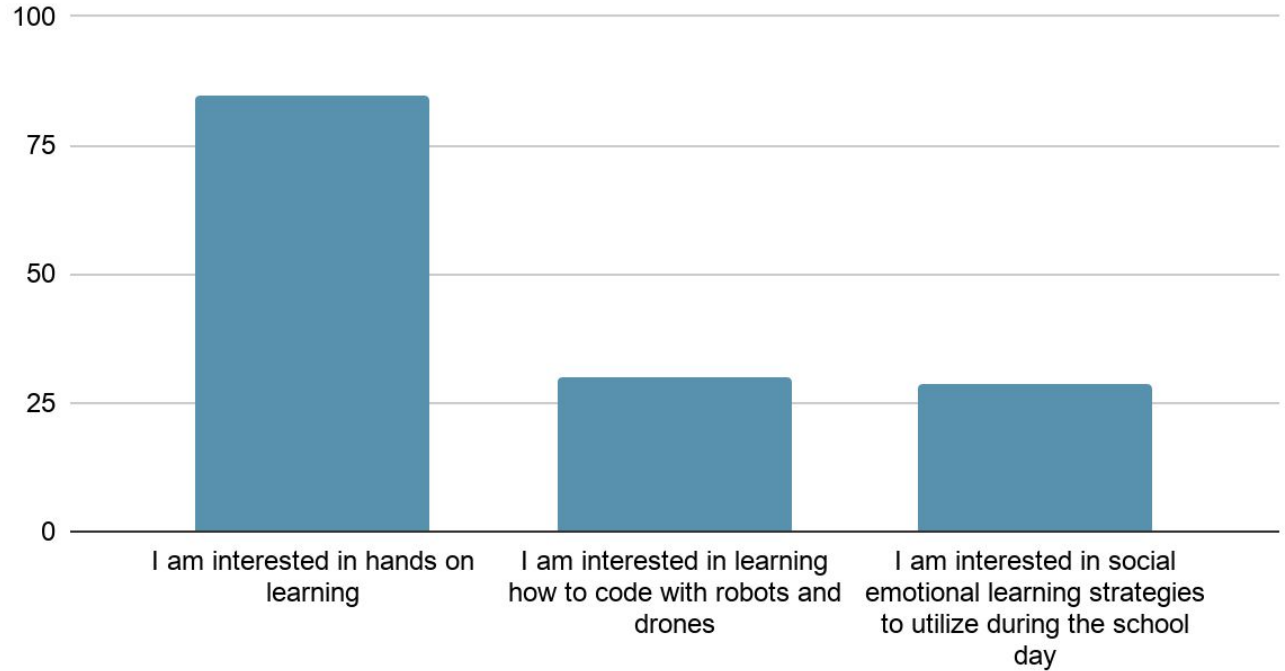
473 responses



Student Centered Learning

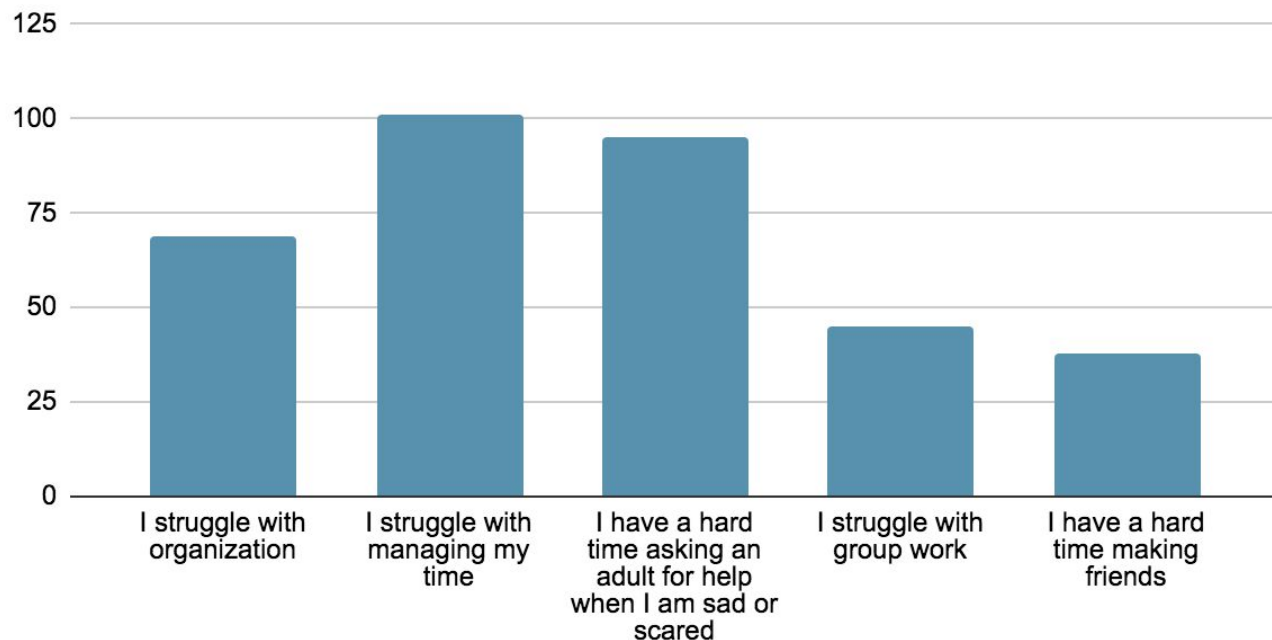


Students interest



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

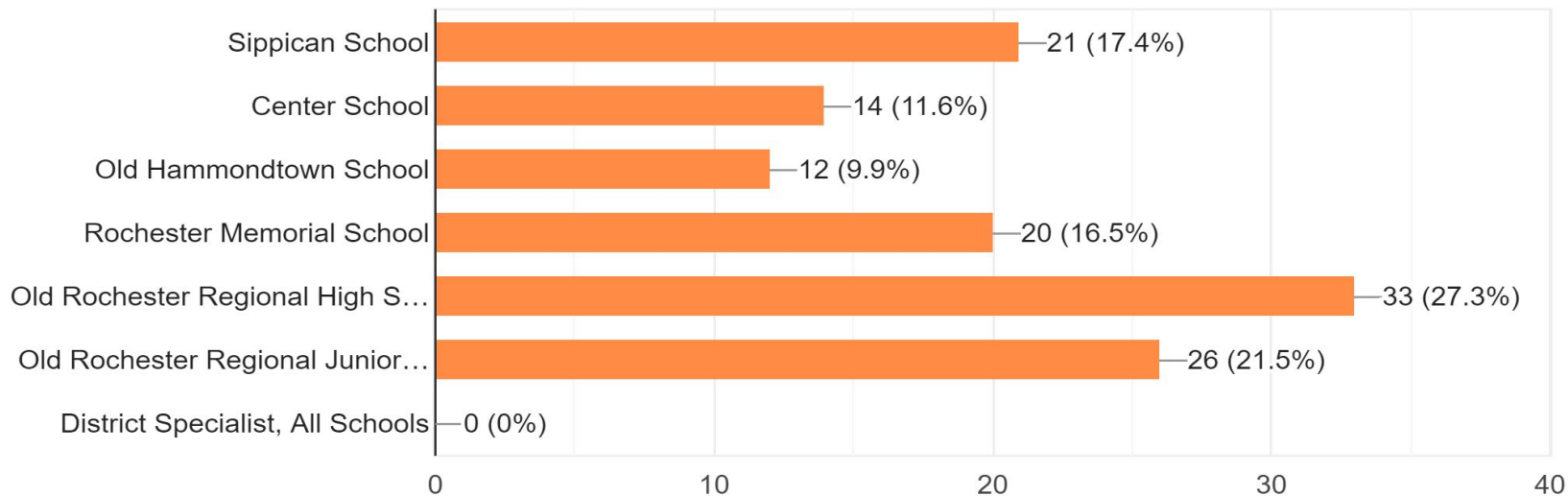
Prioritizing

- 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

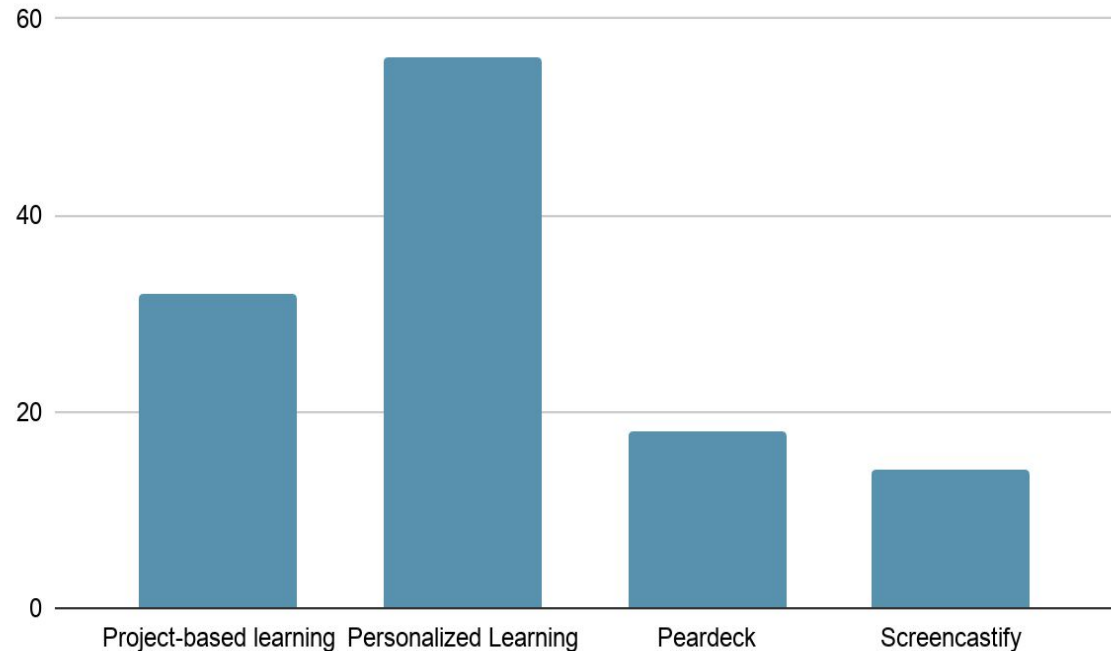


21st Century Learning:

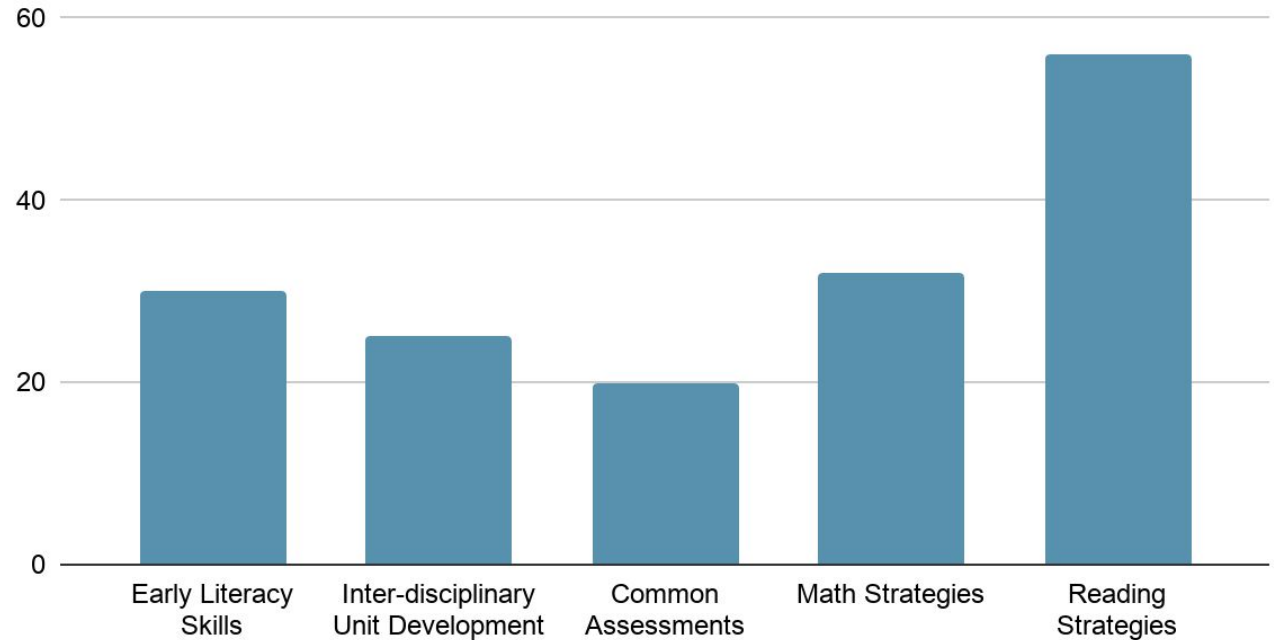
In what ways can we design various types of learning opportunities for educators?

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)

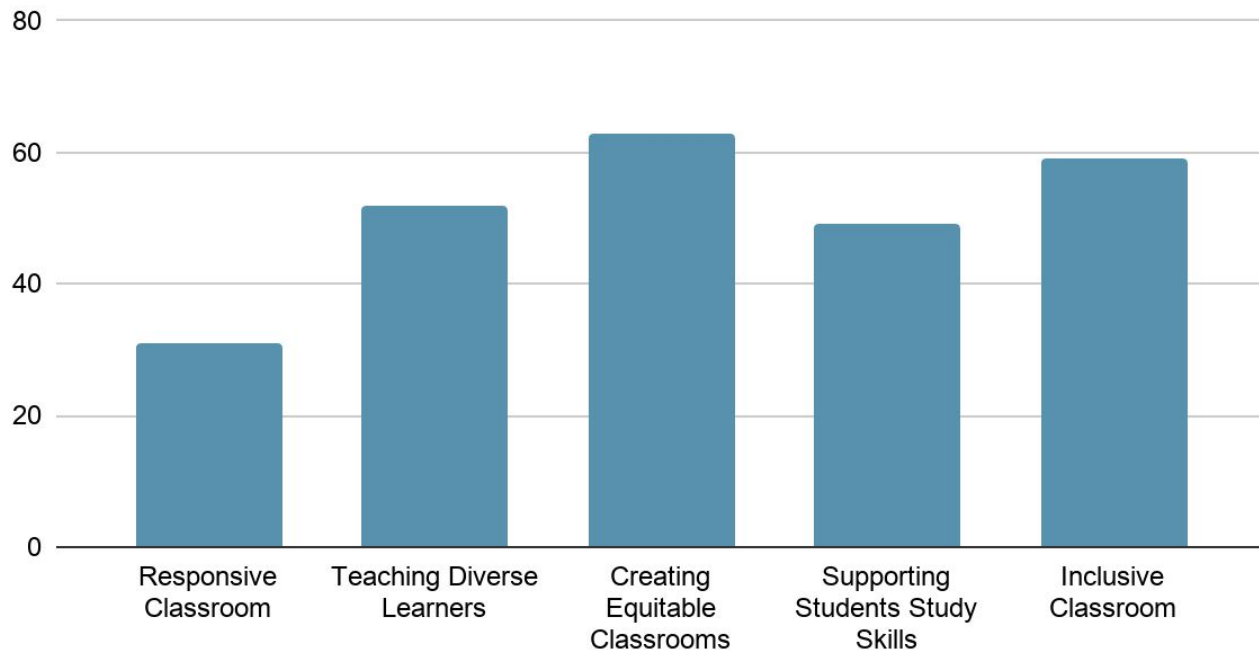


Curriculum-Centered:

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 (Proposed Goals)

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. 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. 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. 	<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. 2. By June, 2021 complete formative evaluation conferences with each principal and district administrators that the superintendent supervises. 3. Conduct at least 10 visits at each school per school year. 4. Support the development of new Central Office administrators through regularly scheduled leadership meetings and at least bi-weekly individual sessions. 5. 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. 6. By June, 2022 analyze progress on goals and complete Summative Evaluation Reports for all supervisees.
<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Presentations completed on scheduled (process). 2. Strategy Development process launched (process). 3. Report of key stakeholder findings (survey). 	<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Completed Educator Evaluation Plans (process). 2. Log or notes demonstrating at least ten visits per school (process). 3. Central Office meeting logs and agendas that document leadership development. 4. Completion of district-wide benchmarking and the creation of a teaching and learning action plan to address identified academic gaps. 5. Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Resources <ul style="list-style-type: none"> • 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 	Resources <ul style="list-style-type: none"> • Vision 2023 Strategic Plan • Leadership Team • Educator Evaluation Process • School Improvement Plans
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Leadership Goal Educator Professional Practice Goal	Leadership Goal Educator Professional Practice Goal
SMART 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	SMART 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: <ol style="list-style-type: none"> 1. Attend eight day-long sessions. 2. Complete all NSIP assignments. 3. Meet with assigned NSIP superintendent coach at least monthly. 	Key Actions: <ol style="list-style-type: none"> 1. Regularly scheduled leadership team meetings. 2. Instructional improvement focused leadership meetings related to school and district goals.

<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar documents attendance and contact with superintendent coach (process). 2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome). 	<p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar documents leadership team meetings (process). 2. Leadership team meeting agendas document teaching and learning focus (process and outcome). 3. Examples of instructional improvement outcomes (outcomes). 4. Meeting Observations
<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

Appendix

Preparing for the
Old Rochester Regional School District
Massachusetts School Superintendency Union No. 55
2021 - 2022
Professional Development Plan



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

4/22/2021

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Dear Old Rochester Regional School District School Committee,

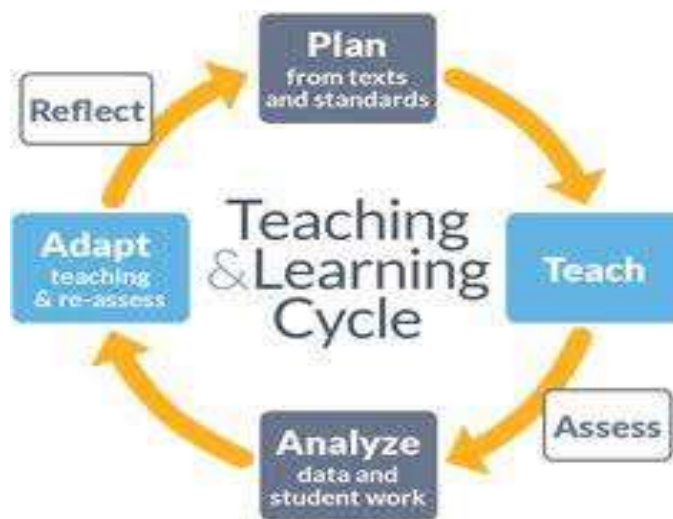
The 2021-2022 Professional Development Plan was created with the support of the Office of Teaching and Learning and the Instructional Council. This document provides the process used to create the Plan, an overview from the 2020 - 2021 school year, next steps, a schedule for each school district's Professional Development and a glossary of terms. The Strategic Plan, Vision 2023, is a driving force to ensure the implementation of 21st Century Learning, Social Emotional Learning and Global Awareness. Furthermore, the Old Rochester Regional School district believes in the effective use of technology, enhancing our curriculum and instruction, and increasing student achievement for all students.

Our educators are leaders in their classroom and in the community and they benefit when they are offered opportunities for collaboration to discuss classroom learning opportunities, new methodology and curriculum. We are re-imagining what school will look like to support all learners. After reviewing the document if you have any questions please feel free to contact me at jannellpearsoncampbell@oldrochester.org or 508-758-2772 Ext. 1963.

Best,

Jannell

Jannell



As we move forward our district wide professional development plan will focus on the following: the importance of using data to drive instruction, understanding the various learning needs, and planning. Educators, students and parents/guardians answered the following questions to create the Professional Development Plan.

Educators were asked to select one option per row and rate the priority (high, medium or low). The results are displayed by the educators school.

- ❖ What type of professional development workshops that support 21st Century Learning are important to you?
 - Project-Based Learning
 - Personalized Learning
 - Peardeck
 - Screencastify
 - Screencast-O-Matic
- ❖ What curriculum-centered professional development opportunity is a priority to you?
 - Early Literacy Skills
 - Interdisciplinary Unit Development
 - Common Assessment
 - Math Strategies
 - Reading Strategies
 - Science, Technology, and Engineering Strategies
 - Standard Based Report Cards
 - Vertical Team Meetings
 - Horizontal Team Meetings

- ❖ Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority to you?
 - Responsive Classroom
 - Teaching Diverse Learners
 - Creating Equitable Classrooms
 - Supporting Students Study Skills
 - Inclusive Classrooms
 - Mindfulness
 - Educator Self Care

Guardians/Parents were asked to “Select all that apply” under the specific questions. Results are displayed by the child’s school.

- ❖ Which technology integration activities would you like the district professional development plan to prioritize?
 - Project-based learning to support real world applications
 - Technology Integration
 - Multimedia skills for research and creation using an online platform.
- ❖ In which content area(s) would you like to see professional development offered to your child’s teacher?
 - Arts and Music Integration into core subject areas
 - Early Literacy Skills (PK-1)
 - Early Numeracy Skills (Pk-2)
 - Math
 - Reading Comprehension
 - Science, Technology and Engineering
 - Writing
 - Social Studies/ History
 - Health and Wellness
- ❖ Select all that apply. Which topics would you like the district professional development to focus on regarding social, emotional learning/global citizenship?
 - Culturally responsive learning to support equity in the classroom
 - Positive Behavior Management
 - Teaching Diverse Learners
 - Build Independence skills in order to be successful in a traditional hybrid-in and remote learning environment.

Students were asked to “Select the options which interest you. This will be helpful in creating a plan to support teachers.”

- I am interested in hands-on learning.
- I am interested in learning how to code with robots and drones.
- I am interested in learning about tools that keep me safe on the internet.

- I am interested in Social Emotional Learning Strategies to utilize during the school.

Select all that apply. Only one answer per row. We want to know how you are feeling and how we can help you.

- I struggle with organization.
- I struggle with managing my time.
- I have a hard time asking an adult for help when I am sad or scared.
- I struggle with group work.
- I have a hard time making friends.

Instructional Council Team

The Instructional Council Team included members from all 4 school districts Marion, Mattapoisett, Rochester and the Old Rochester Regional School District.

Focus of the Instructional Council:

- ❖ Connect the needs of the district to prepare students for the future after COVID-19.
- ❖ Examine the survey questions to support the Strategic Plan: supports the implementation of Social Emotional Learning, Global Learning and 21st Century Learning.
- ❖ What experiences will drive our district's Professional Development with educators and students in mind?

Dates	Meeting Agenda
February 11, 2021	Review previous surveys that were created in the previous year.
February 24, 2021	Create a survey to support/bridge 2020-2021 to 2021-2022 school year for parents, students, and educators.
March 17, 2021	Review the preliminary results by examining the Strategic Plan and results from the parent/guardian, educator and student surveys in creating a District-Wide Professional Development Plan.
April 15, 2021	Review the professional development powerpoint and addendum to be provided to the School Committee during The Leadership Council.
May 5, 2021	Provide the school committee with the PowerPoint.

**Old Rochester Regional School District
2021-2022
District Professional Development Plan Calendar**

September 2021 Half PD Day	21st Century Learning focusing on Technology Integration The Old Rochester Regional School District will provide an opportunity to continue focusing on 21st Century Learning by integrating technology. We will continue the expectations of using Google Classroom, ScreenCastify and other technology initiatives to prepare students for college and career readiness.			
November 2021 Full Day PD	All of the offerings will connect to the Strategic Plan: 21st Century Learning, Project Based Learning and Social Emotional Learning			
	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, curriculums and assessments to support diverse learners in the classroom.
	In all of the professional development educators will incorporate these focus areas as a whole district. <ul style="list-style-type: none">❖ 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.			

January 2022 Full Day PD	<table><tr><th>Ele men tary</th><th>Edu cato rs new to the dist rict</th><th>Dist rict- wid e</th><th>Sec ond ary</th></tr><tr><td>K-6 Rea ding Inter venti ons</td><td>Res pon sive Clas sroo m</td><td>How do we con nect our Proj ect Bas ed</td><td>Pers onali zed Lear ning</td></tr></table>	Ele men tary	Edu cato rs new to the dist rict	Dist rict- wid e	Sec ond ary	K-6 Rea ding Inter venti ons	Res pon sive Clas sroo m	How do we con nect our Proj ect Bas ed	Pers onali zed Lear ning
Ele men tary	Edu cato rs new to the dist rict	Dist rict- wid e	Sec ond ary						
K-6 Rea ding Inter venti ons	Res pon sive Clas sroo m	How do we con nect our Proj ect Bas ed	Pers onali zed Lear ning						

	<p>In all of the professional development educators will incorporate these focus areas as a whole district.</p> <ul style="list-style-type: none"> ❖ 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.
February 9, 2022 Building - Based	<p style="text-align: center;">Global Citizenship/ Equitable Practices</p> <p>Educators will have the opportunity to review their curriculum by using a guide from the Reading and Writing Project and Culturally Responsive Curriculum Scorecard. They will begin to examine curriculum to ensure different perspectives that support the strengths and weaknesses of</p>

	<p>students. Students bring background knowledge in 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.</p>
<p>March 9 , 2022 Building - Based</p>	<p style="text-align: center;">Vertical Department Level Curriculum Work</p> <p>Every building will have the opportunity to work with the next grade level to prepare students for the next grade level. During this time they will have the opportunity to examine the 2021- 2022 school year and provide a platform to ensure grade expectations to prepare students for the following year..</p> <p style="text-align: center;">Expectations for Meeting as Vertical Grade Level Teams.</p> <ul style="list-style-type: none"> ❖ 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.
<p>June 1, 2022 Building -Based</p>	<p style="text-align: center;">Transition Planning and/or Curriculum Work</p> <p>Every 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 in the next school year. In addition it is important to examine goals as students transition from elementary, middle, high school and college and career.</p>

Connecting to our Professional Development Initiatives

- 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 have the opportunity to create teams to begin the 6 year implementation of the district-wide PK-12 Literacy Guide.
- We will have the opportunity to implement a Curriculum Action Plan in order to Chart a Course Past the Pandemic.
- Educators will have the opportunity to continue to connect standards-based teaching, learning and assessments.

- 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 curriculum meeting times to examine data, curriculum and literacy across the content areas.
- Next year DESE will review the District's English Language Learner Program.
- Each school will have the opportunity to provide school improvement goals to support the various initiatives at the building and district level.

Marion Public Schools

Led by
Principal Marla Sirois and Assistant Principal Sean Persico



The Sippican School Community will be responsible, respectful, and kind to ensure a nurturing learning environment.”



Sippican Elementary School

Dear Sippican Elementary School Community,

Enclosed are the results from the district-wide professional development survey. Your building principal, Marla Sirois, has the data from the survey which will be reviewed at an upcoming School Council meeting.

The responses for Sippican Elementary School are as follows: 21 educators responded and 144 parents/guardians responded. A total of 473 students in grades 6-12 responded to the student survey.

In the section below you will see the results of the survey and also the schedule for Sippican Elementary School's two full days of professional development for the upcoming school year.

Best,

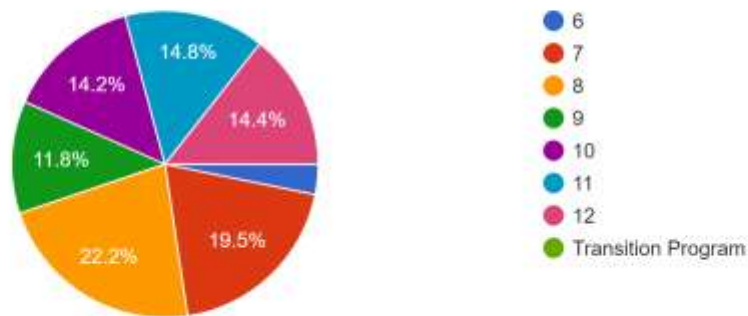
Jannell

Jannell

Student Survey Results

What grade are you in?

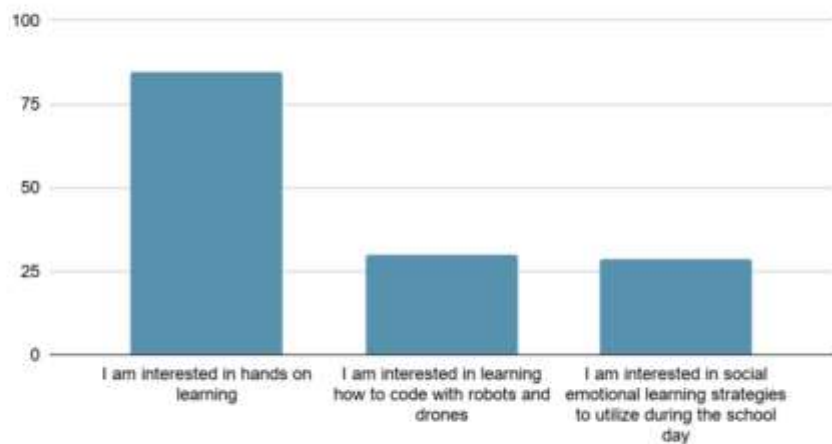
473 responses



Student Centered Learning

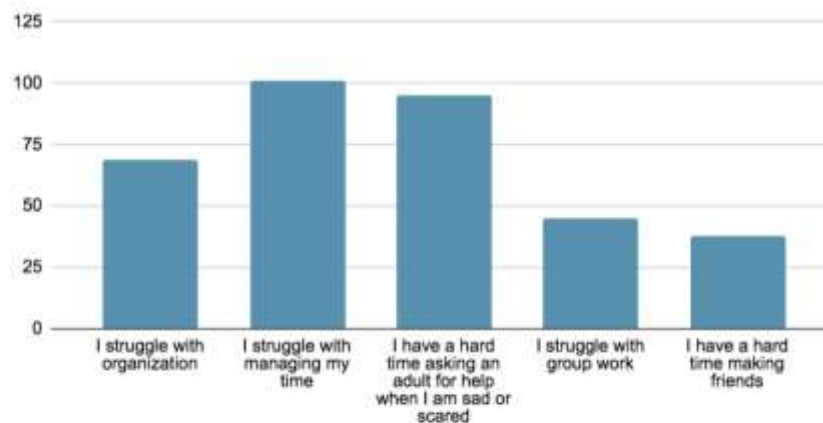


Students interest



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

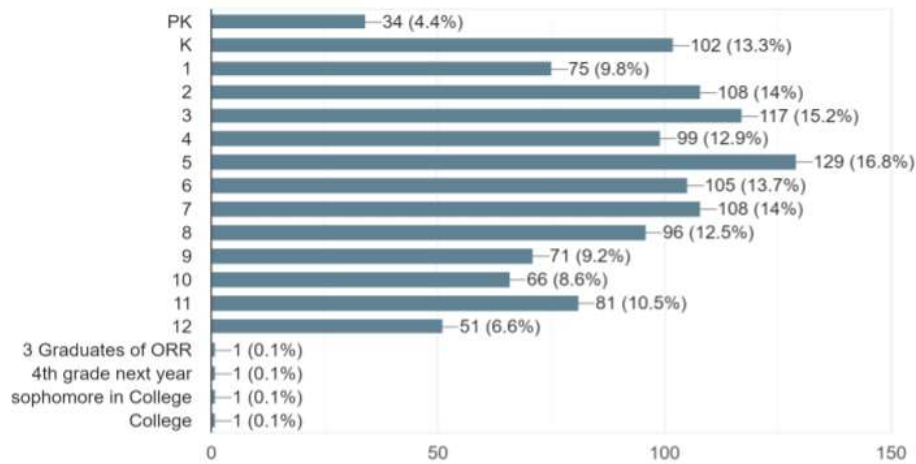
We want to know how you are feeling and how can we help you?



Parents/Guardians Results

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

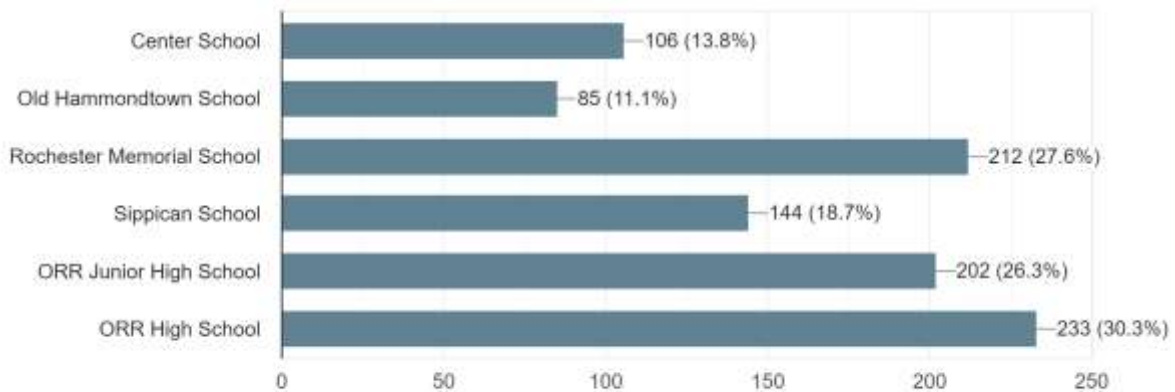
769 responses



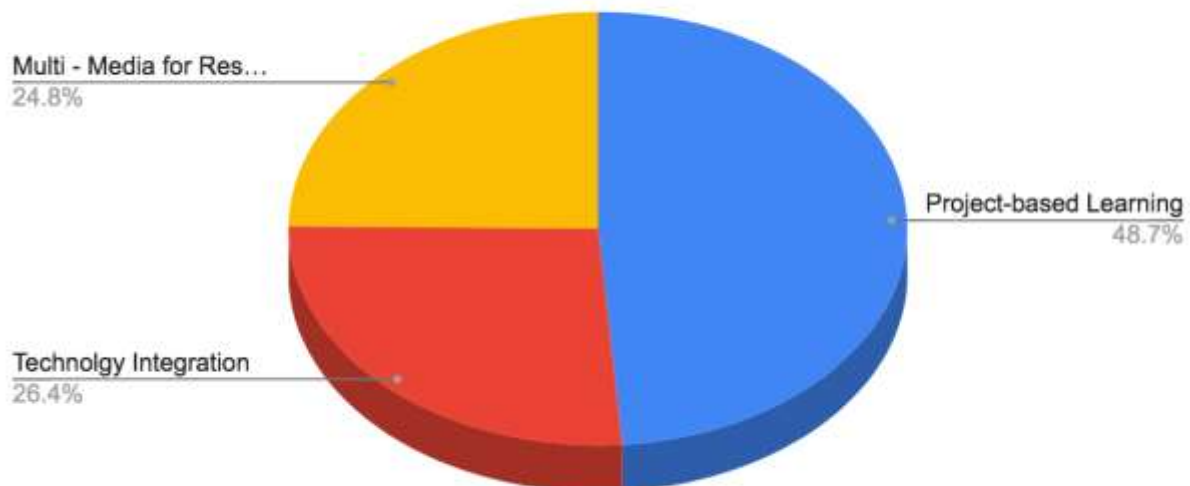
9

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

769 responses

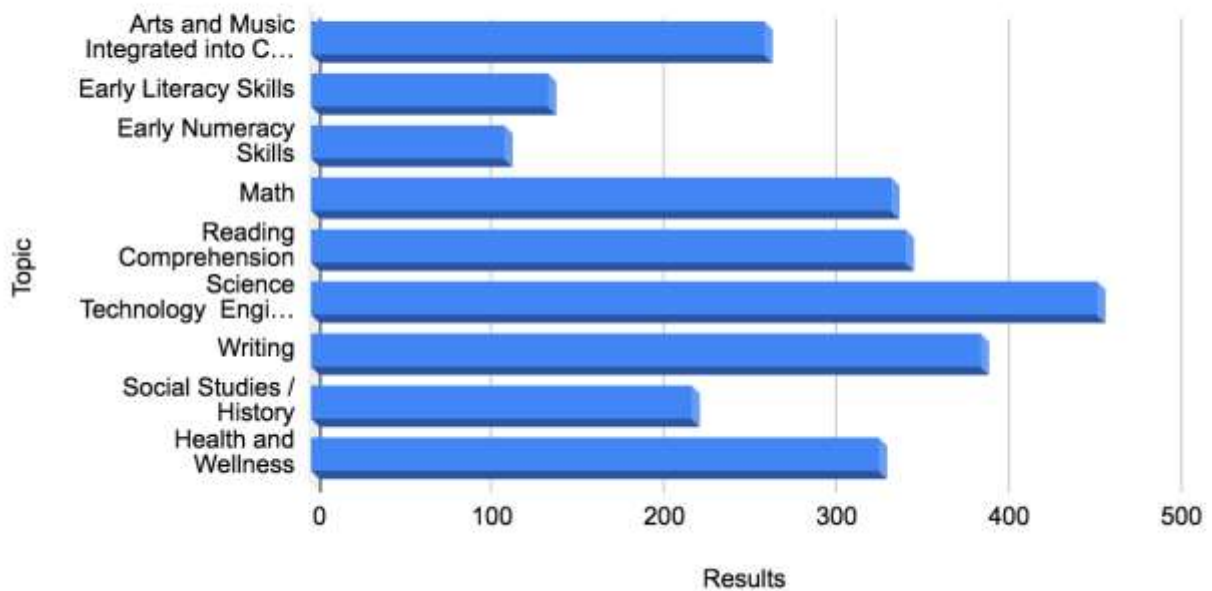


Select all that apply. Which technology integration activities would you like the district professional development plan to prioritize? The most response from parents/guardians.



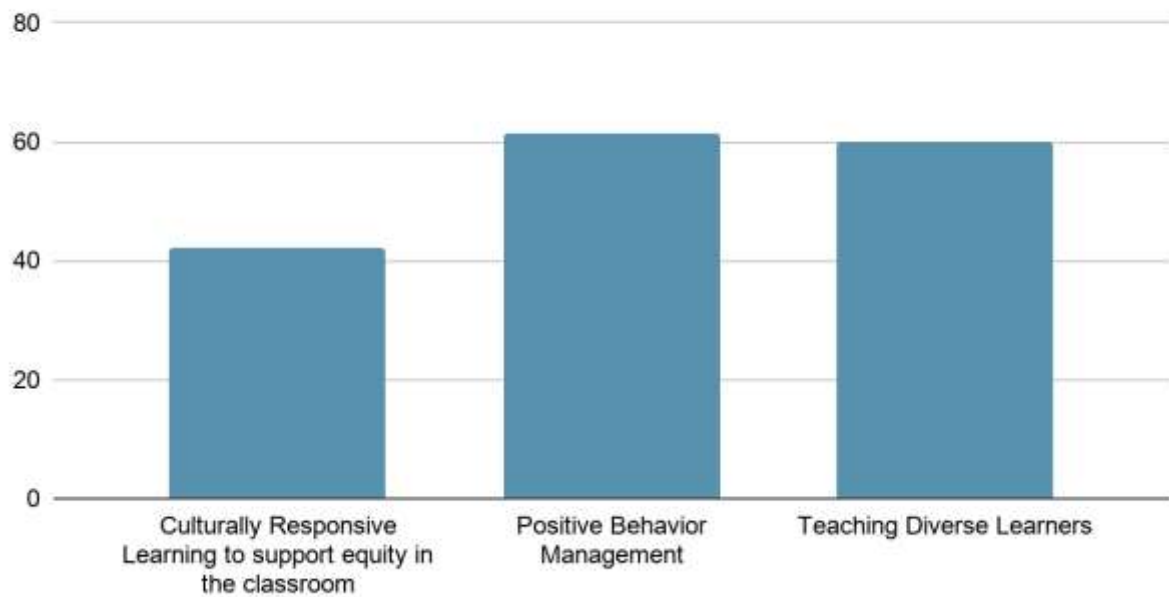
Parents/guardians are most interested in educators learning more about project-based learning as part of the district-wide professional development.

Select all that apply. In which content area(s) would you like to see professional development offered to your child's teacher?

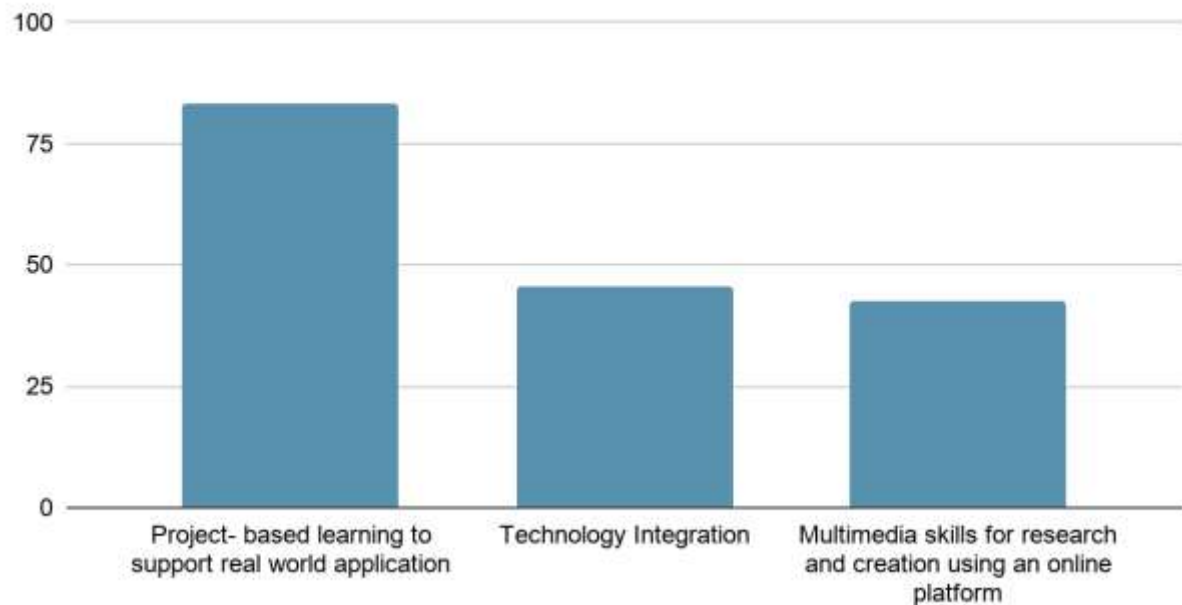


Parents and guardians are most interested for educators receiving professional development opportunities to incorporate Science, Technology, Engineering and Mathematics to support their child's learning.

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



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

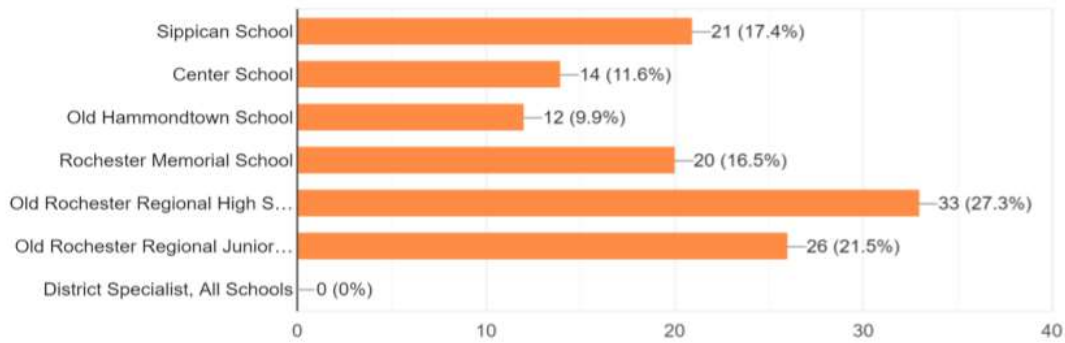


Results from the Educators of Marion Public Schools

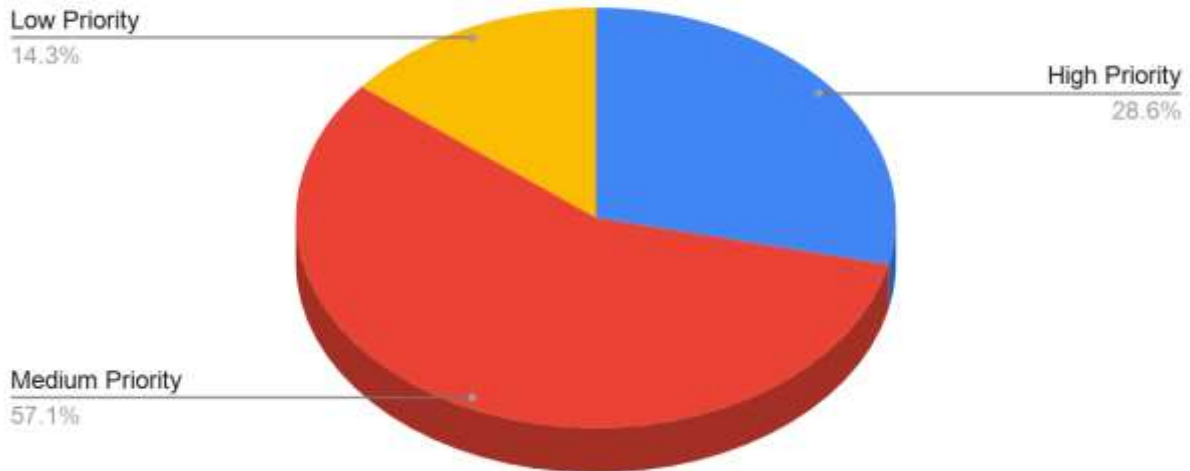
Educators Results by School

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

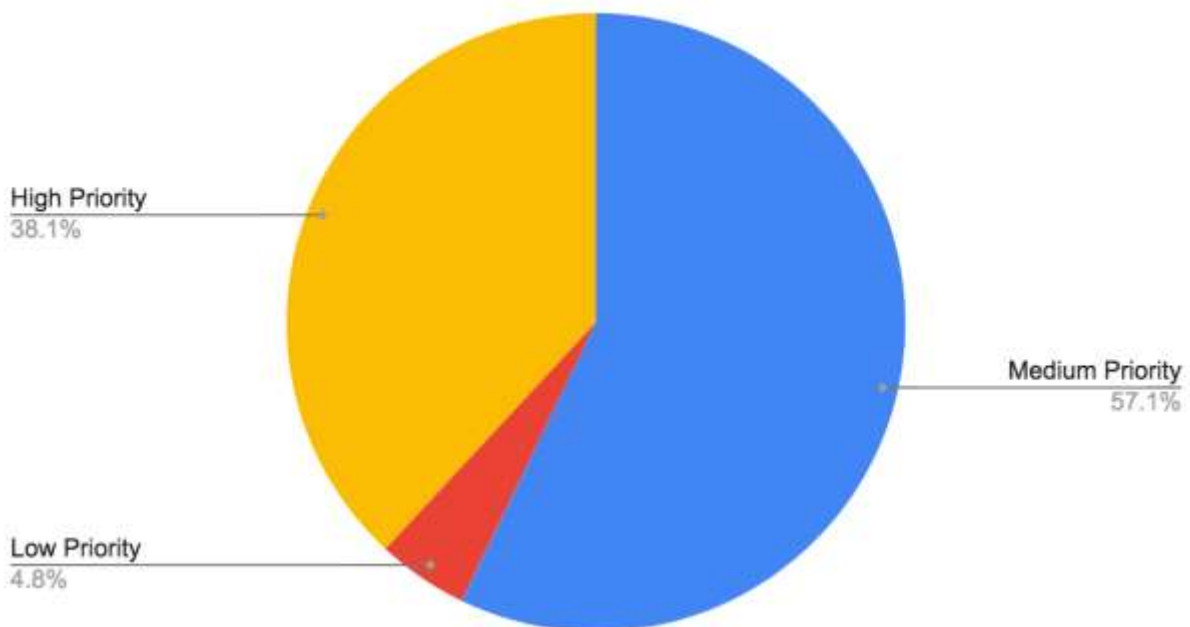
121 responses



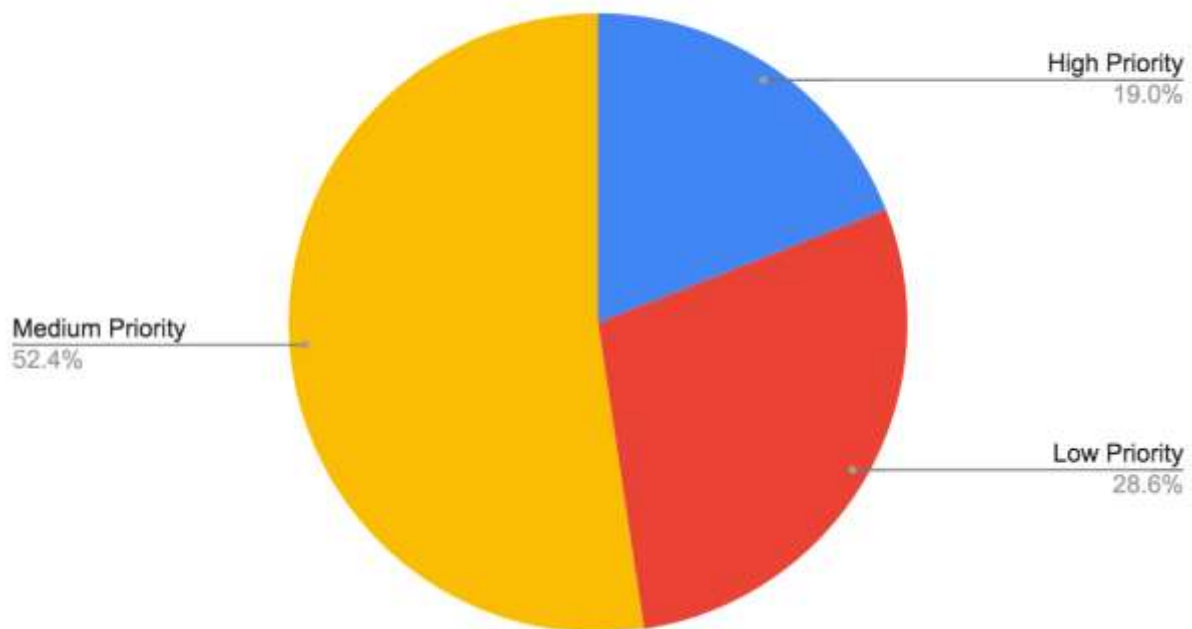
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Project-Based Learning]



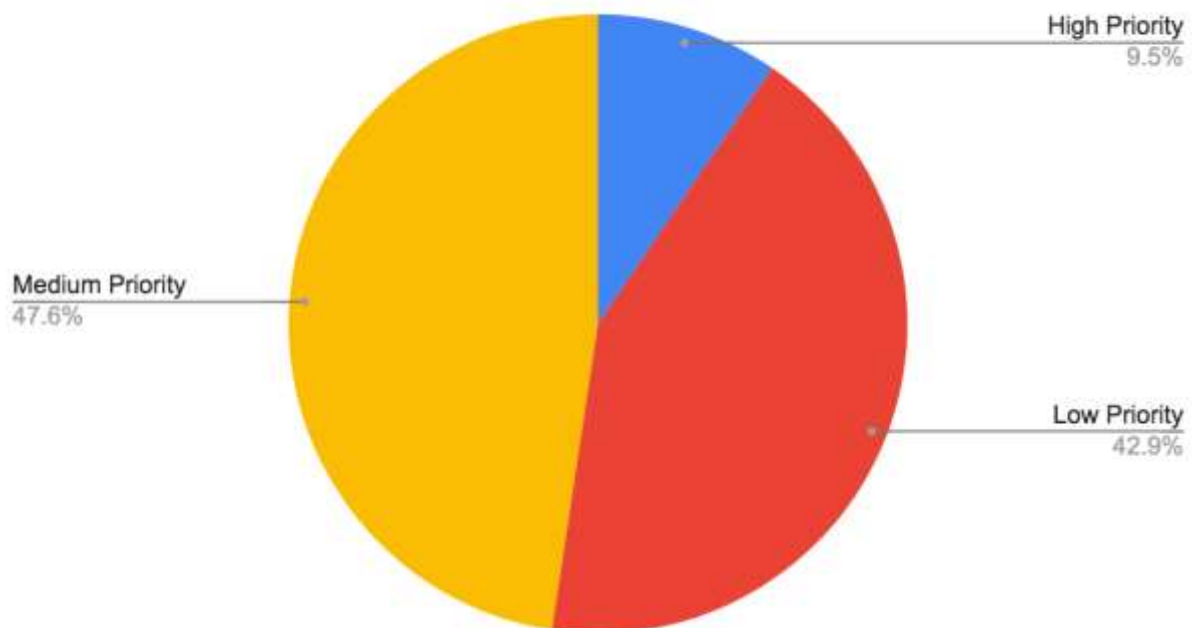
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Personalized Learning]



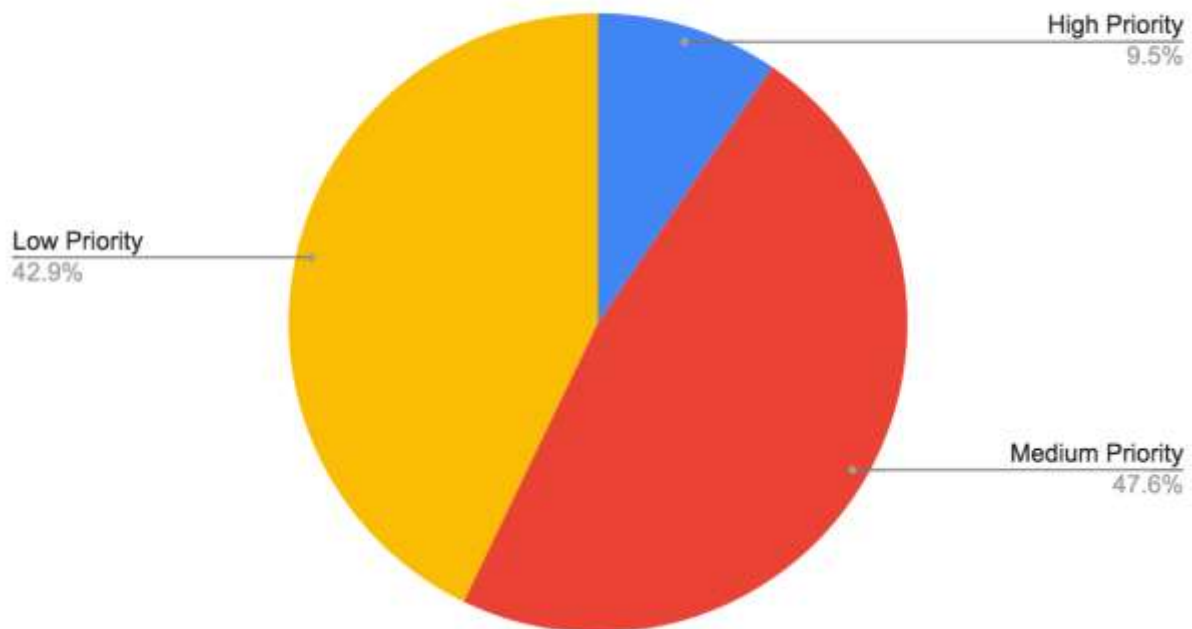
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Peardeck]



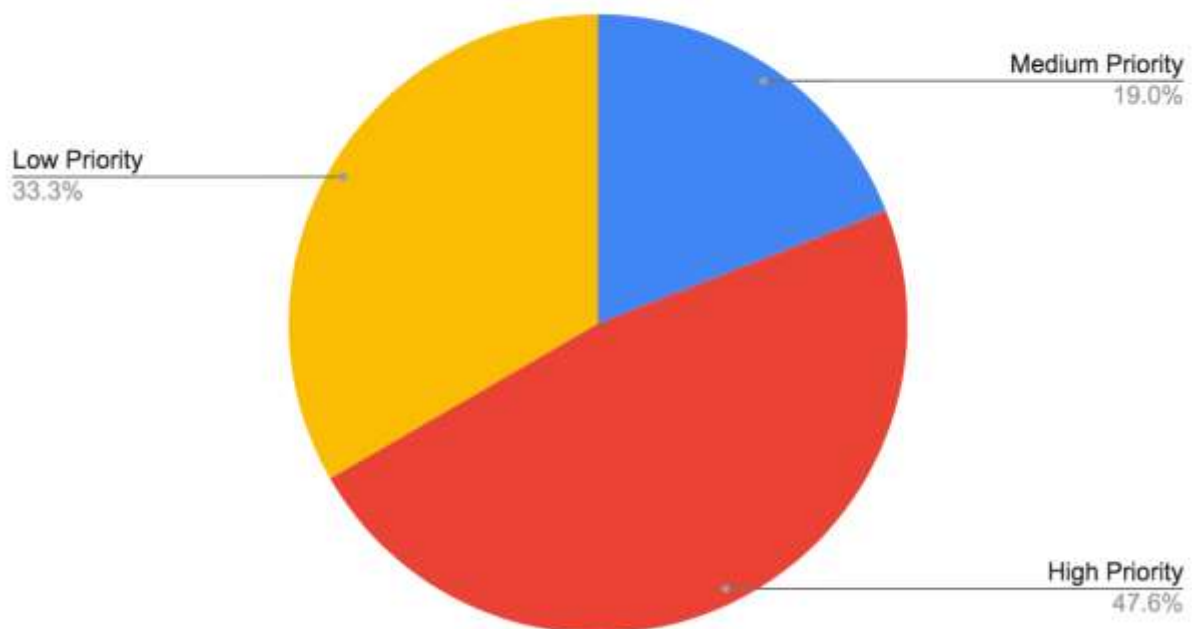
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencastify]



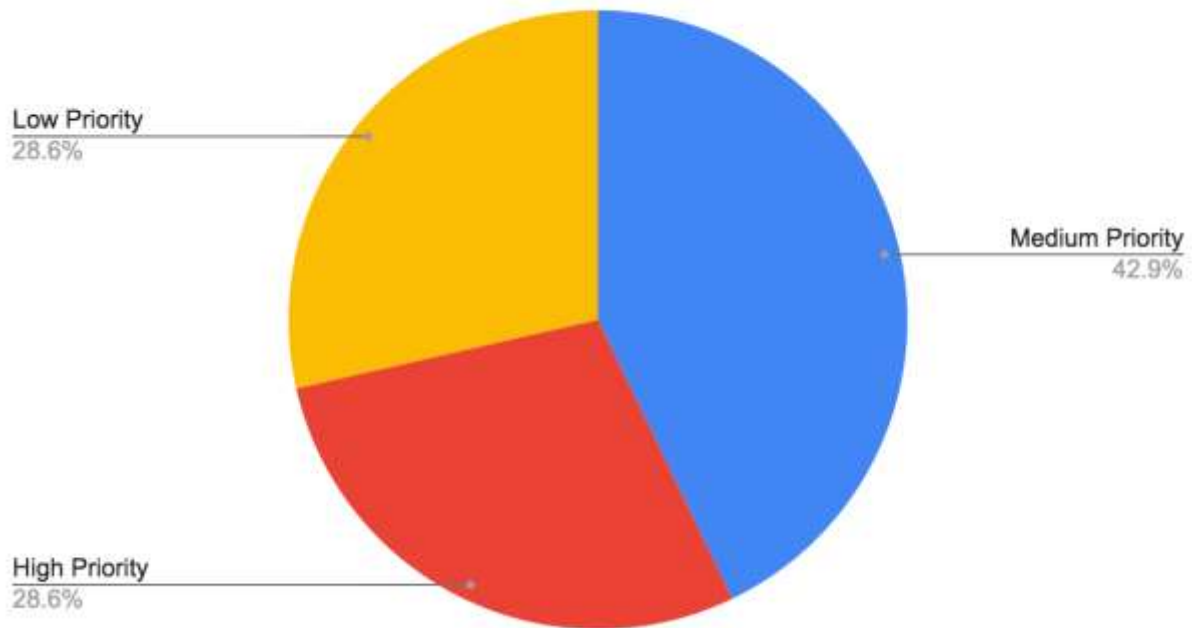
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [ScreenCast-O-Matic]



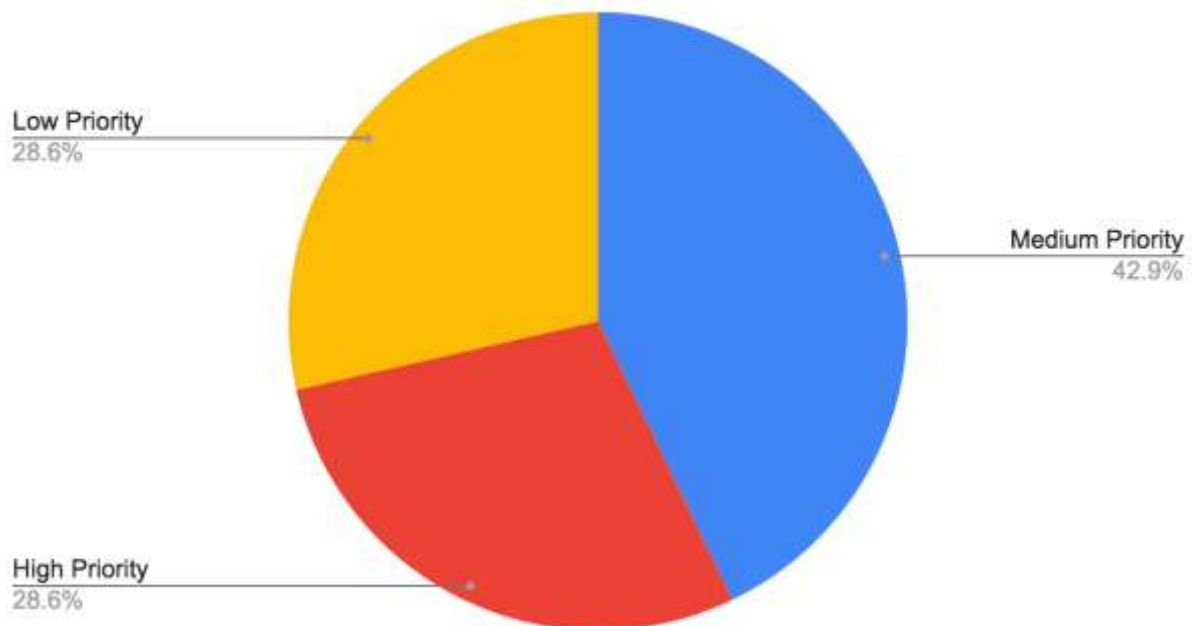
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Early Literacy Skills]



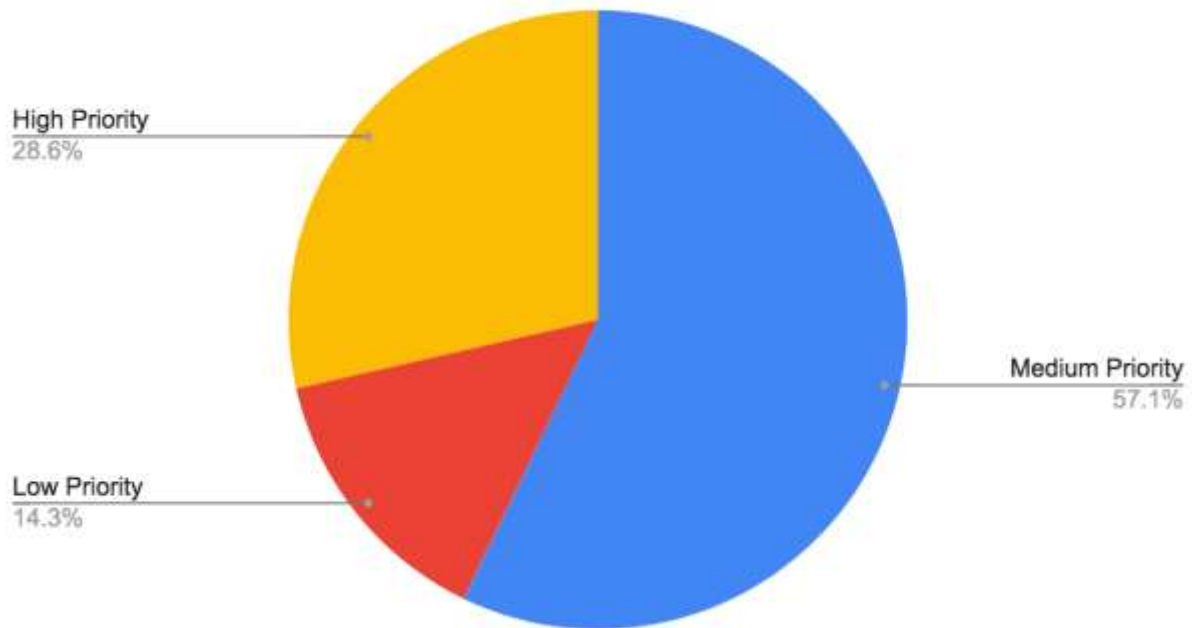
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Inter-disciplinary Unit Development]



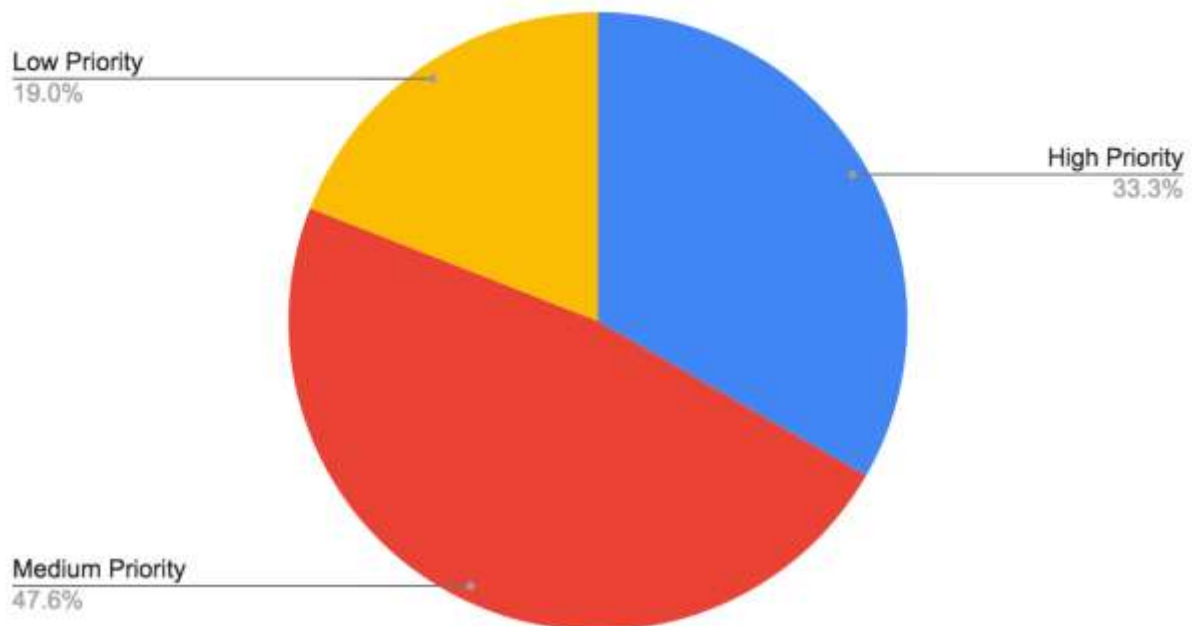
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Inter-disciplinary Unit Development]



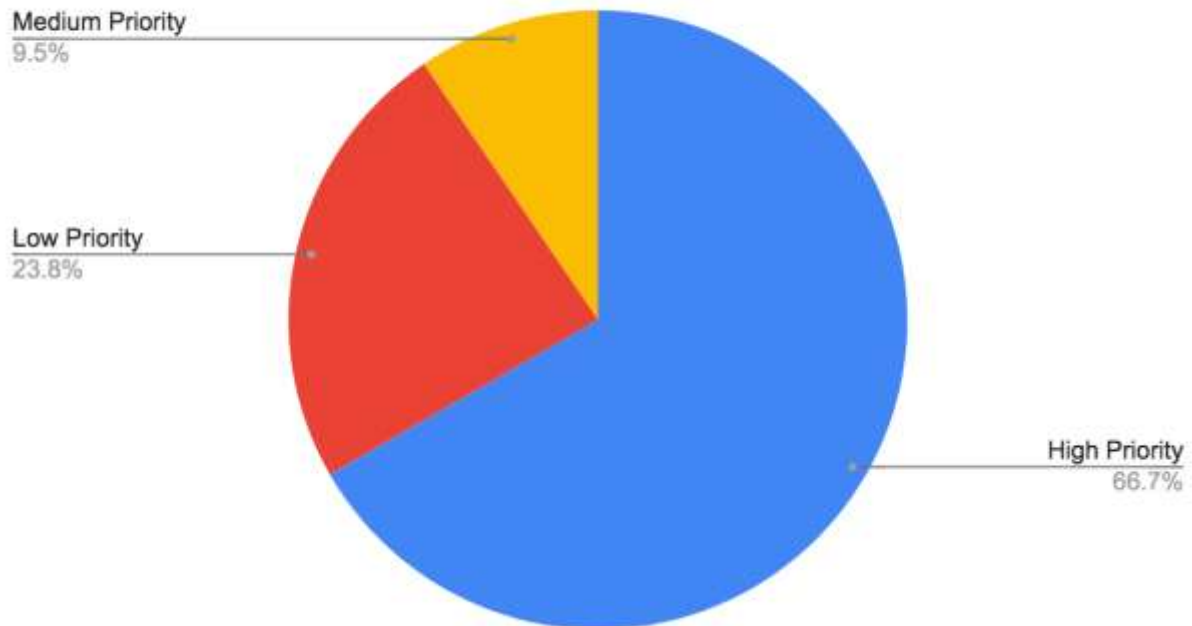
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Common Assessment]



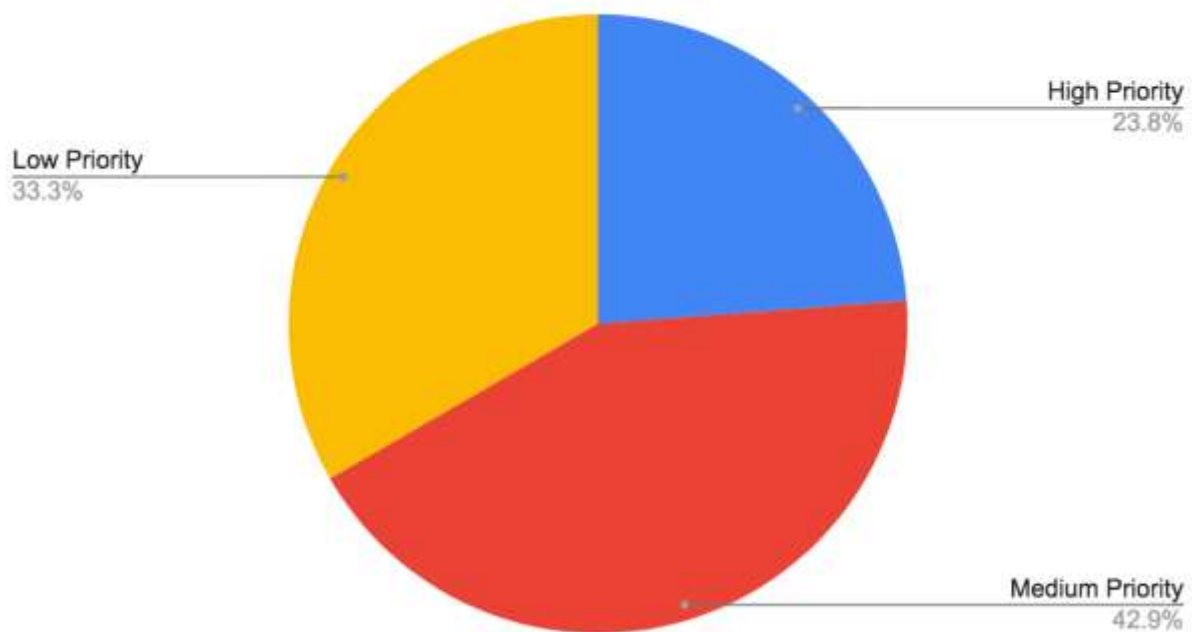
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Math Strategies]



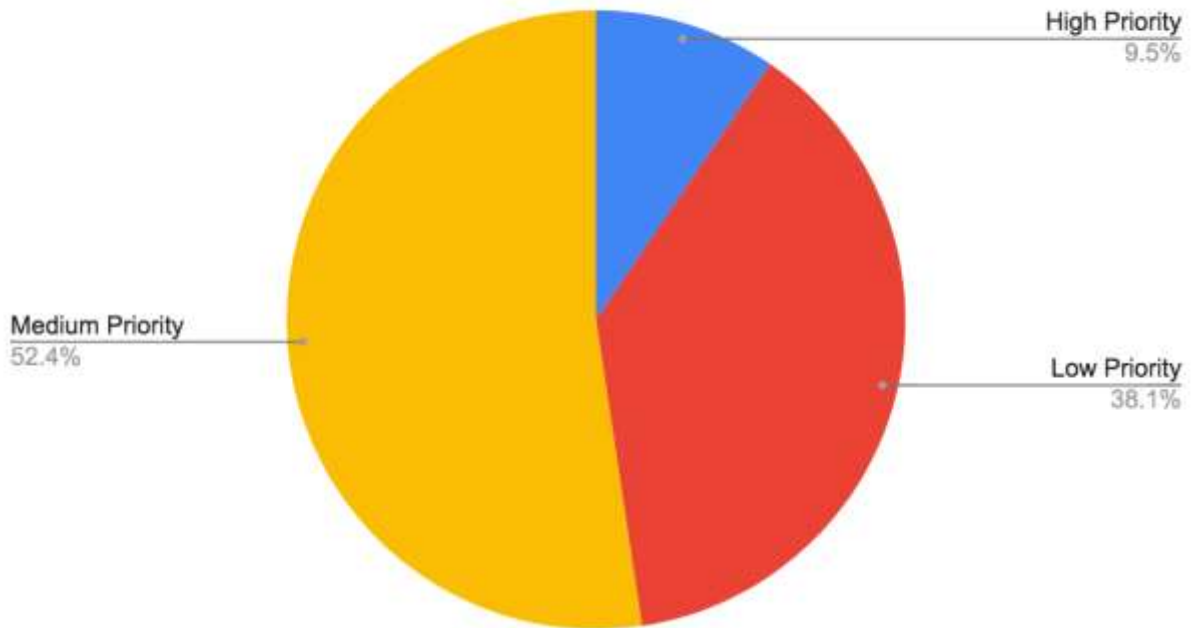
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Reading Strategies]



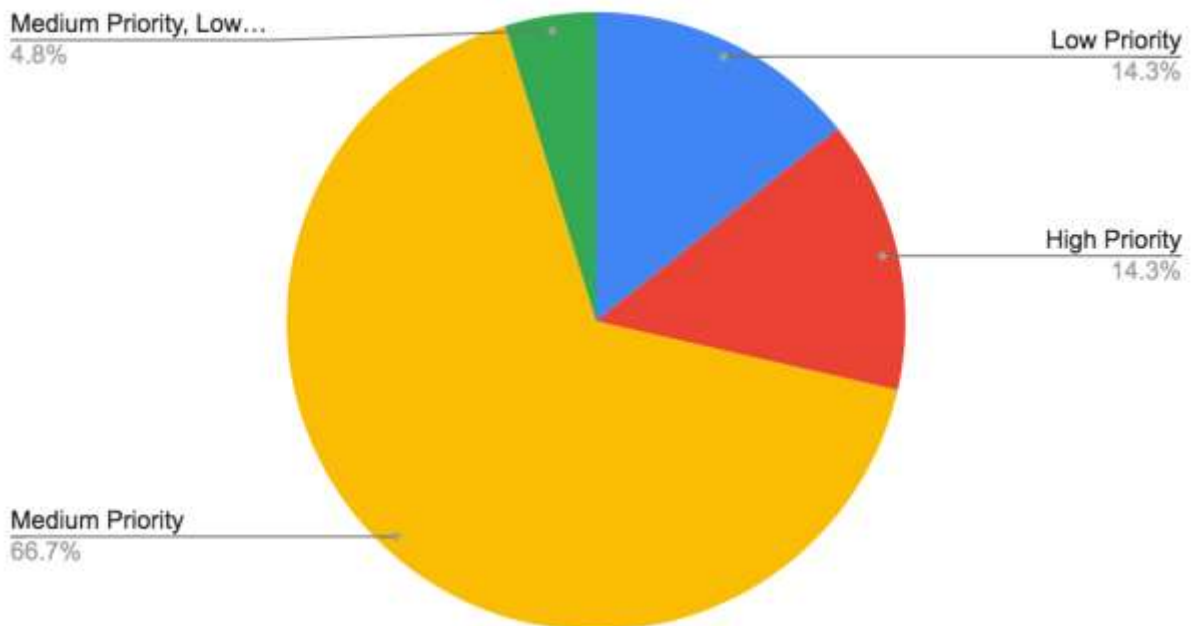
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Science, Technology, and Engineering Strategies]



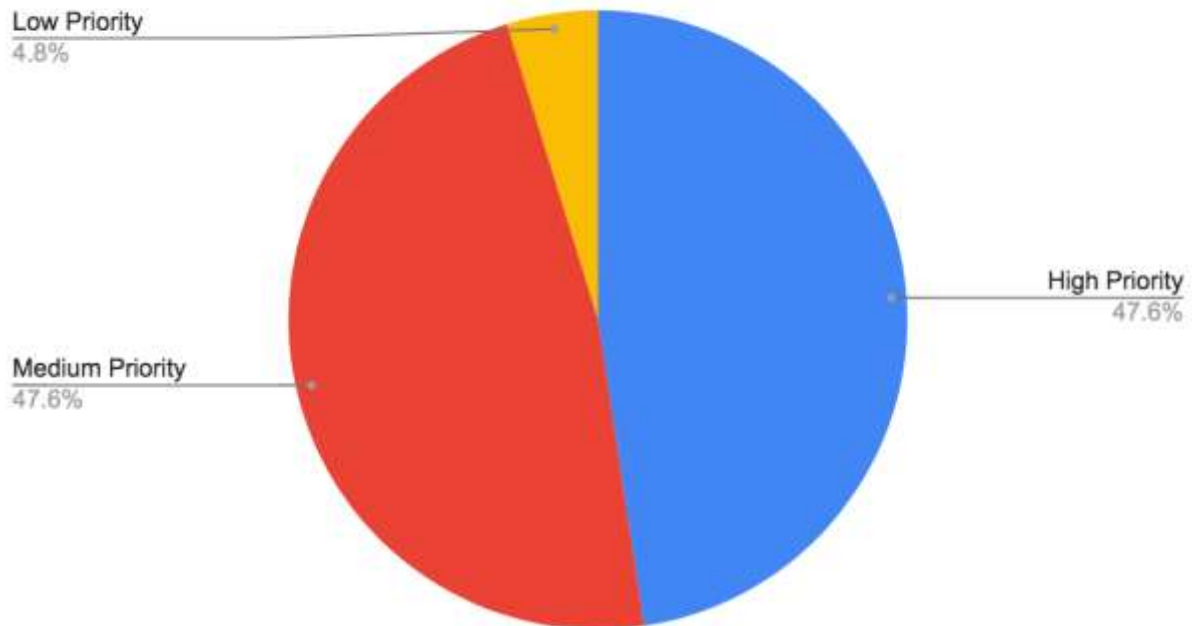
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Standard Based Report Cards]



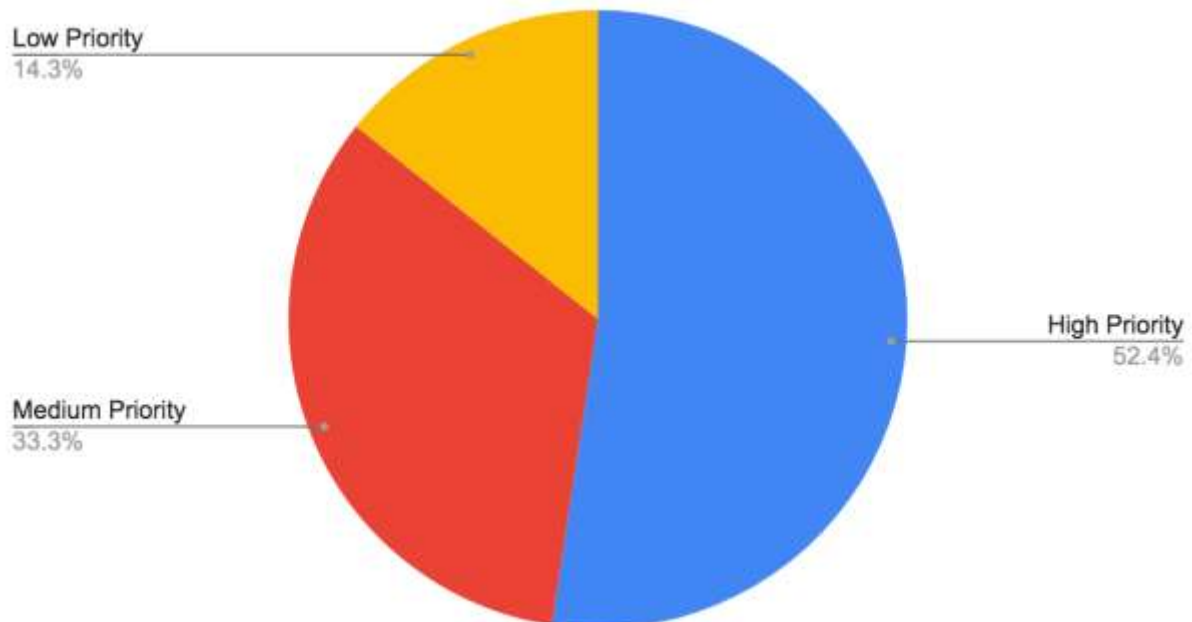
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Vertical Team Meetings]



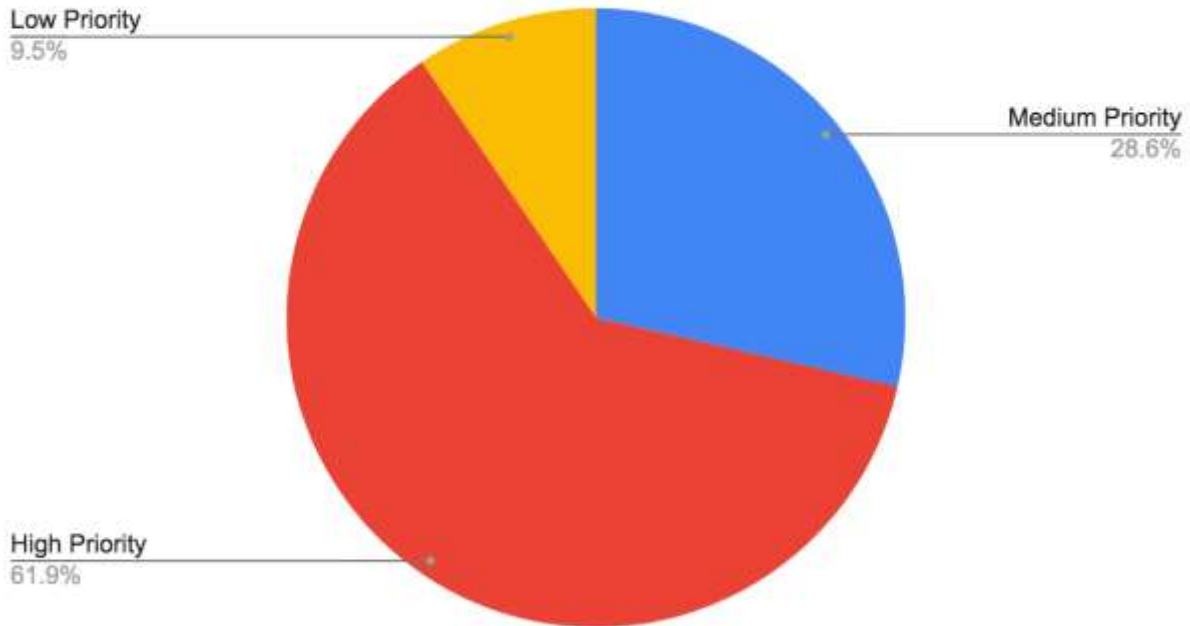
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Horizontal Team Meetings]



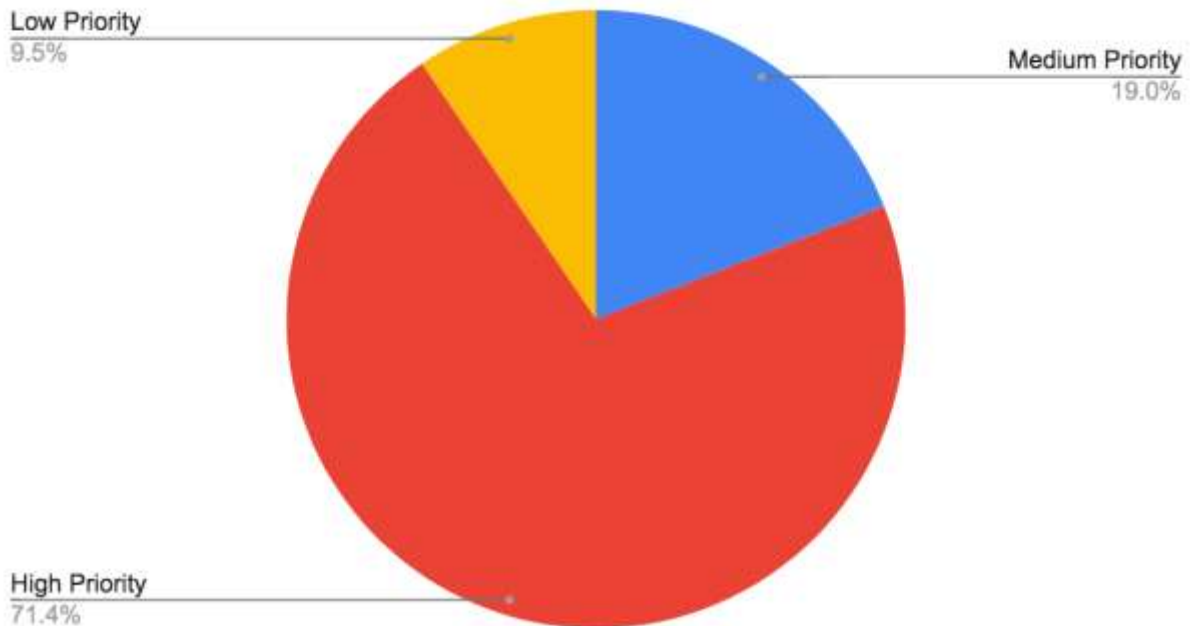
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Responsive Classroom]



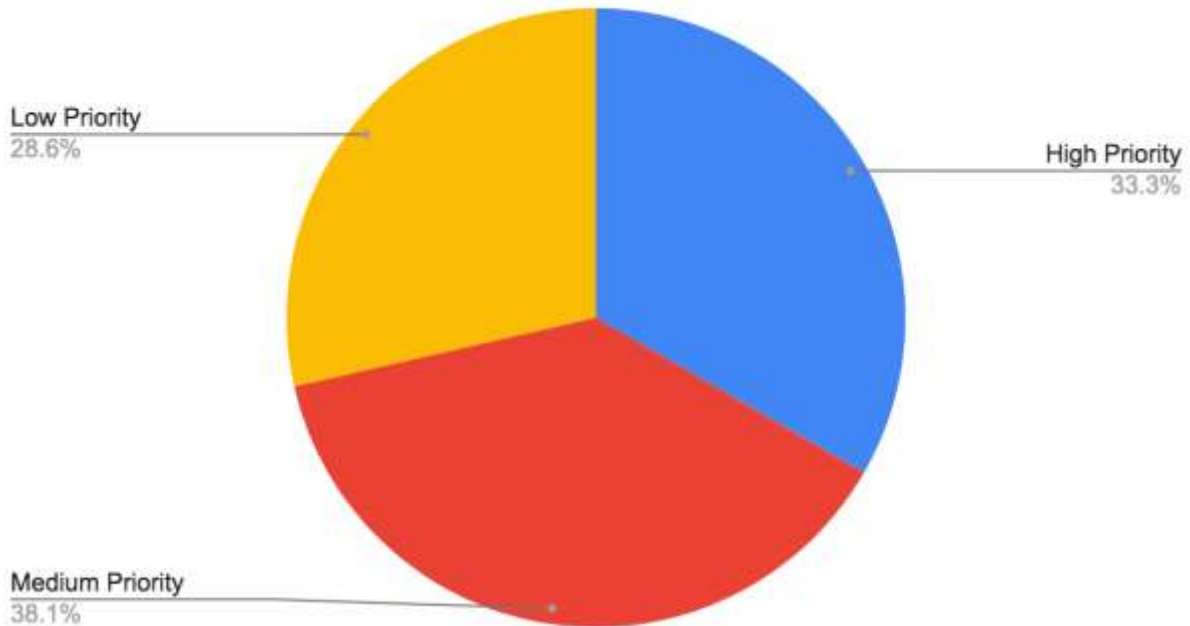
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Teaching Diverse Learners]



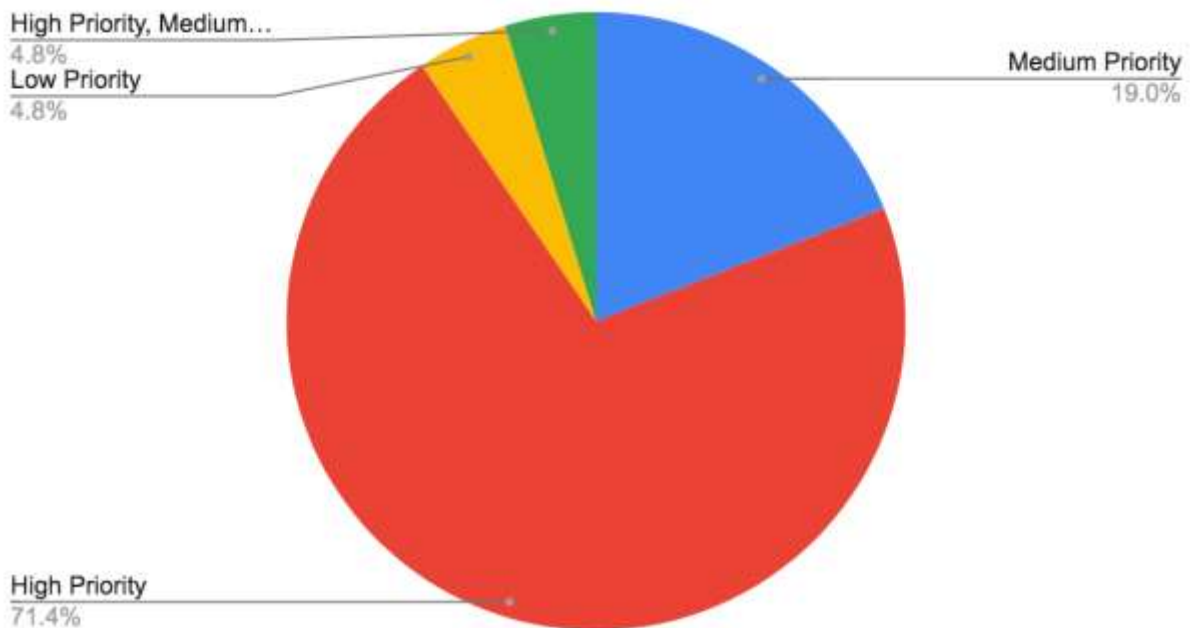
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Creating Equitable Classrooms]



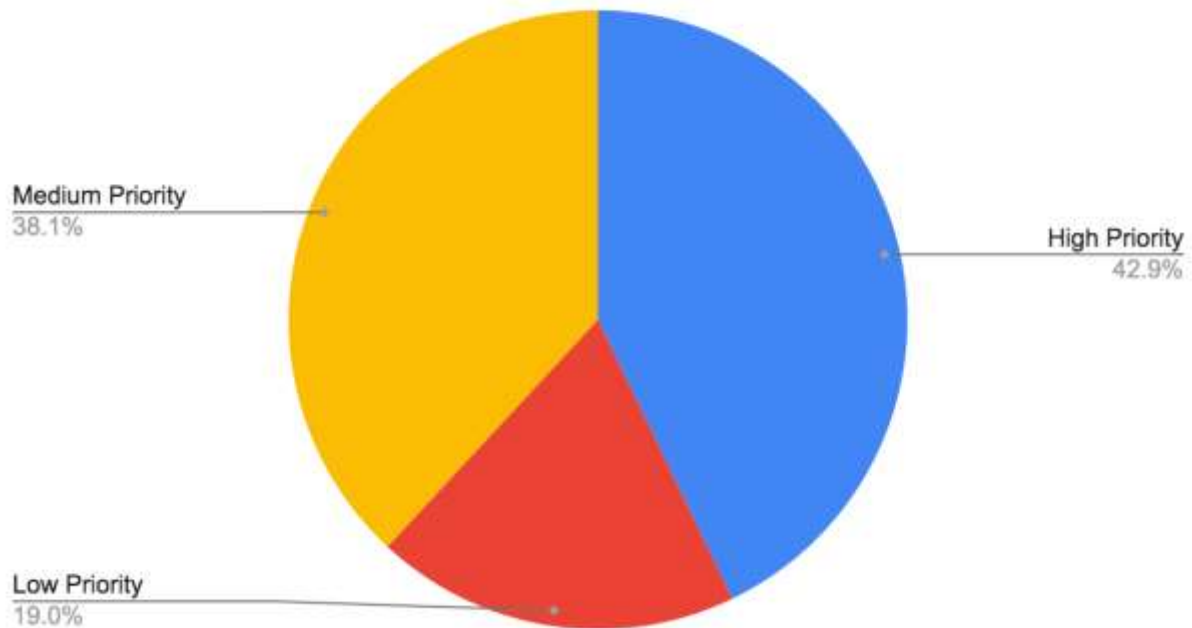
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Supporting Students Study Skills]



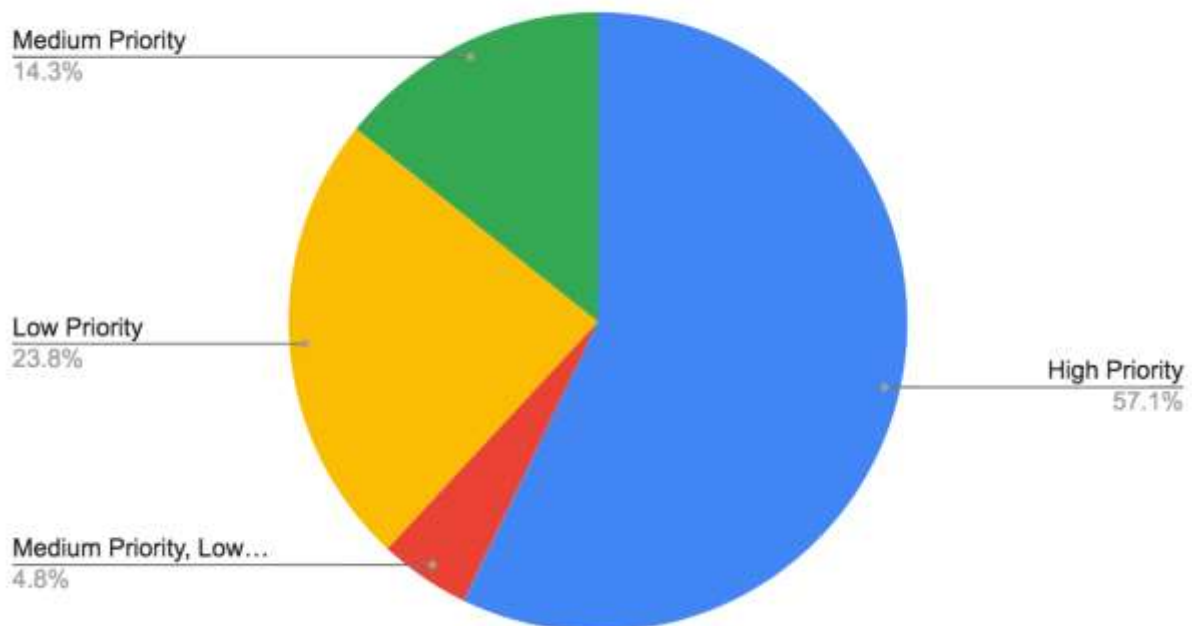
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Inclusive Classrooms]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Mindfulness]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Educator Self Care]



Sippican Elementary School November 12, 2021 Full-Day Professional Development Day	
8:30-3:00	Classroom Teachers/SPED Inclusion: Literacy Training
	Related Service providers and specialist will be able to participate in district-wide professional development
Sippican Elementary School January 18, 2022 Full-Day Professional Development Day	
8:30-3:00	Classroom Teachers/SPED Inclusion: Literacy Training
	Related service providers and specialist will be able to participate in district-wide professional development

Mattapoissett Public Schools

Led by
Principal Rosemary Bowman and Associate Principal Kevin Tavares



Center Elementary School

"Center School is dedicated to the belief that all children can learn. We believe in educating the whole child --intellectually, physically, emotionally and socially."



Old Hammondtown Elementary School

O.H.S. is Where Students S.H.A.R.E.:

Stay safe, Have healthy choices,

Accept responsibility, Respect each other,
and Every effort

makes a difference!

Mattapoisett Public Schools



Center and Old Hammondtown Elementary Schools

Dear Mattapoisett School Community,

Enclosed are the results from the district-wide professional development survey. Your building principal, Rosemary Bowman, has the data from the survey which will be reviewed at an upcoming School Council meeting.

A total of 473 students in grades 6-12 responded to the student survey. The responses for Center School are as follows: 14 educators responded and 106 parents/guardians responded. Old Hammondtown Elementary School had 12 educators respond and 85 parents/guardians respond.

In the section below you will see the results of the survey and also the schedule for Center and Old Hammondtown Elementary School's two full days of professional development for the upcoming school year.

Best,

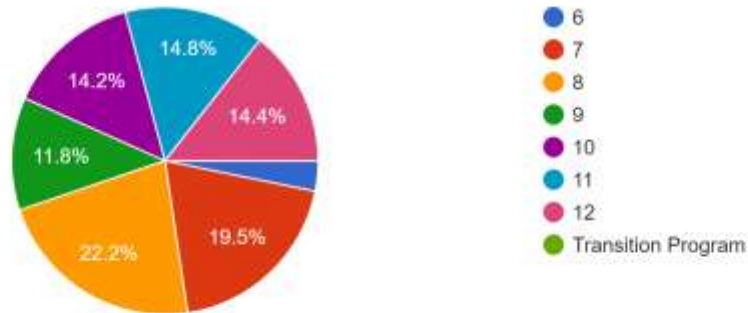
Jannell

Jannell

Student Survey Results

What grade are you in?

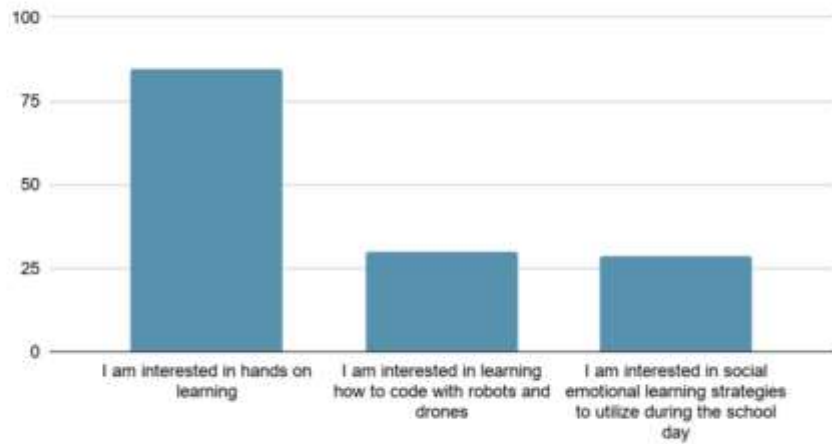
473 responses



Student Centered Learning

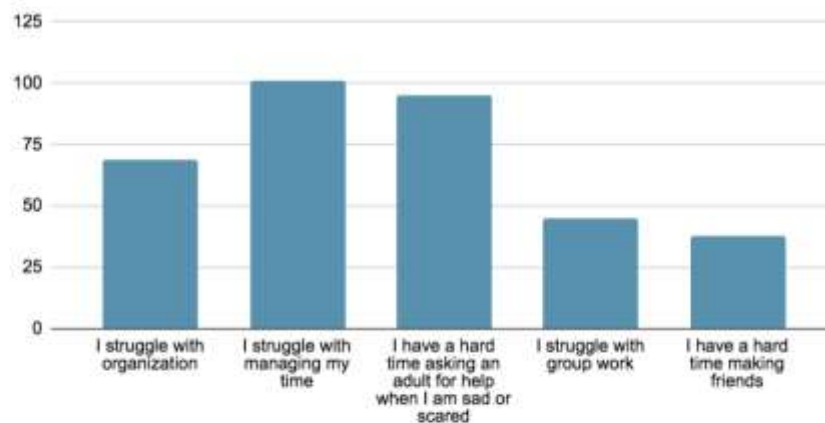


Students interest



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

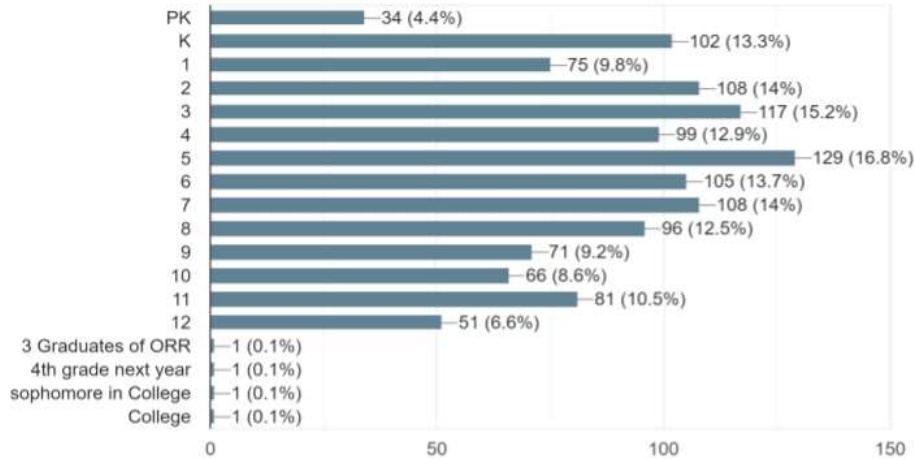
We want to know how you are feeling and how can we help you?



Parents/Guardians Results

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

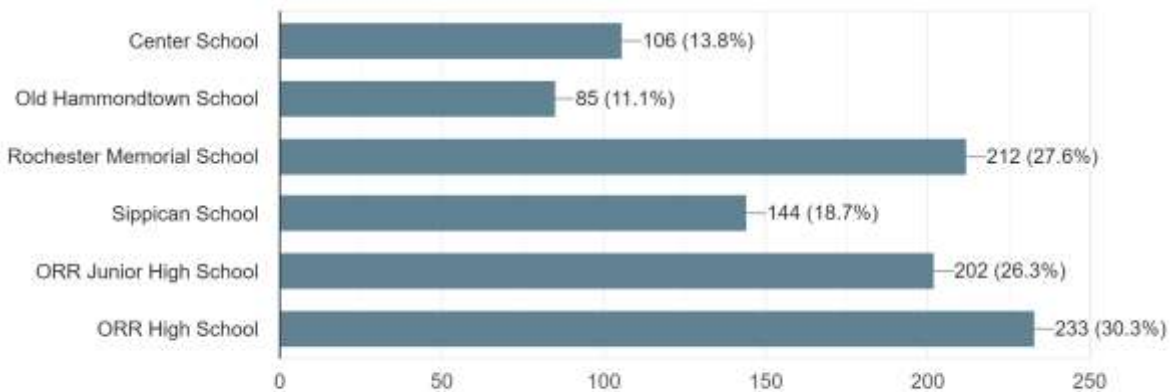
769 responses



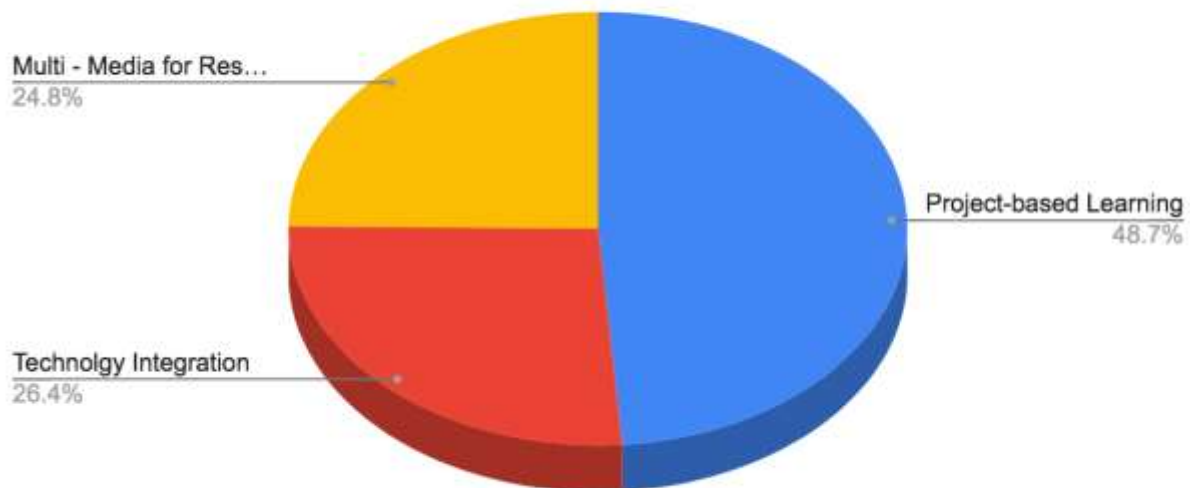
9

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

769 responses

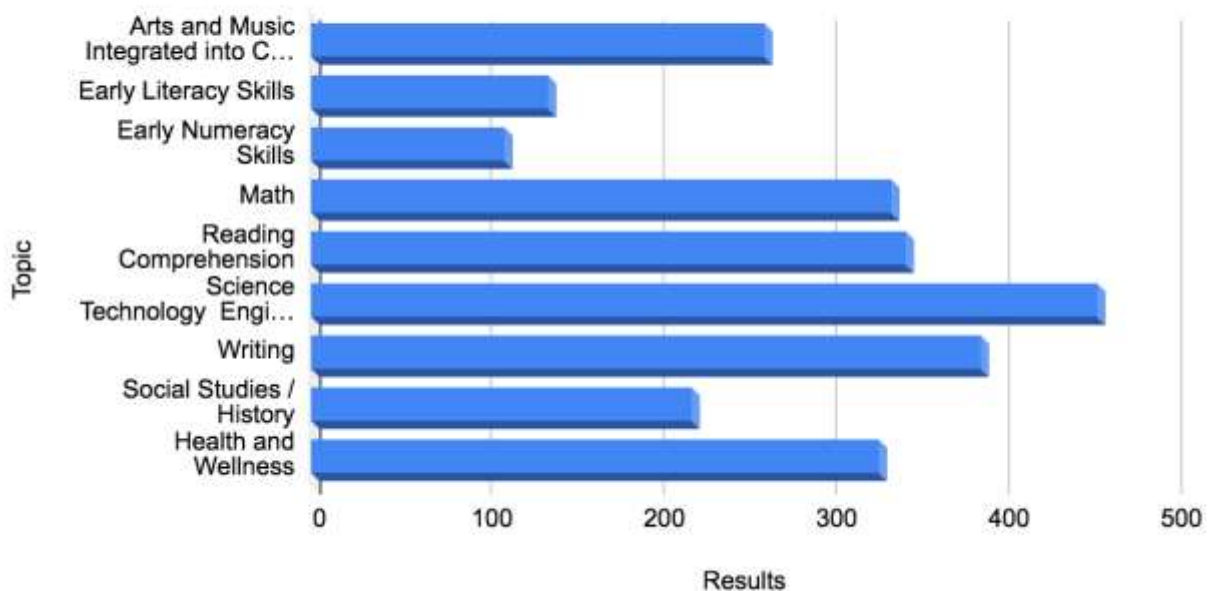


Select all that apply. Which technology integration activities would you like the district professional development plan to prioritize? The most response from parents/guardians.



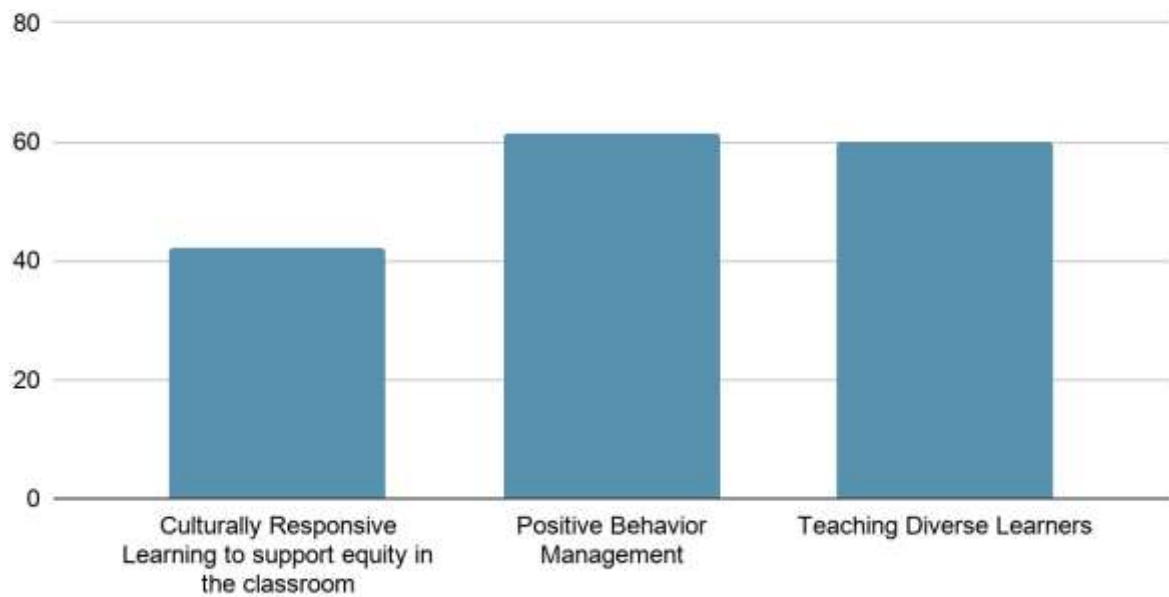
Parents/guardians are most interested in educators learning more about project-based learning as part of the district-wide professional development.

Select all that apply. In which content area(s) would you like to see professional development offered to your child's teacher?

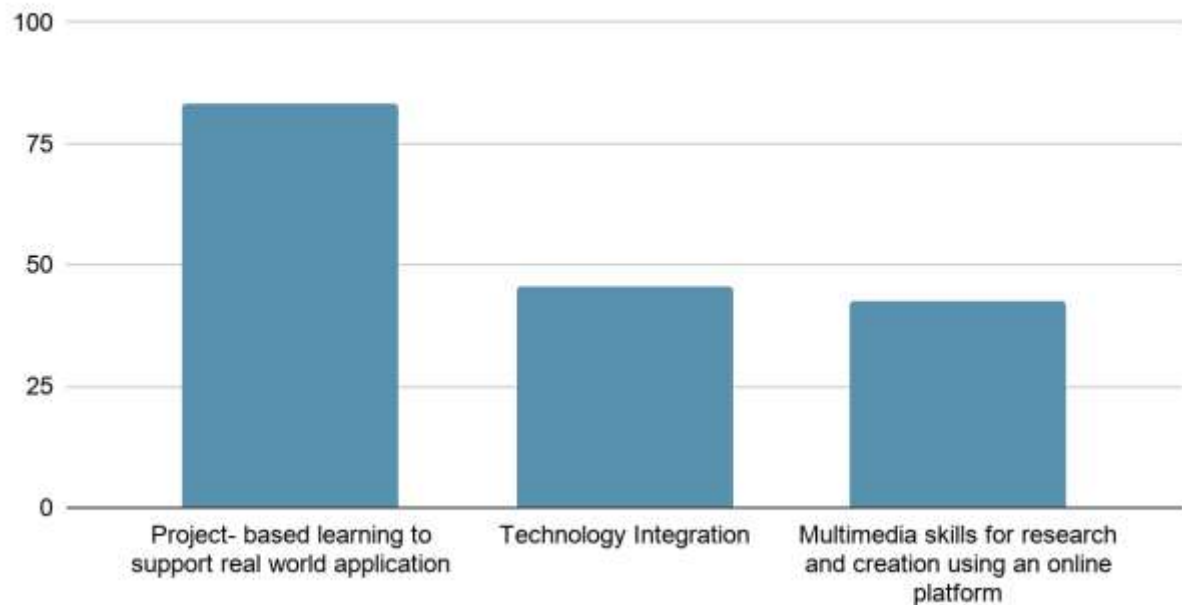


Parents and guardians are most interested for educators to receive professional development opportunities to incorporate Science, Technology, Engineering and Mathematics to support their child's learning.

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



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

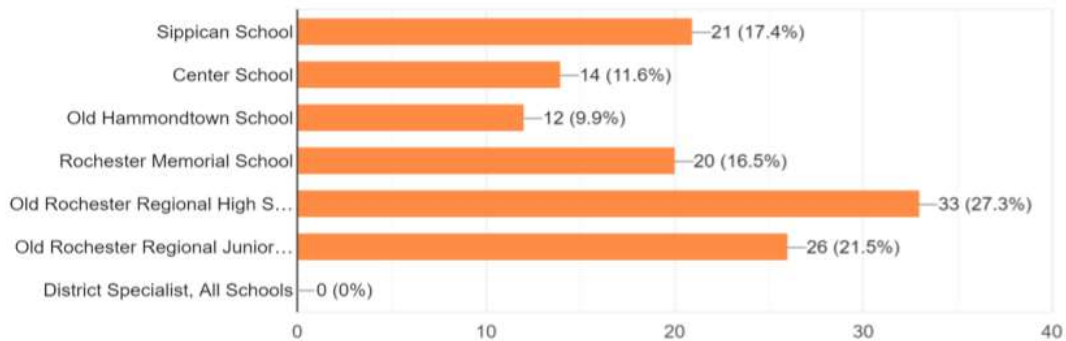


Results from the Educators of Mattapoisett Public Schools

Educators Results by School

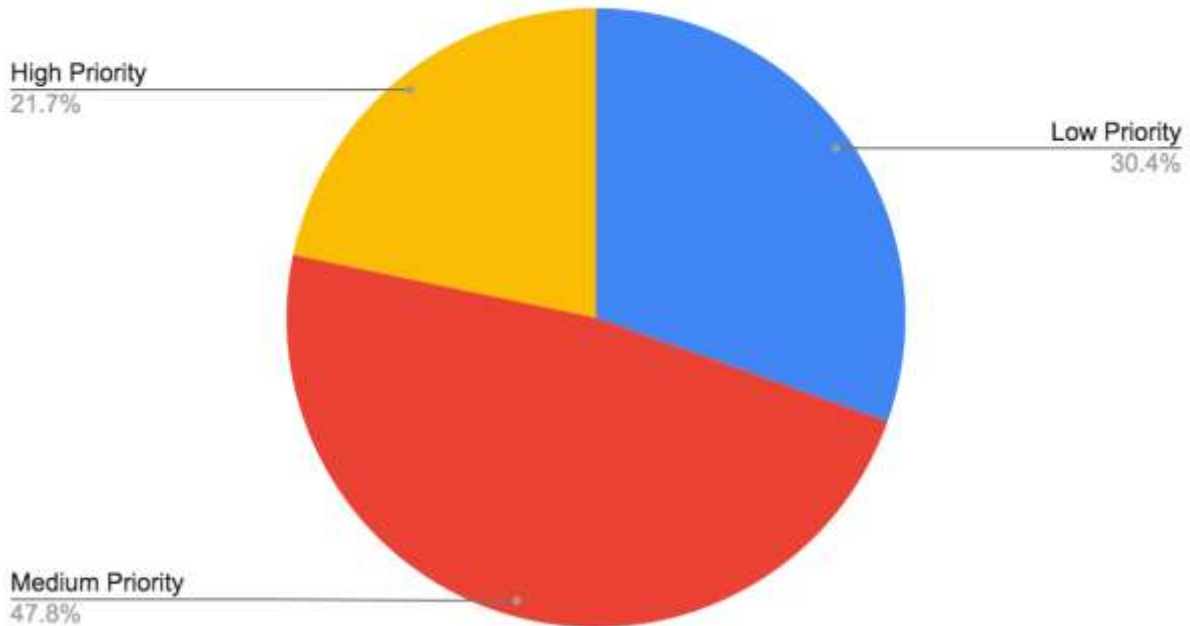
(1) At which location(s) do you work?* Check all that apply

121 responses

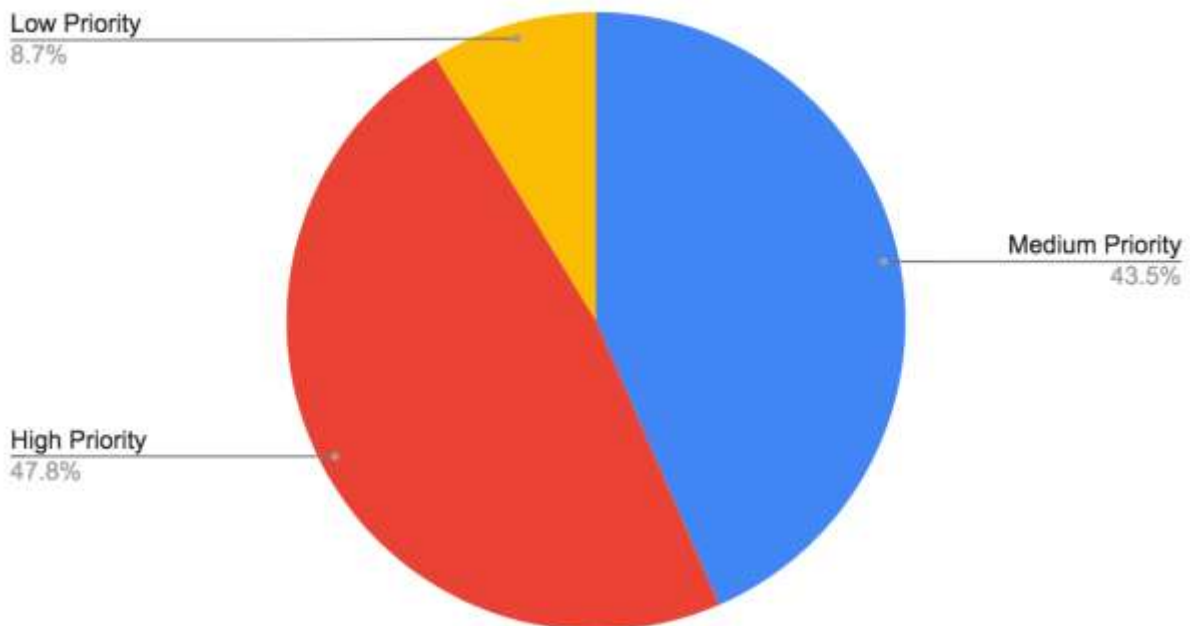


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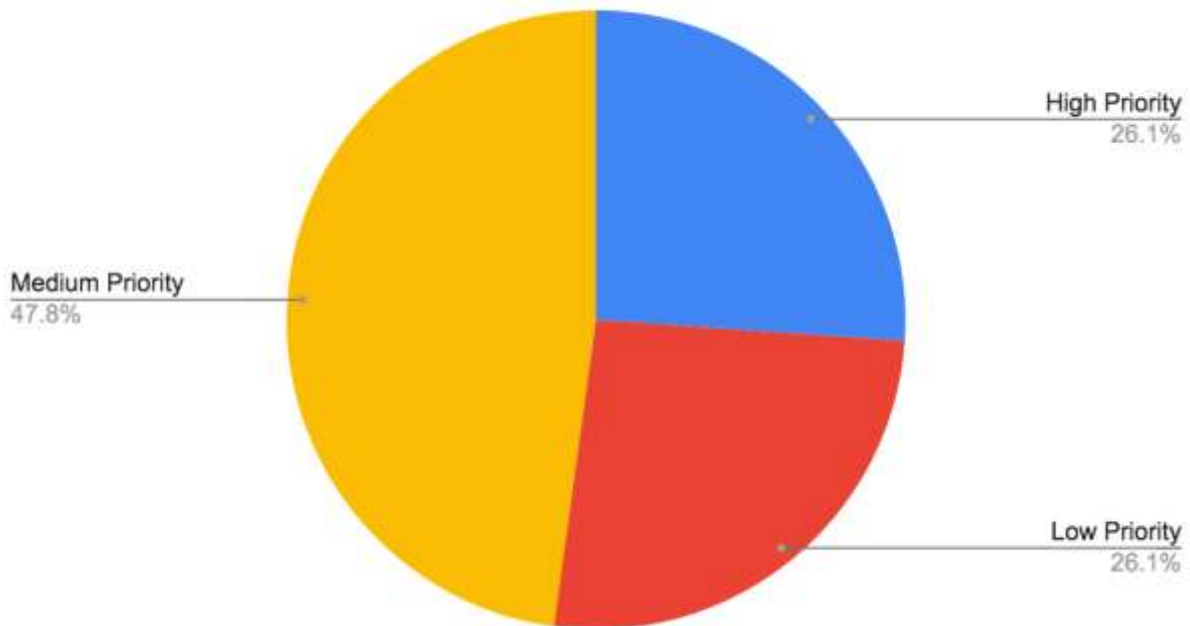
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Project-Based Learning]



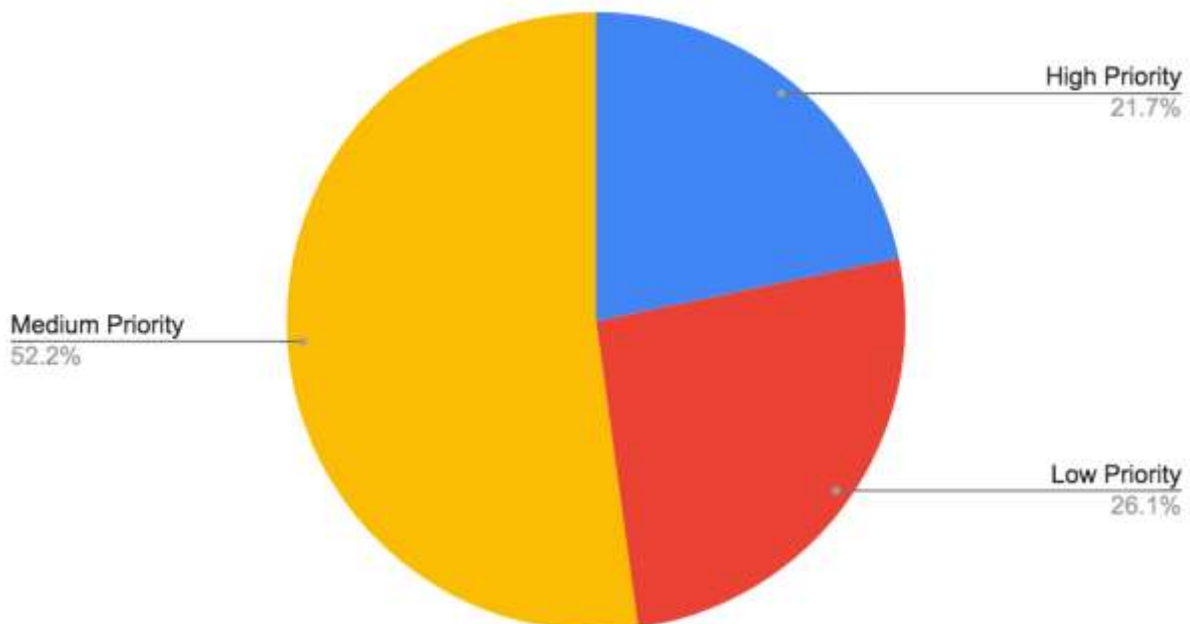
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Personalized Learning]



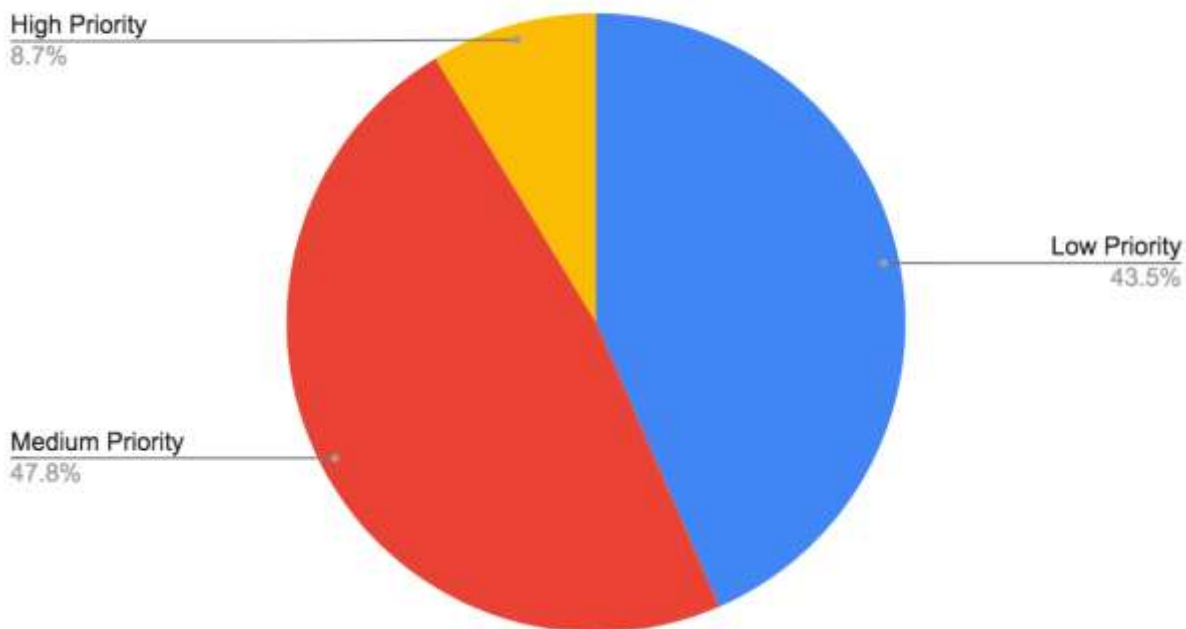
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Peardeck]



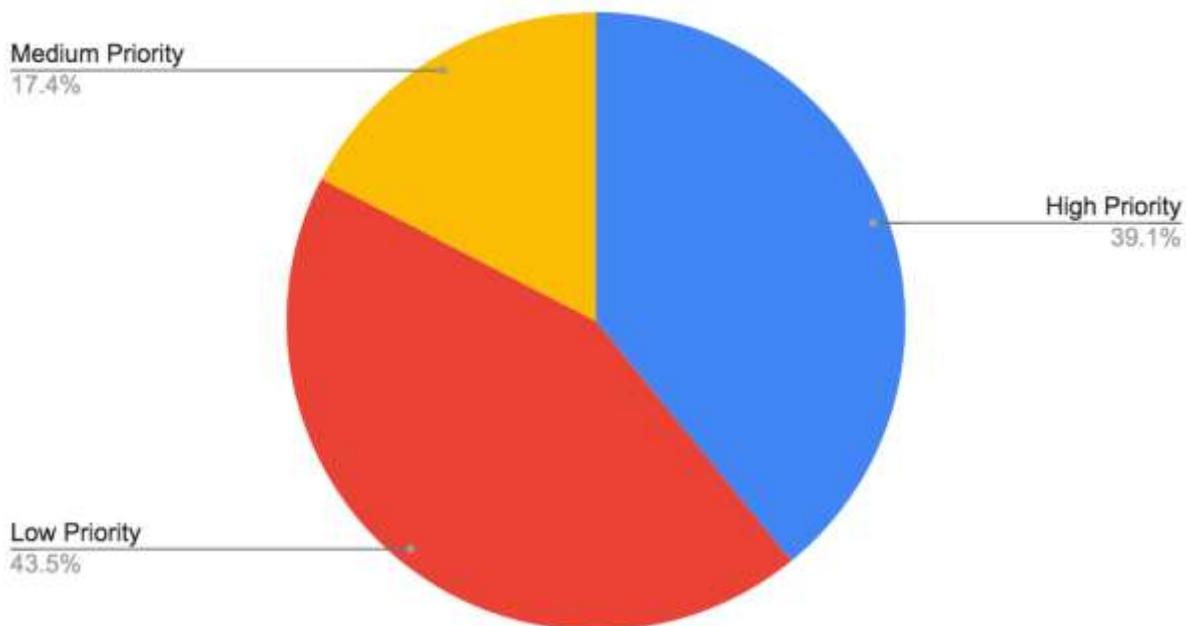
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencastify]



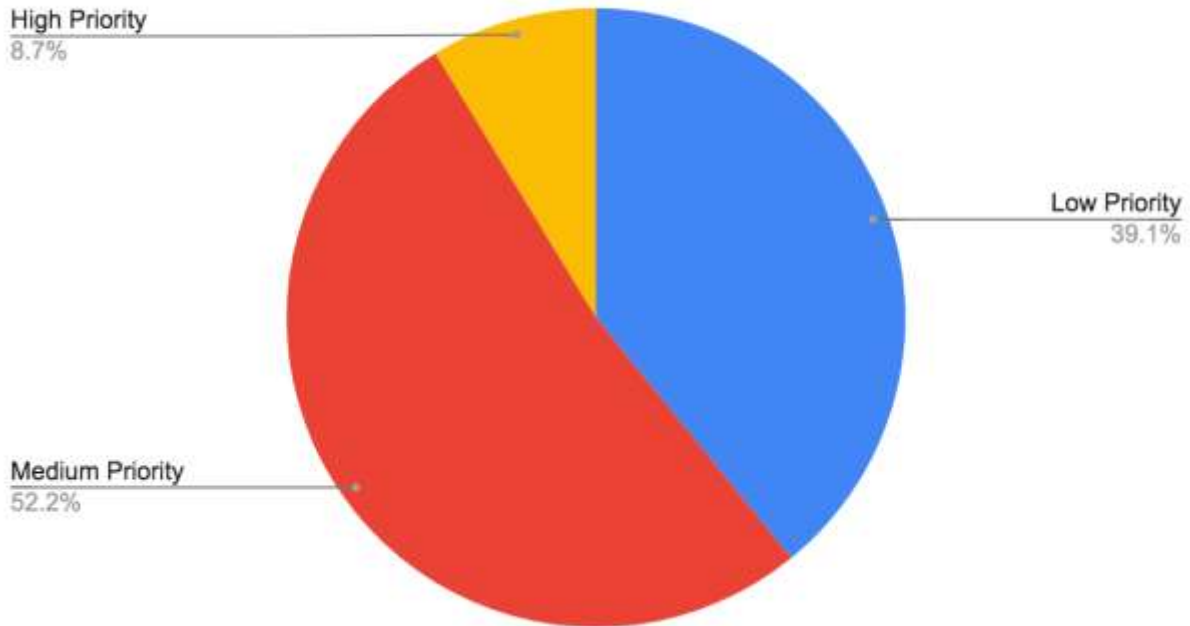
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencast-O-Matic]



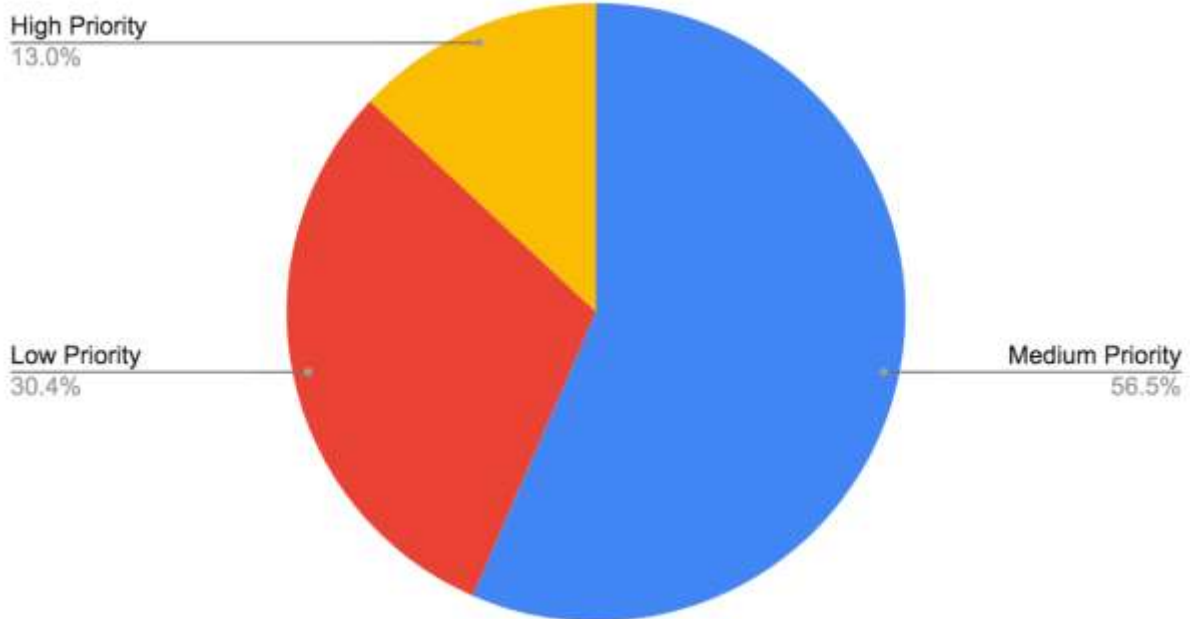
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Early Literacy Skills]



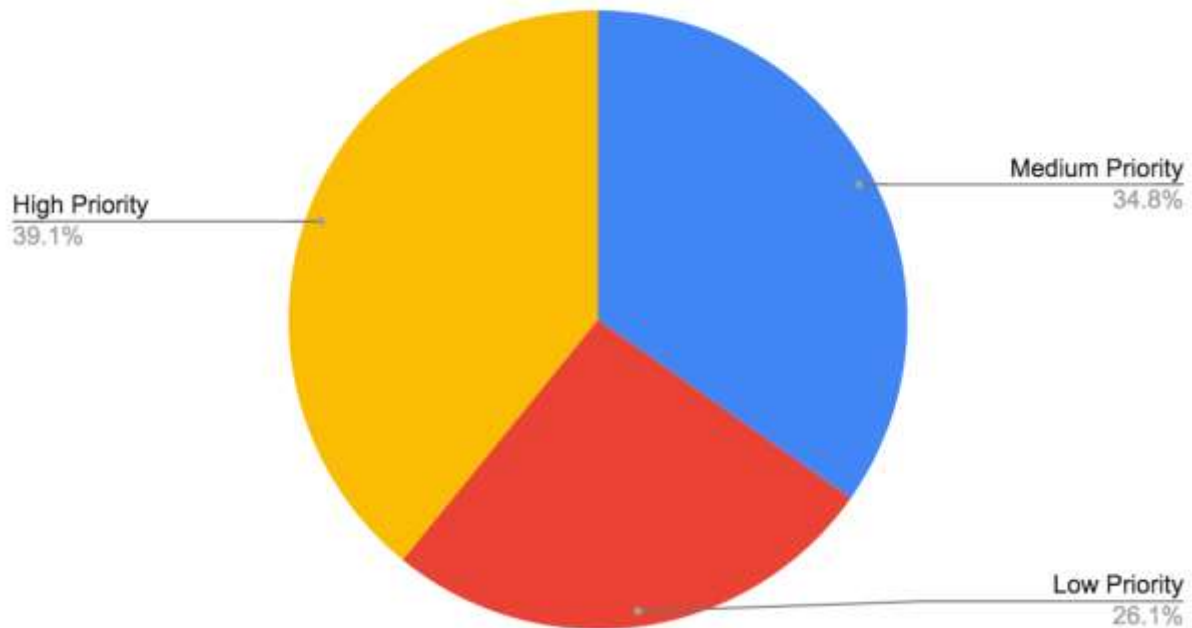
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Inter-disciplinary Unit Development]



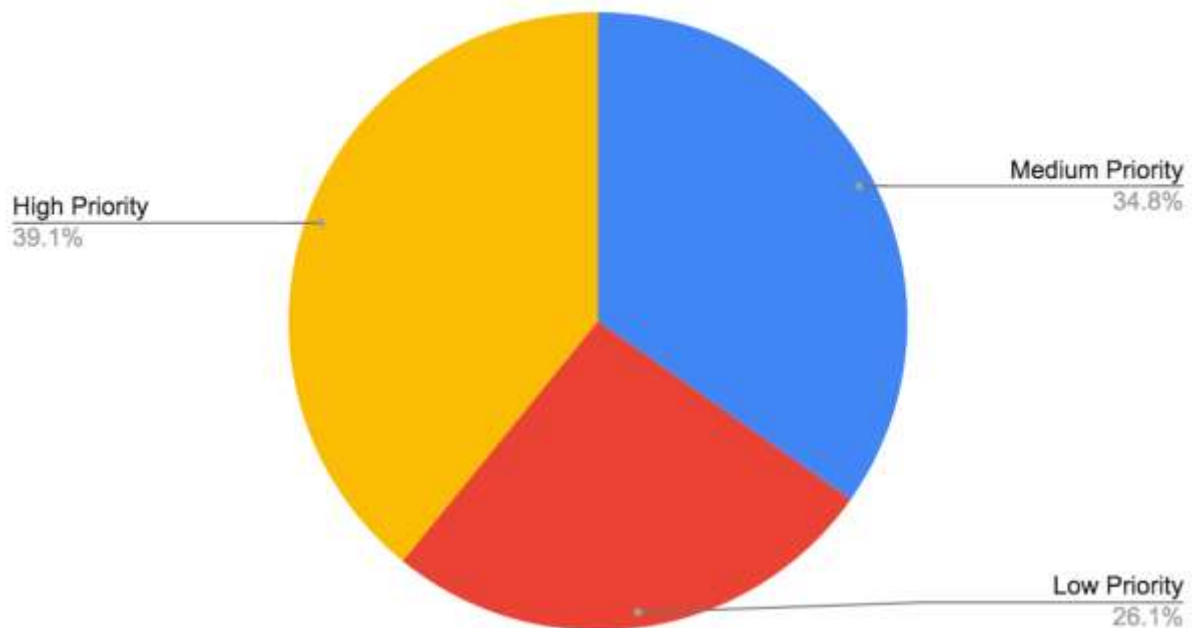
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Common Assessment]



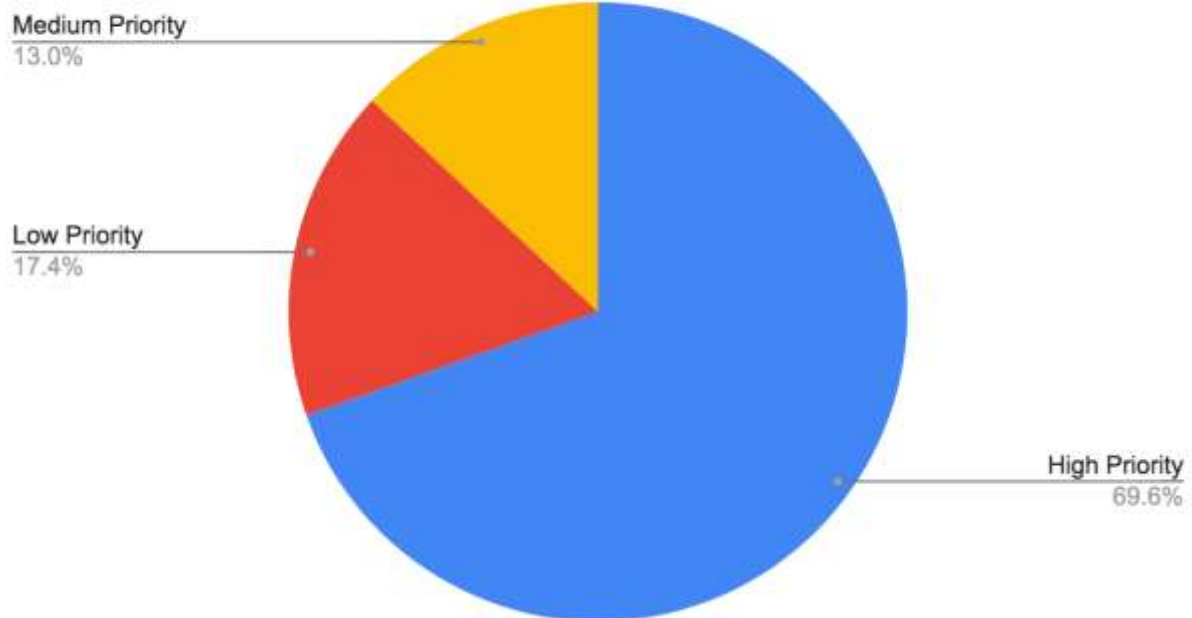
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Math Strategies]



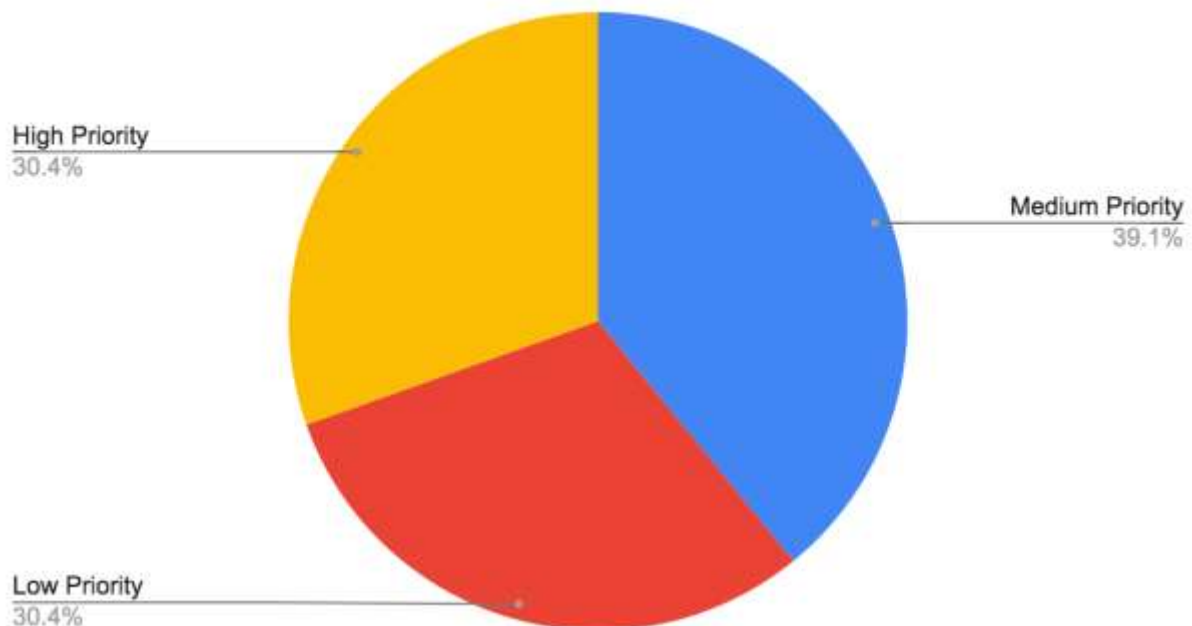
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Math Strategies]



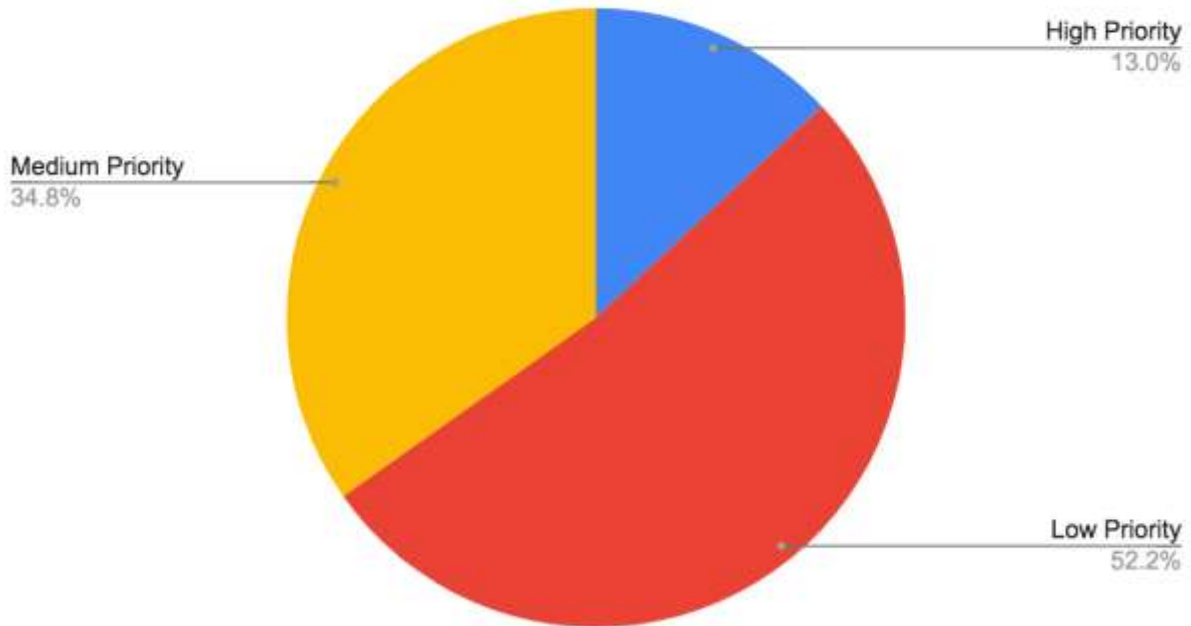
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Reading Strategies]



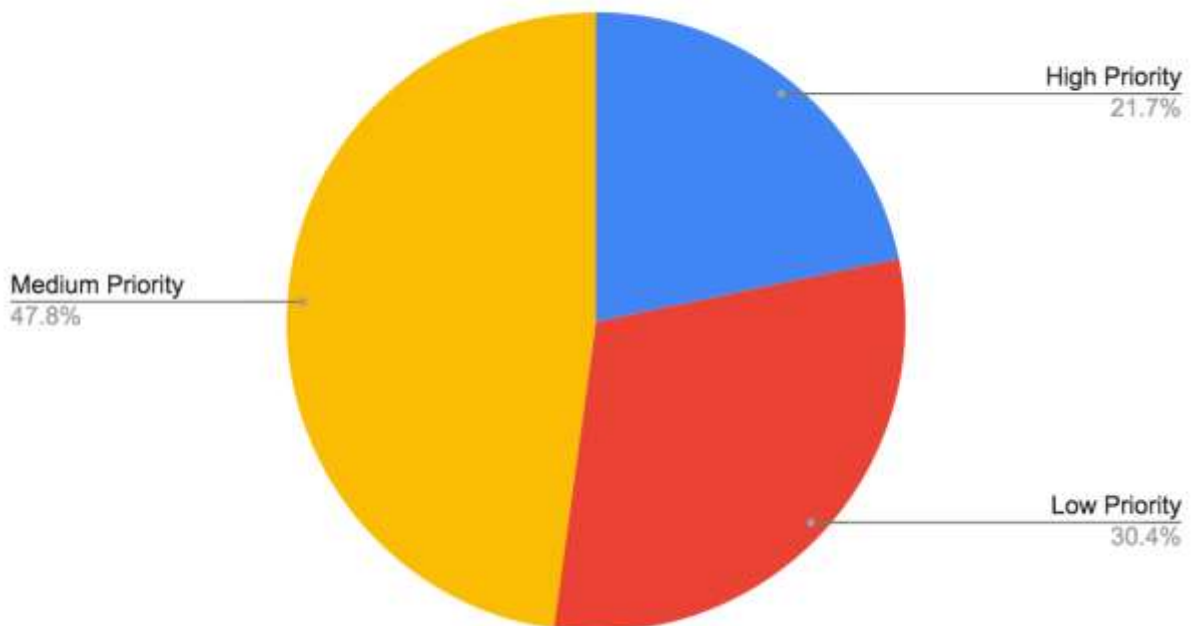
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Science, Technology, and Engineering Strategies]



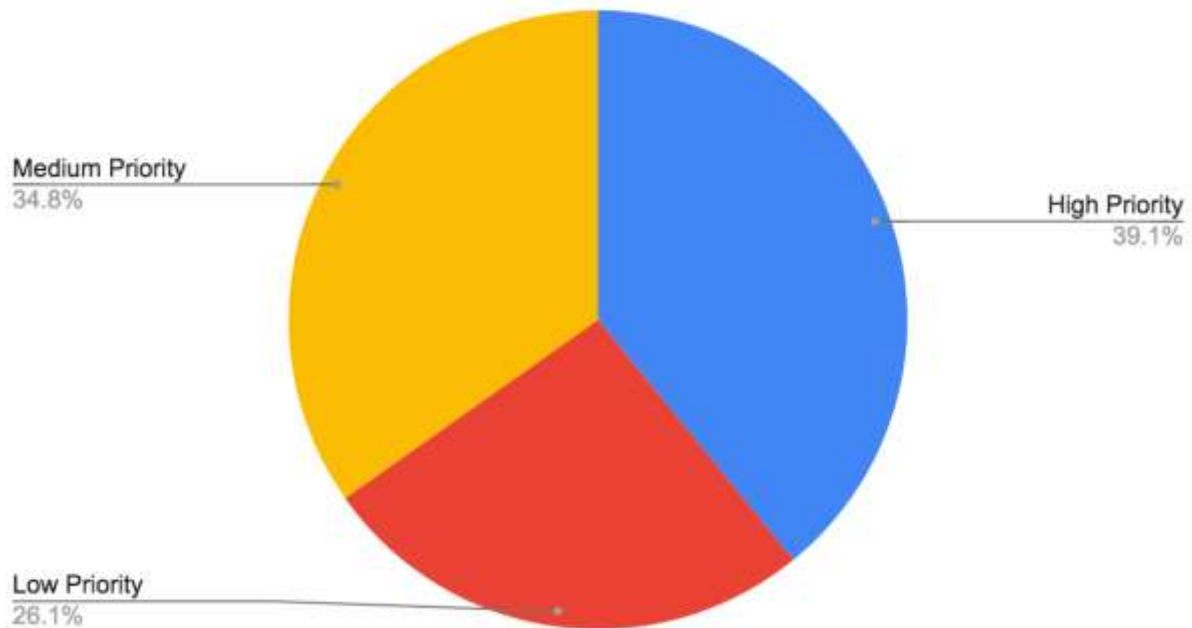
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Standard Based Report Cards]



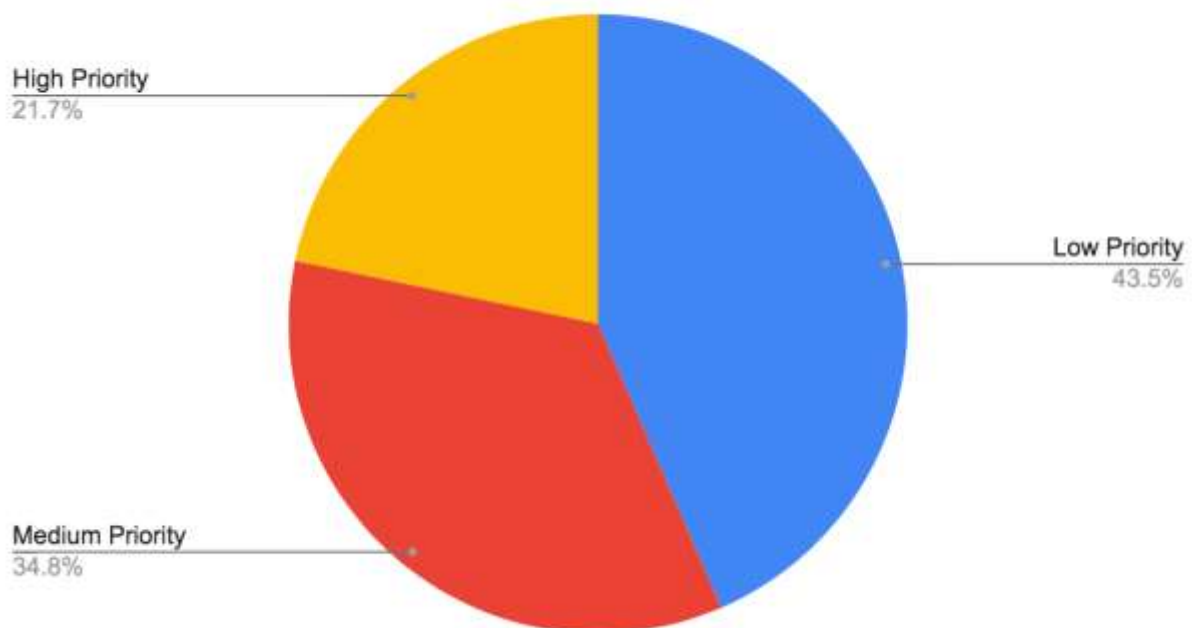
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Vertical Team Meetings]



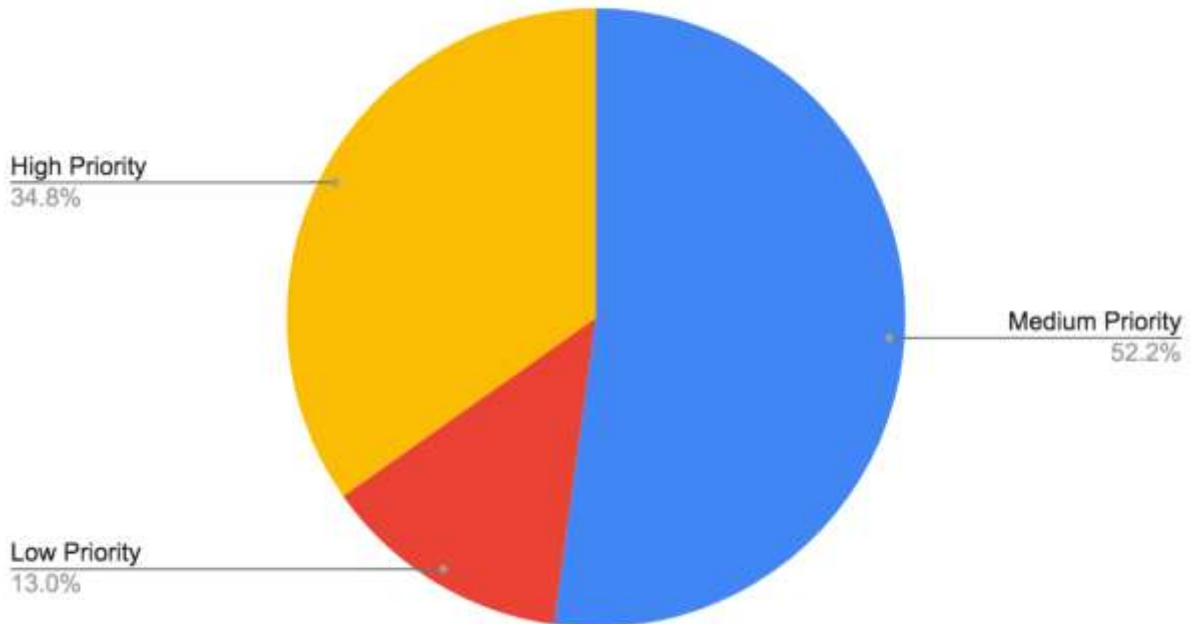
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Horizontal Team Meetings]



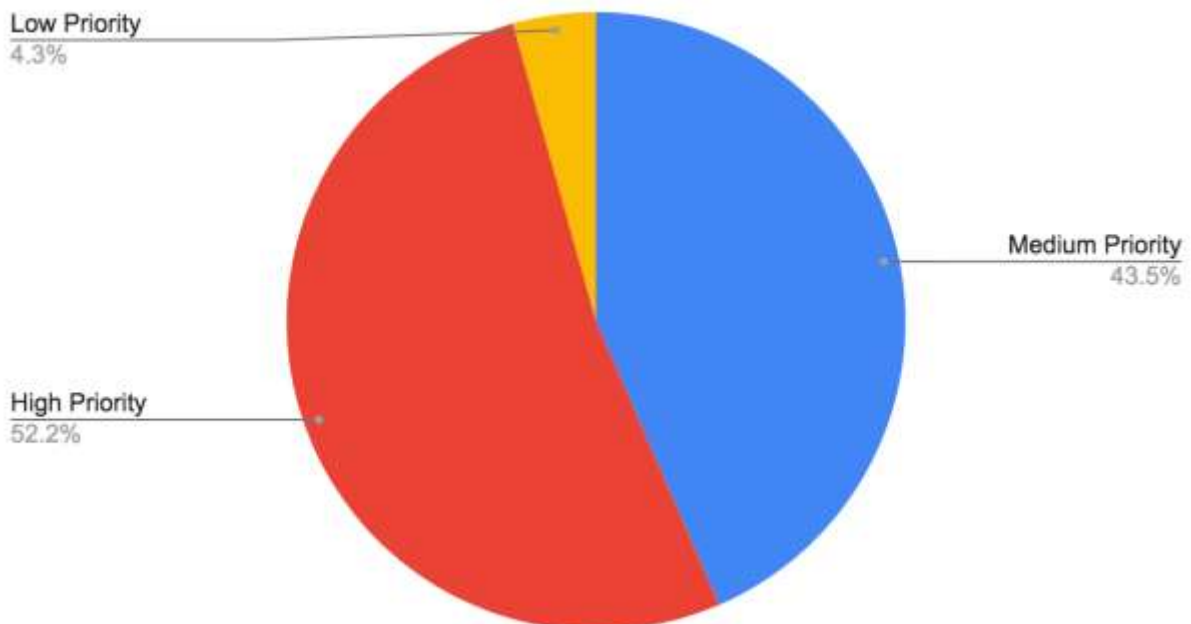
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Responsive Classroom]



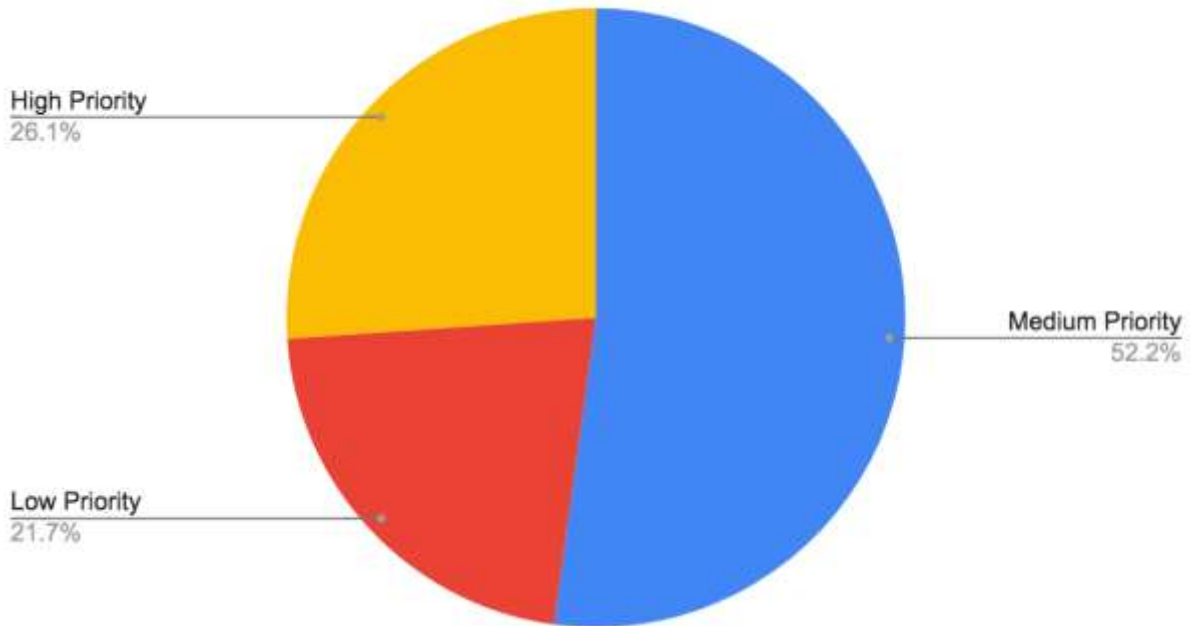
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Teaching Diverse Learners]



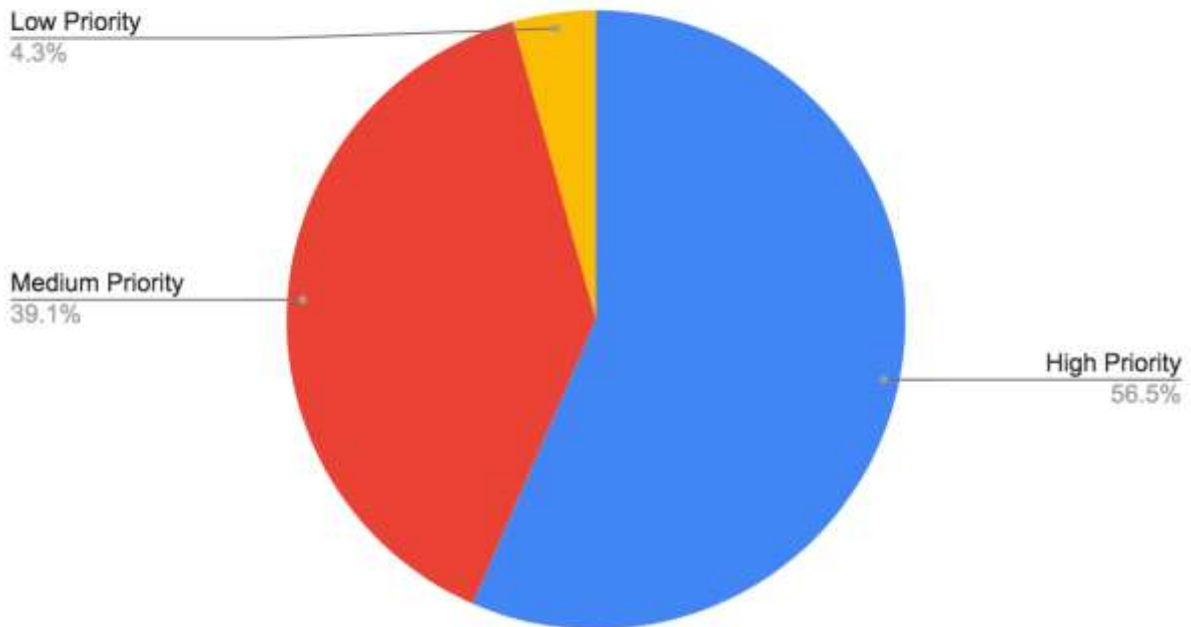
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Creating Equitable Classrooms]



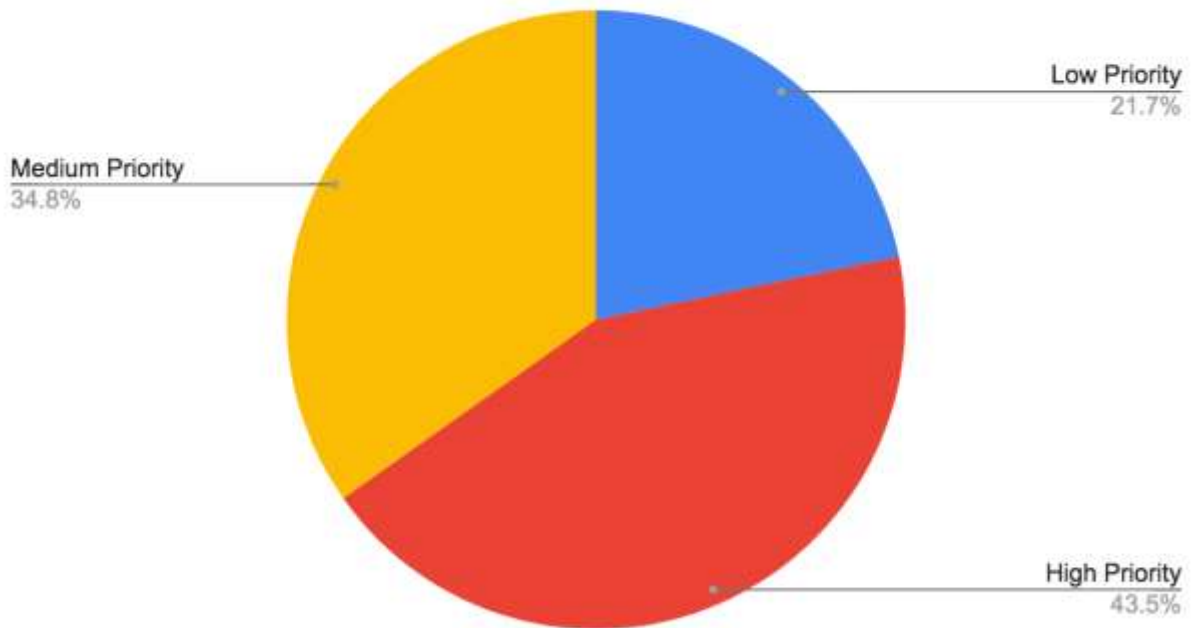
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Supporting Students Study Skills]



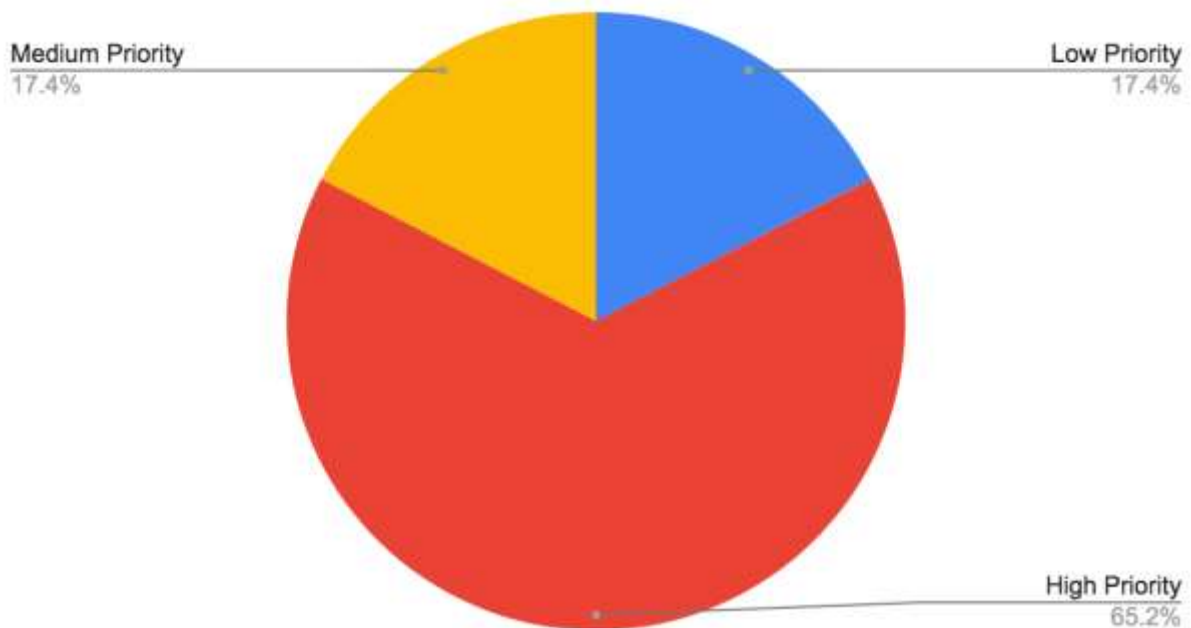
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Inclusive Classrooms]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Mindfulness]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Educator Self Care]



Center and Old Hammondtown School November 12, 2021 Full Day Professional Development Day	
8:35- 11:00	Offering 1 Early Literacy All Center and Old Hammondtown educators ,related service providers, and specialist will have the opportunity participate in Early Literacy Professional Development Offering 2 Responsive Classroom (if you are new to the district)
Lunch 11:00- 12:00	
12:00- 2:00	Offering 1 Building Based Grade Level Meeting and department meetings Offering 2 We have this data. Now what? Offering 3 Responsive Classroom (if you are new to the district)
Center and Old Hammondtown Elementary School January 18, 2022 Full Day Professional Development Day	
8:35- 11:00	Offering 1 How do we connect our Project-Based Learning to Support Diverse Learners? Open to Center and Old Hammondtown Educators, related service providers, and specialist Offering 2 Responsive Classroom (if you are new to the district) Offering 3 Building - Based Grade Level Meeting and department meetings Offering 4 Personalized Learning
Lunch 11:00- 12:00	
12:00- 2:00	Offering 1 All Center and Old Hammondtown educators , related service providers, and specialist will have the opportunity to participate in K-6 Reading Intervention Offering 2 Responsive Classroom

Rochester Memorial Elementary School

Led by
Principal Derek J. Medeiros and Assistant Principal Charles K. West



Our school values spell the acronym C.A.R.E.S:

Cooperation, Assertiveness, Responsibility, Empathy & Self-Control.

We seek to demonstrate these values in all that we do!

Rochester Memorial Elementary School



Dear Rochester Memorial Elementary School Community,

Enclosed are the results from the district-wide professional development survey. Your building principal, Derek Medeiros, has the data from the survey which will be reviewed at an upcoming School Council meeting.

The responses for Rochester Memorial Elementary School are as follows: 20 educators responded and 212 parents/guardians responded. A total of 473 students in grades 6-12 responded to the student survey.

In the section below you will see the results of the survey and also the schedule for Rochester Memorial Elementary School's two full days of professional development for the upcoming school year.

Best,

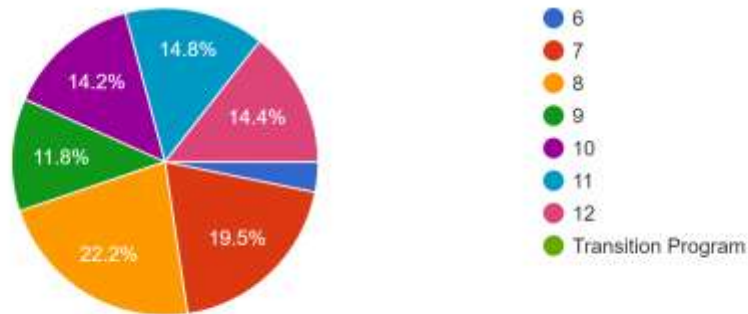
Jannell

Jannell

Student Survey Results

What grade are you in?

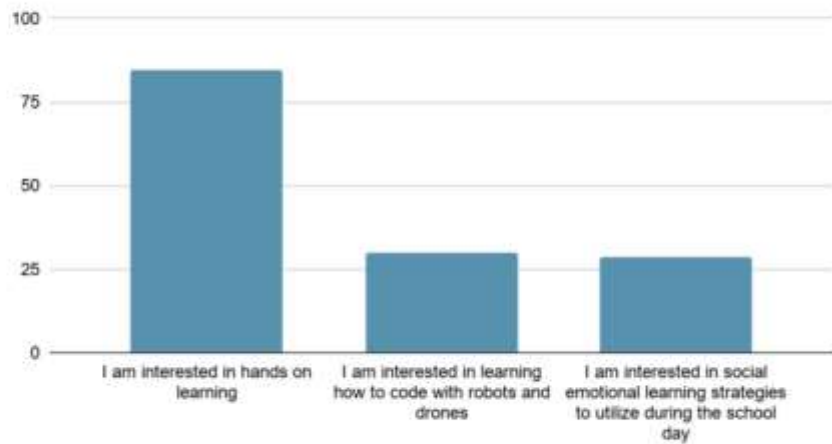
473 responses



Student Centered Learning

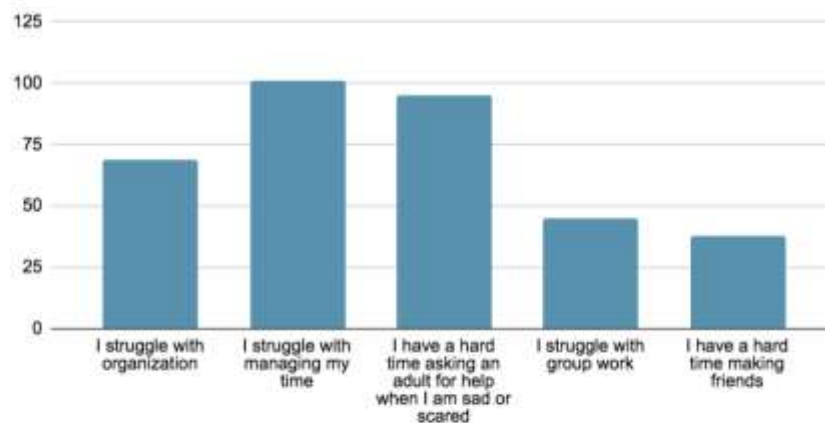


Students interest



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

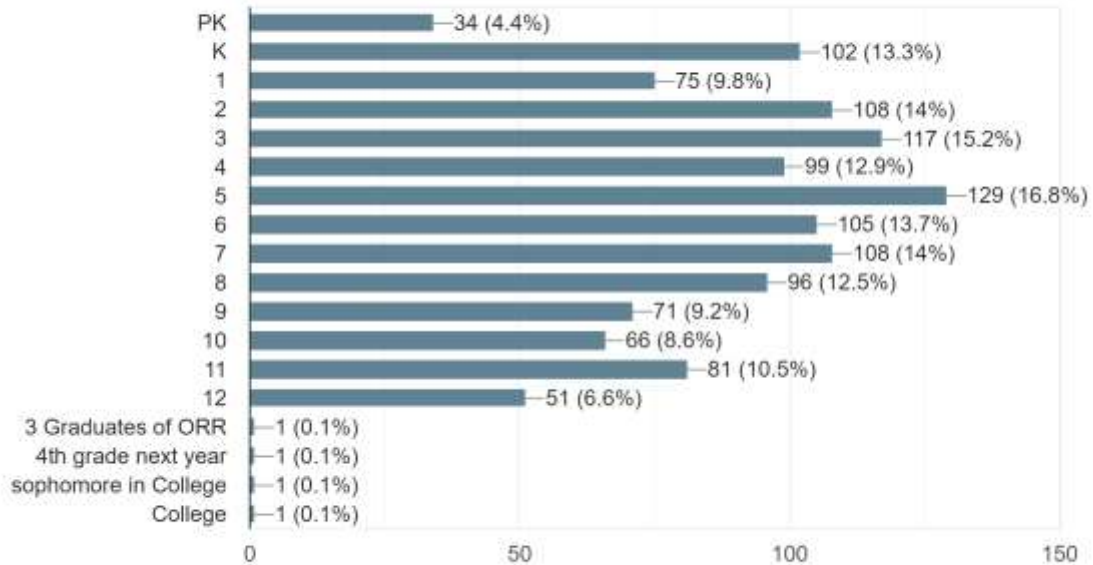
We want to know how you are feeling and how can we help you?



Parents/Guardians Results

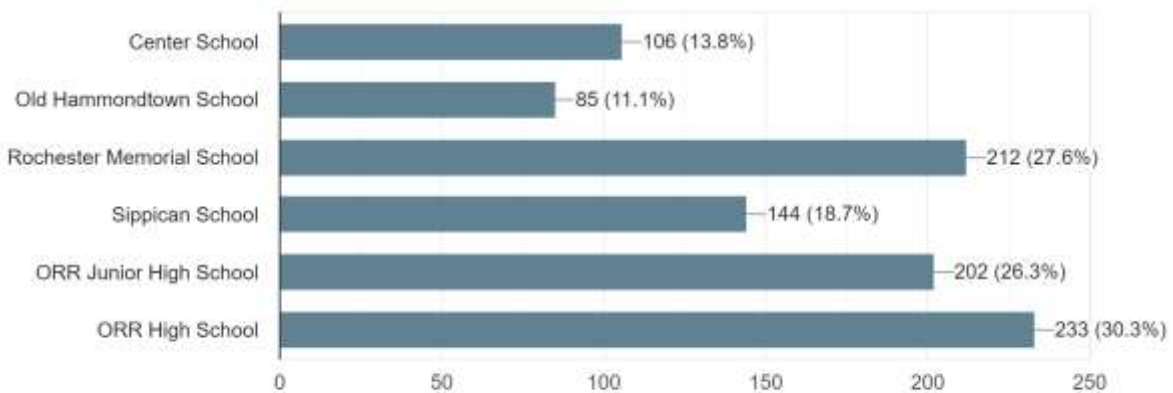
(1) Select that all apply. In which grade(s) do you have students?

769 responses

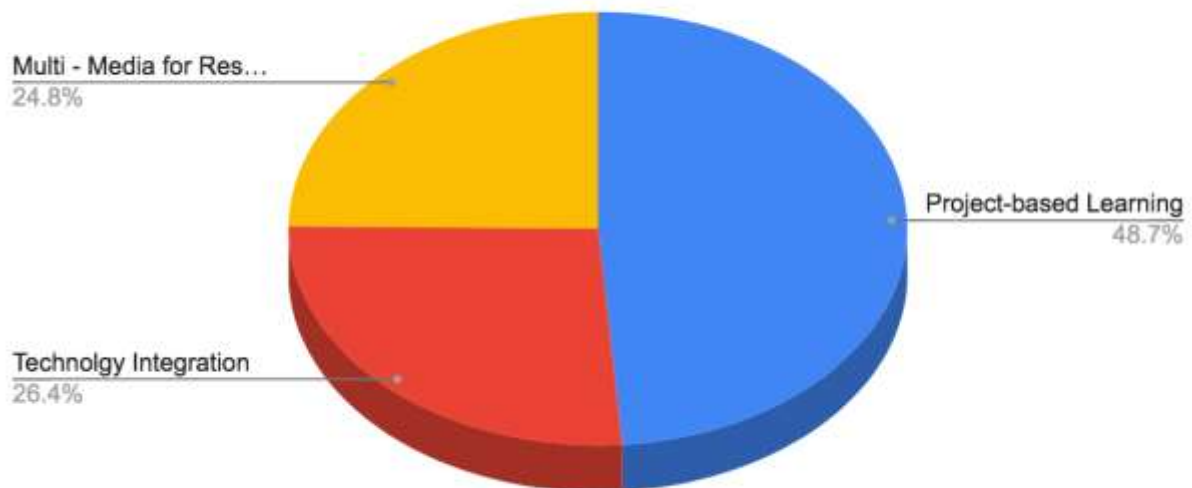


(2) Select that all apply. Which school(s) does your student(s) attend?

769 responses

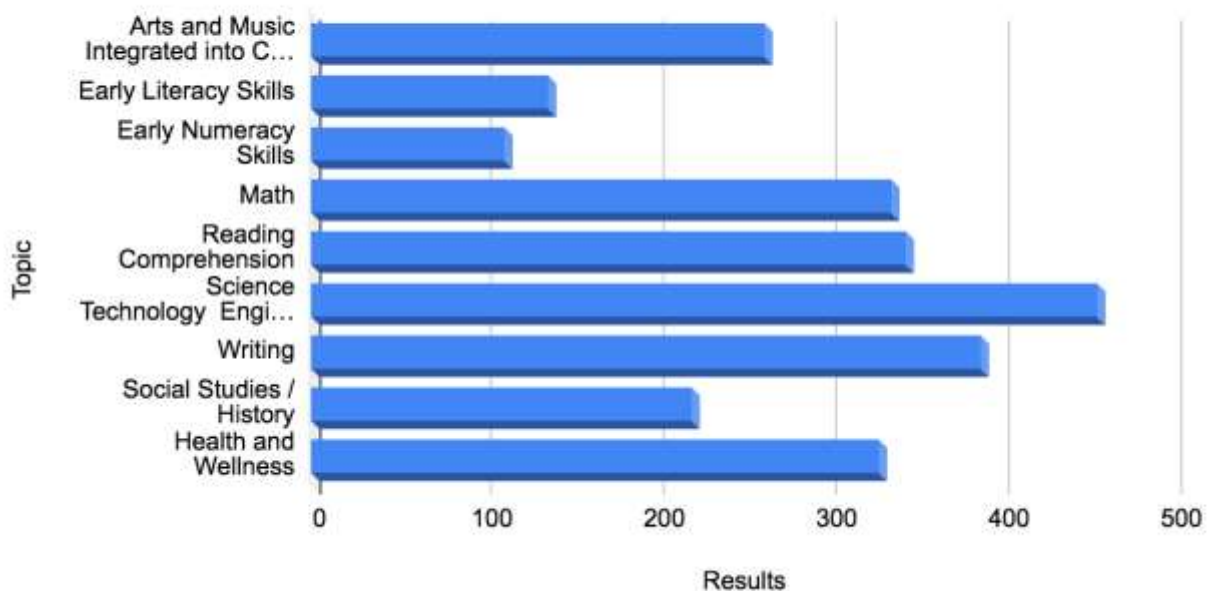


Select all that apply. Which technology integration activities would you like the district professional development plan to prioritize? The most response from parents/guardians.



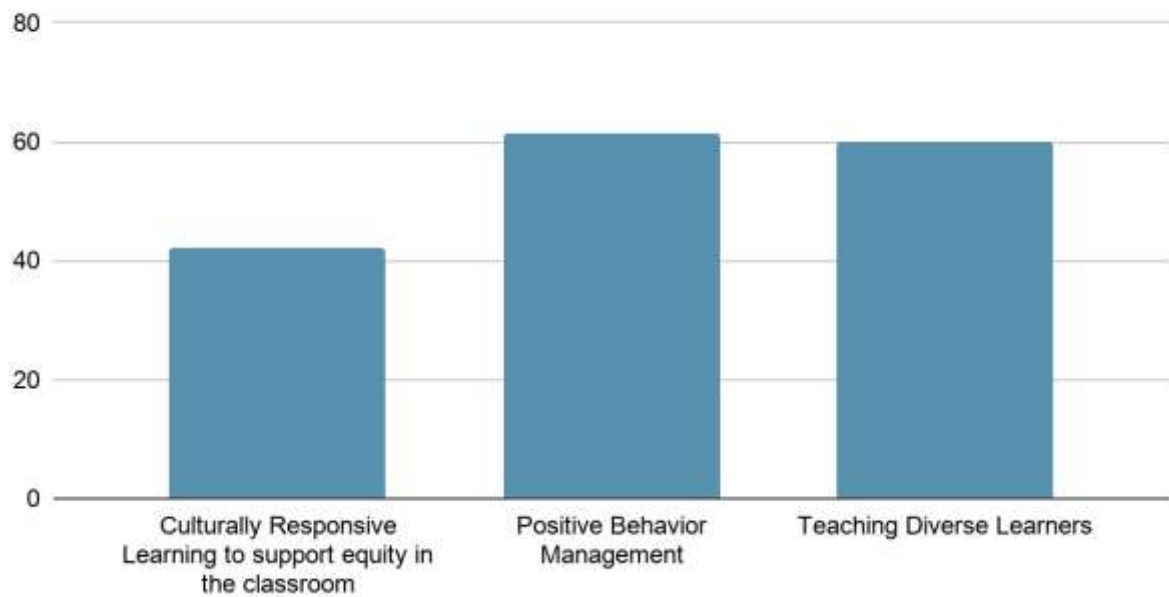
Parents/guardians are most interested in educators learning more about project-based learning as part of the district-wide professional development.

Select all that apply. In which content area(s) would you like to see professional development offered to your child's teacher?

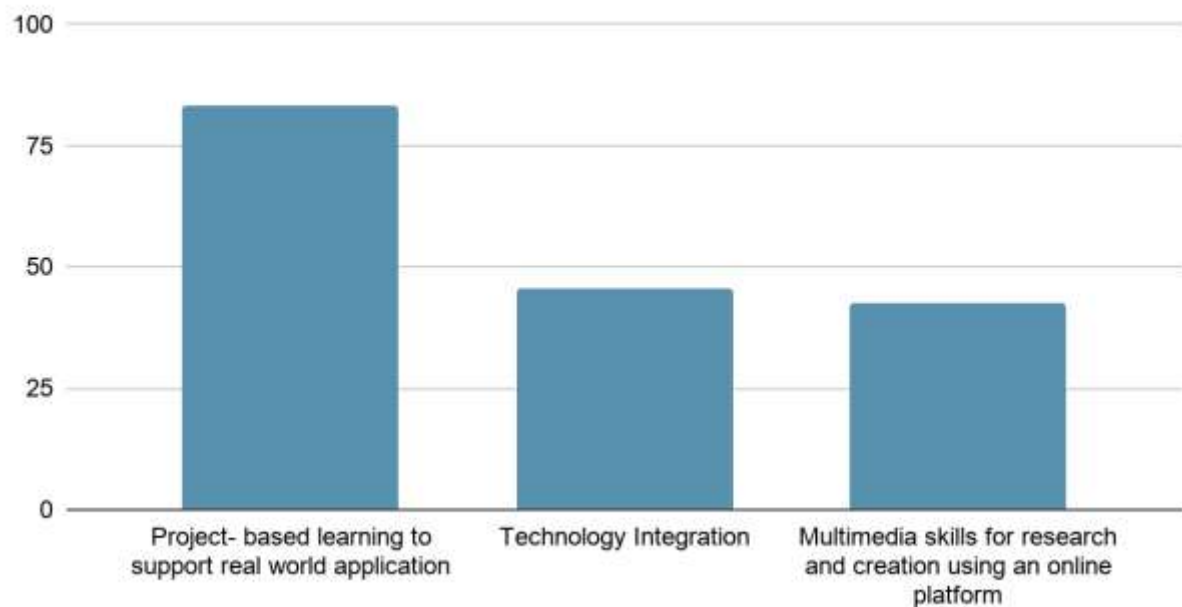


Parents and guardians are most interested for educators to receive professional development opportunities to incorporate Science, Technology, Engineering and Mathematics to support their child's learning.

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

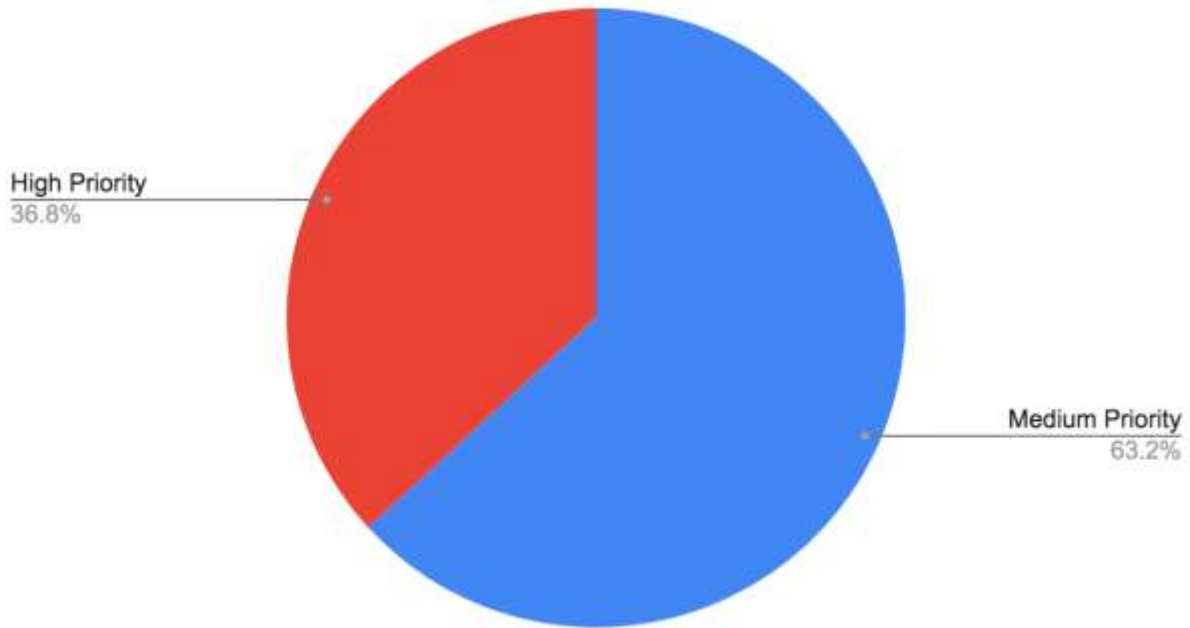


Which technology integration activities would you like the district professional development plan to prioritize?

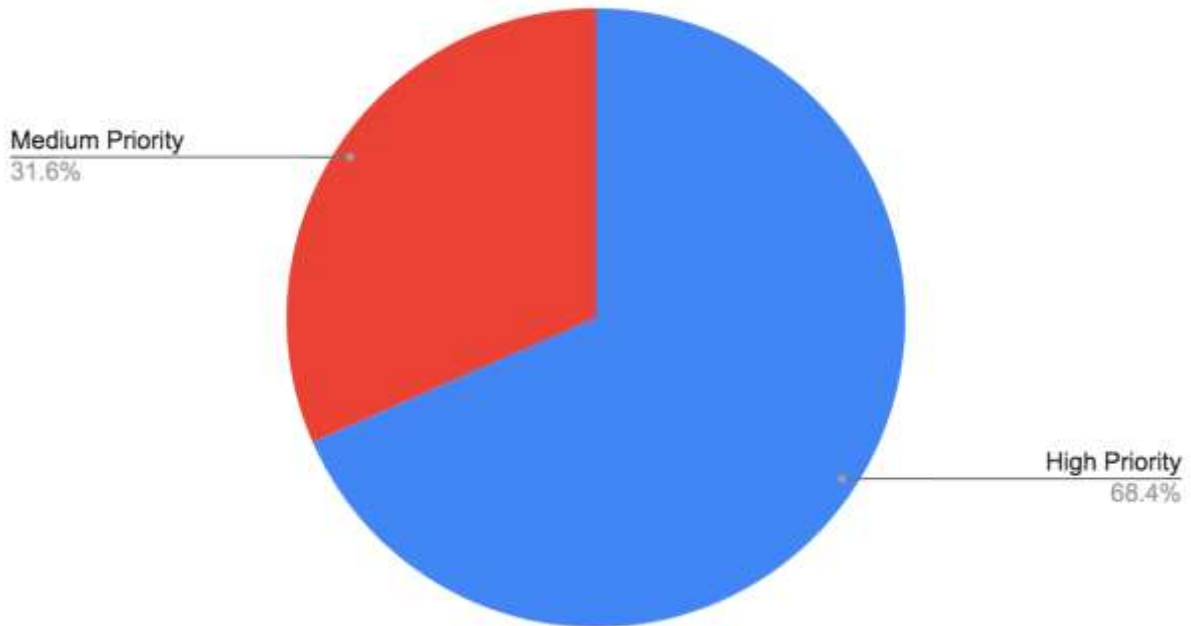


Results from the Educators of Rochester Public Schools

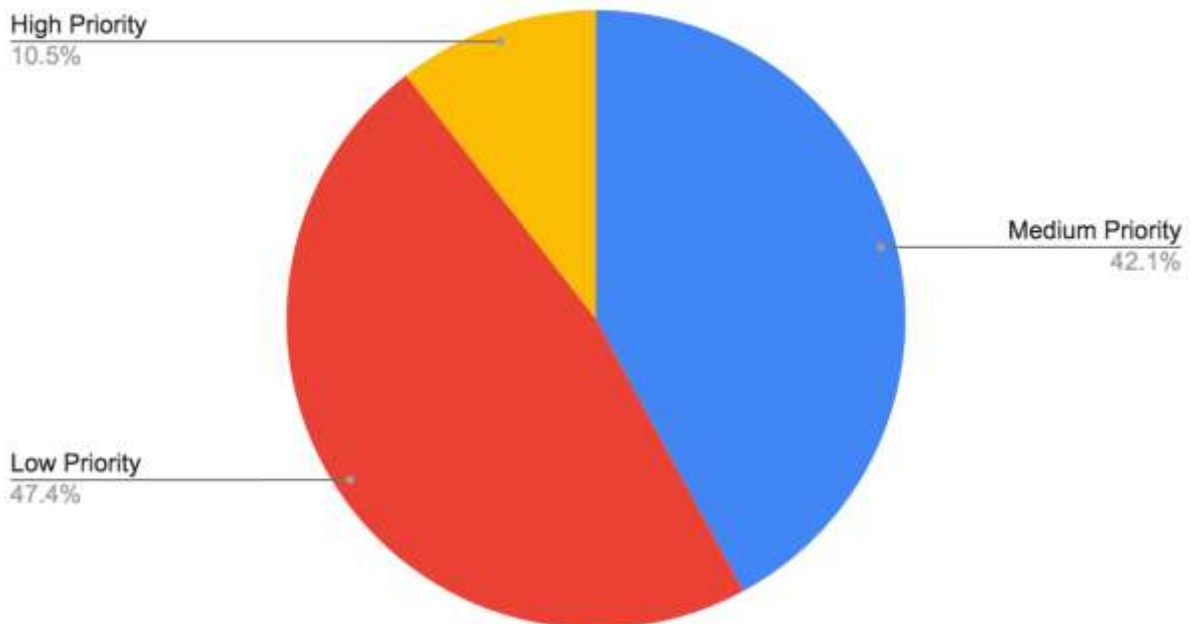
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Project-Based Learning]



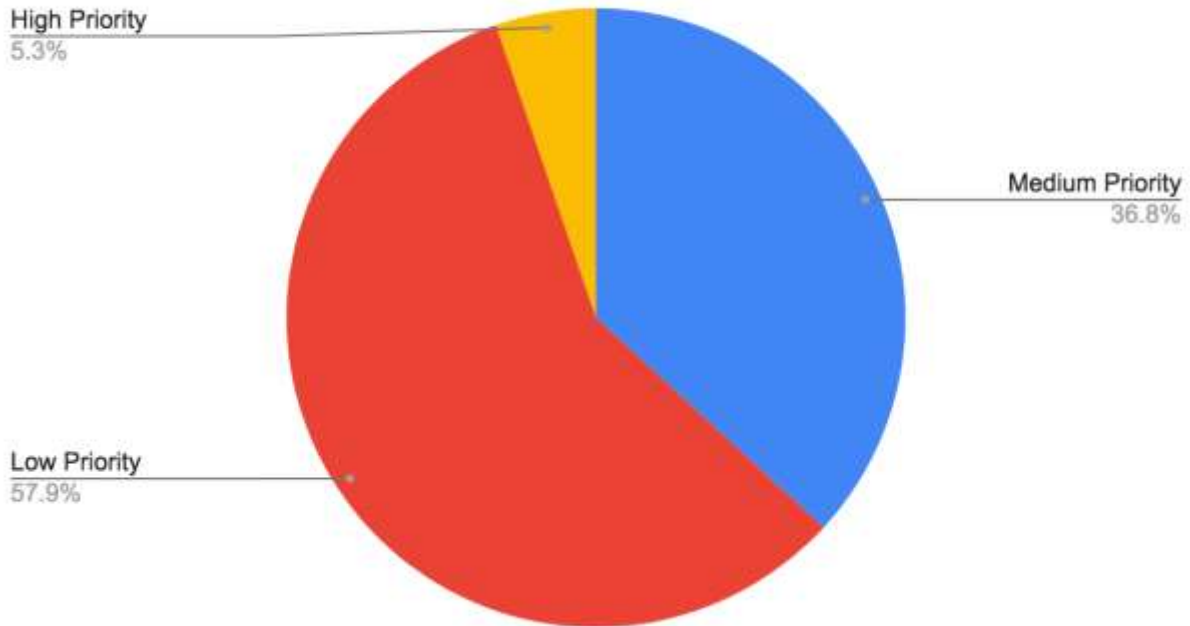
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Personalized Learning]



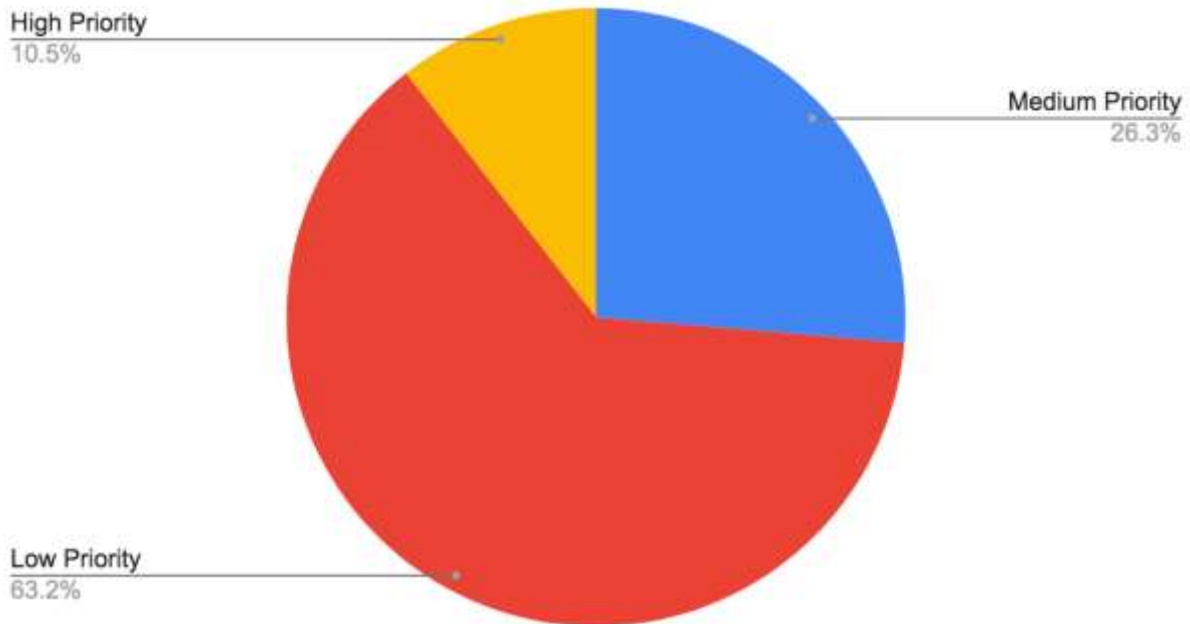
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Peardeck]



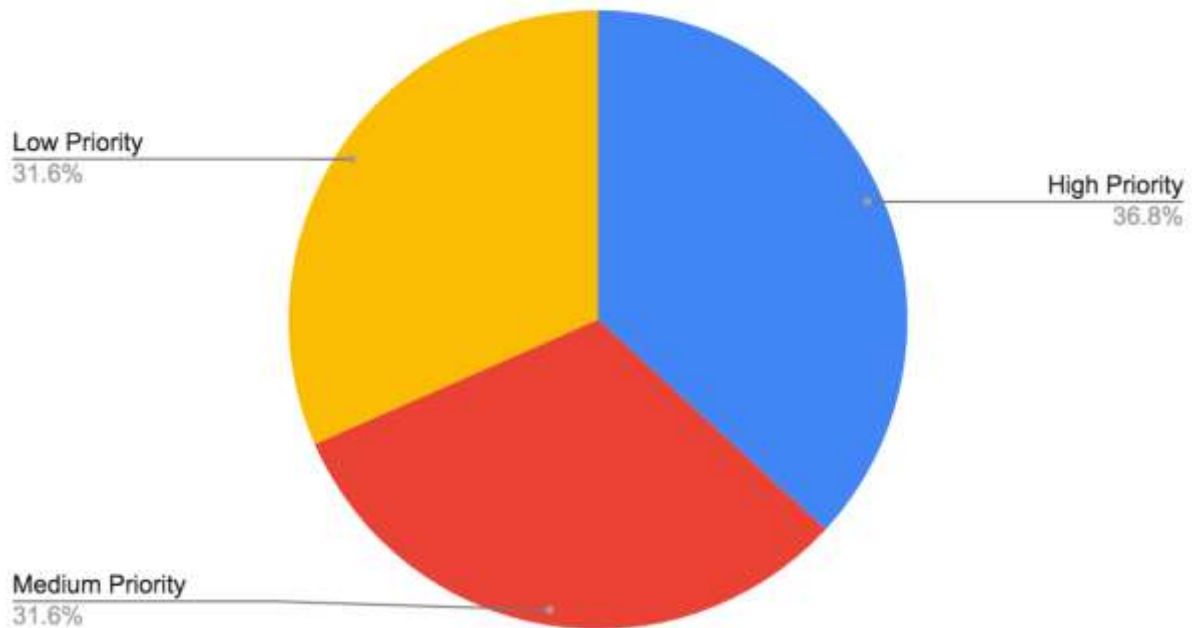
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencastify]



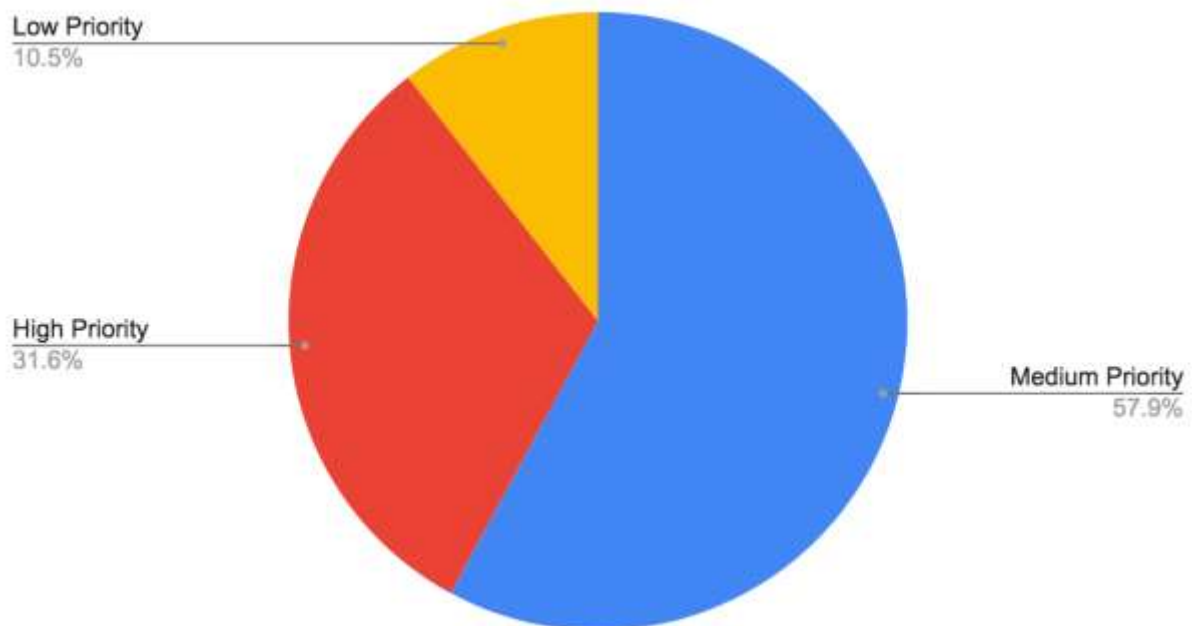
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencast-O-Matic]



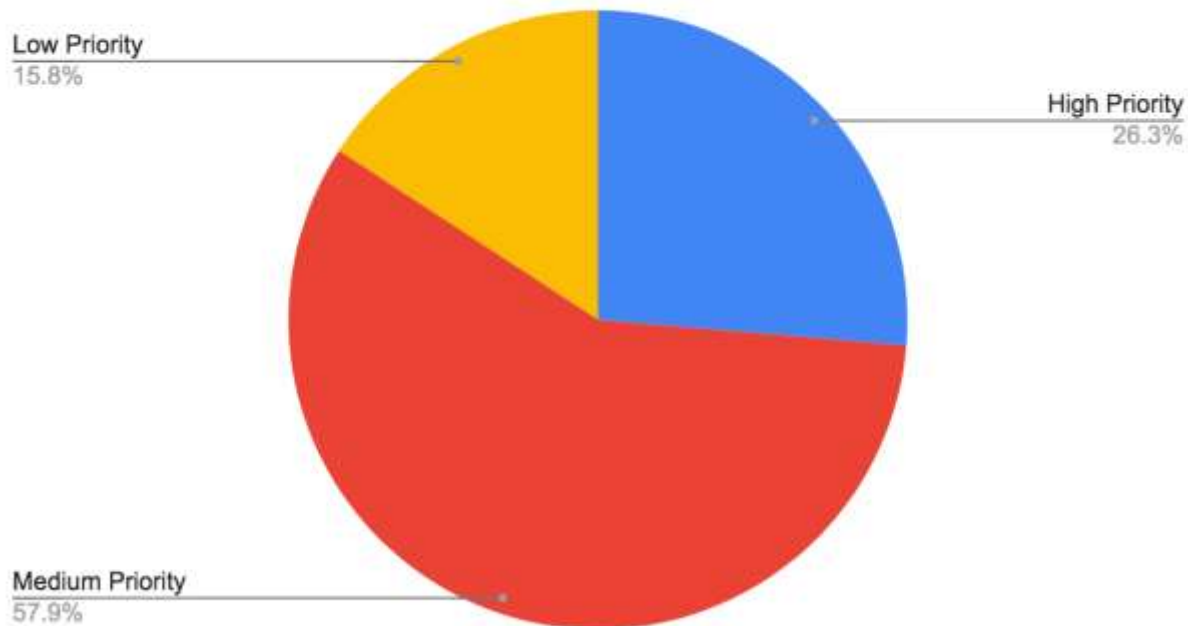
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Early Literacy Skills]



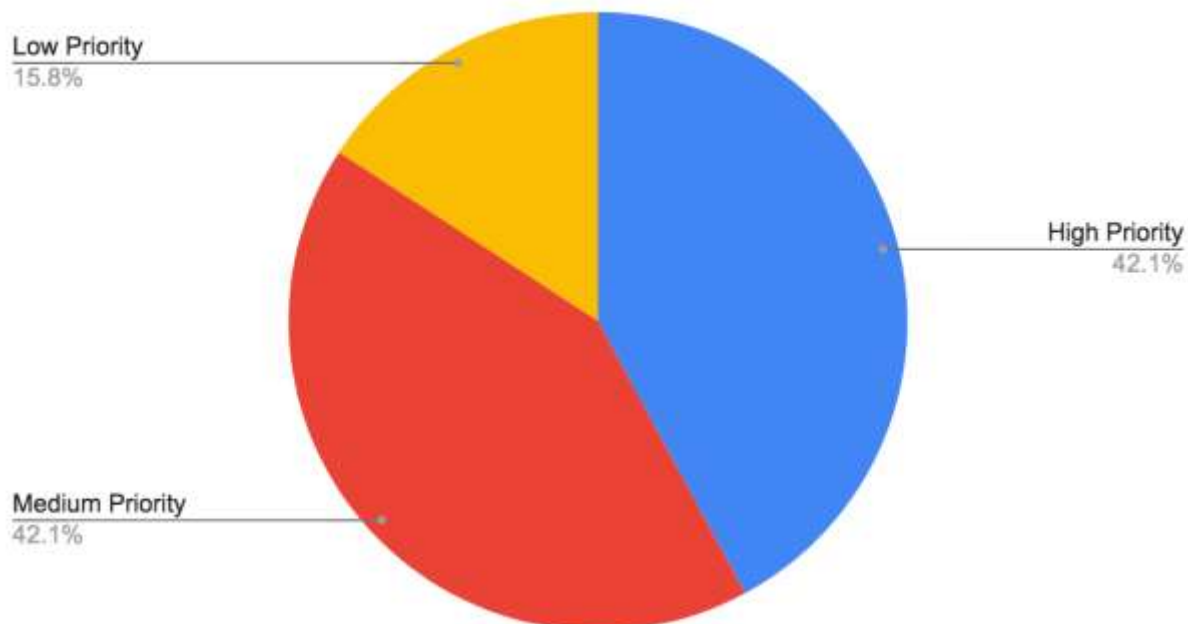
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Inter-disciplinary Unit Development]



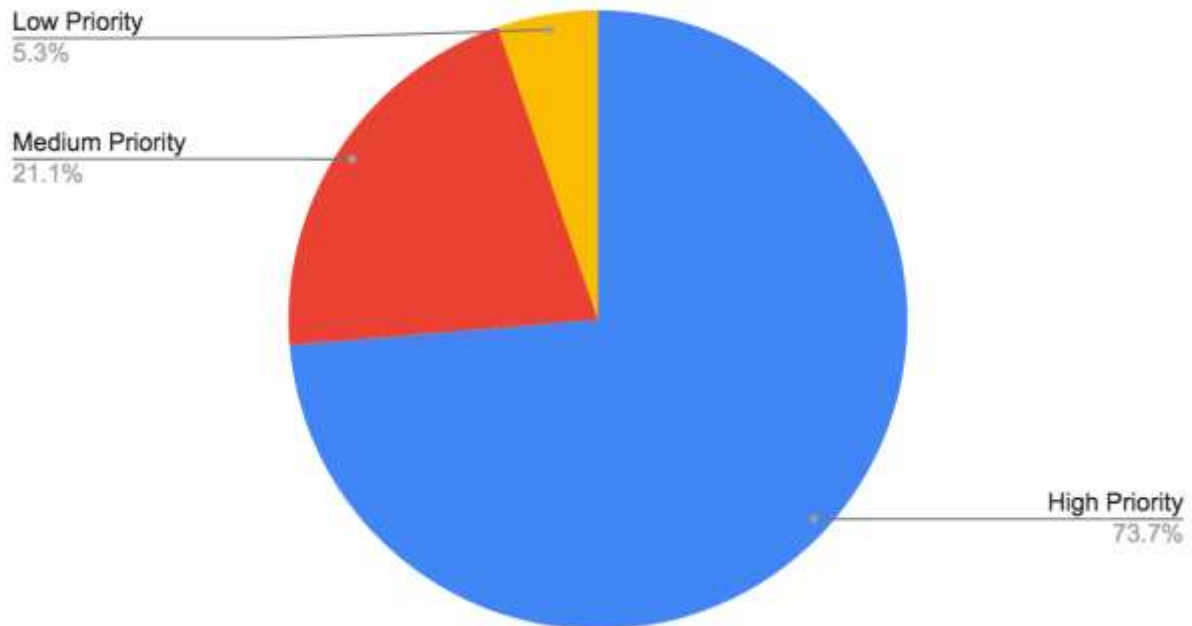
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Common Assessment]



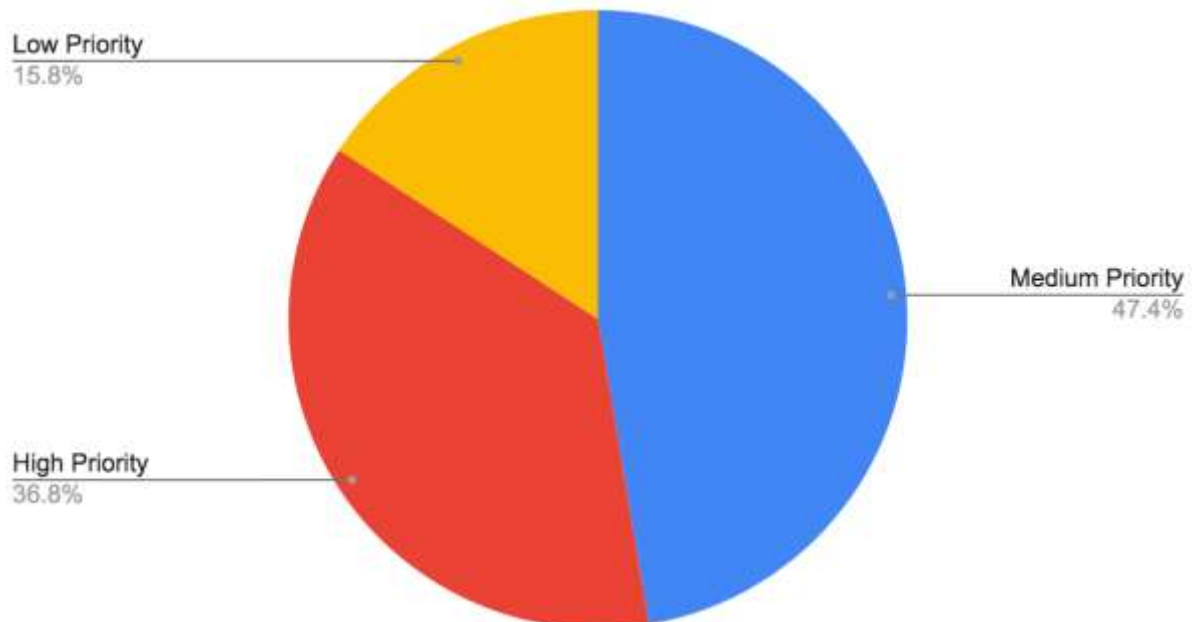
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Math Strategies]



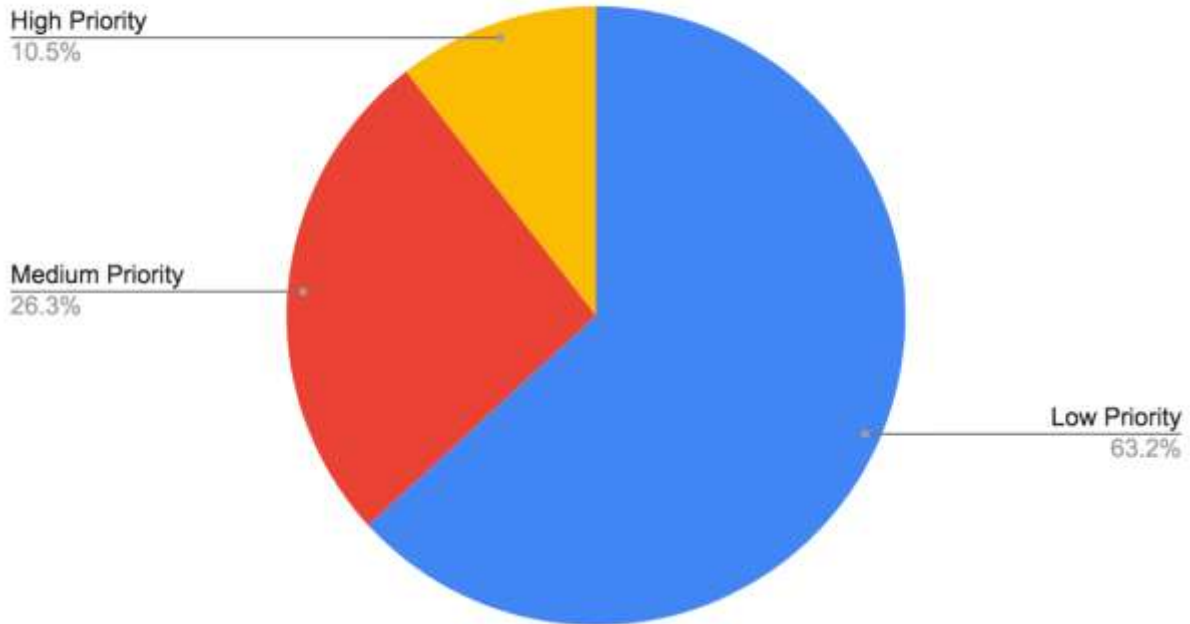
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Reading Strategies]



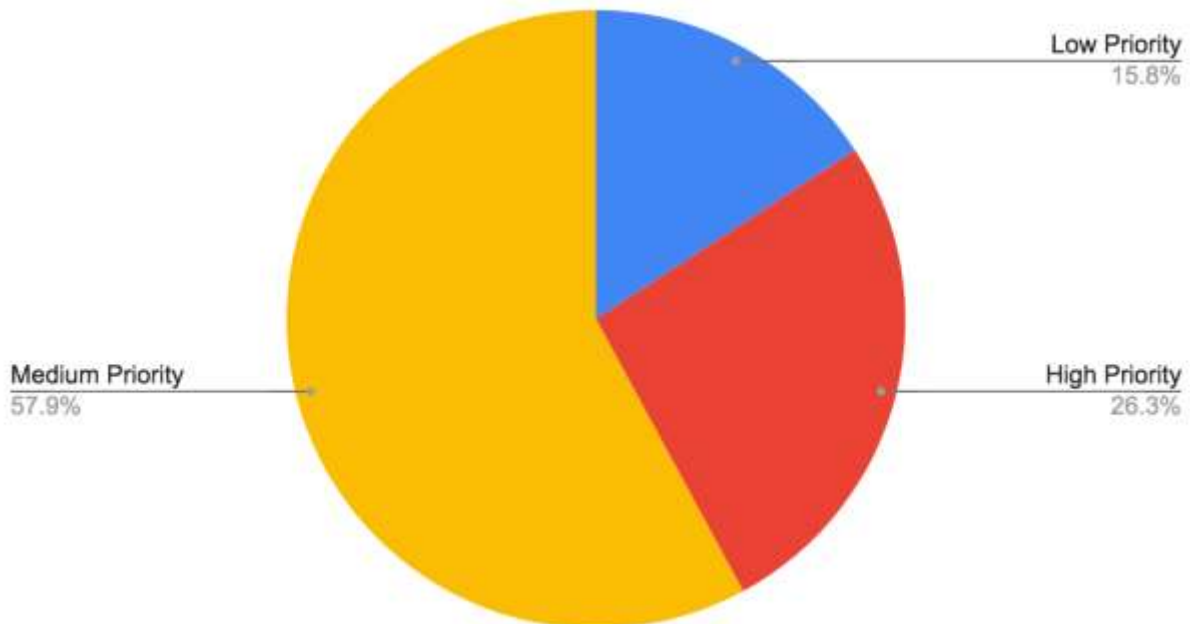
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Science, Technology, and Engineering Strategies]



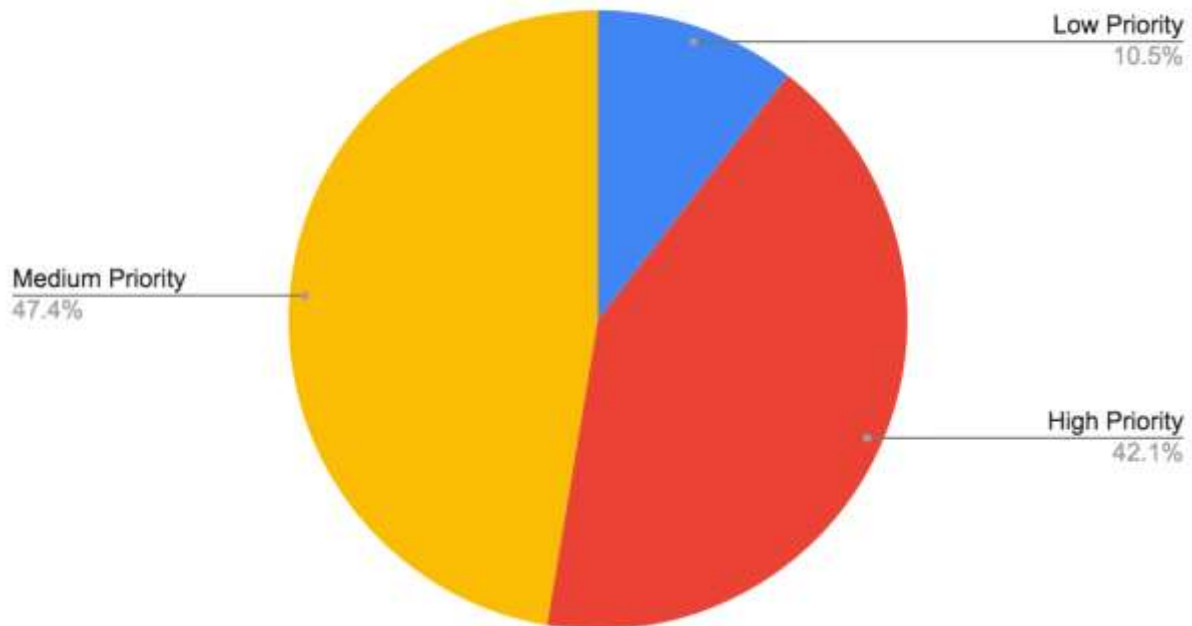
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Standard Based Report Cards]



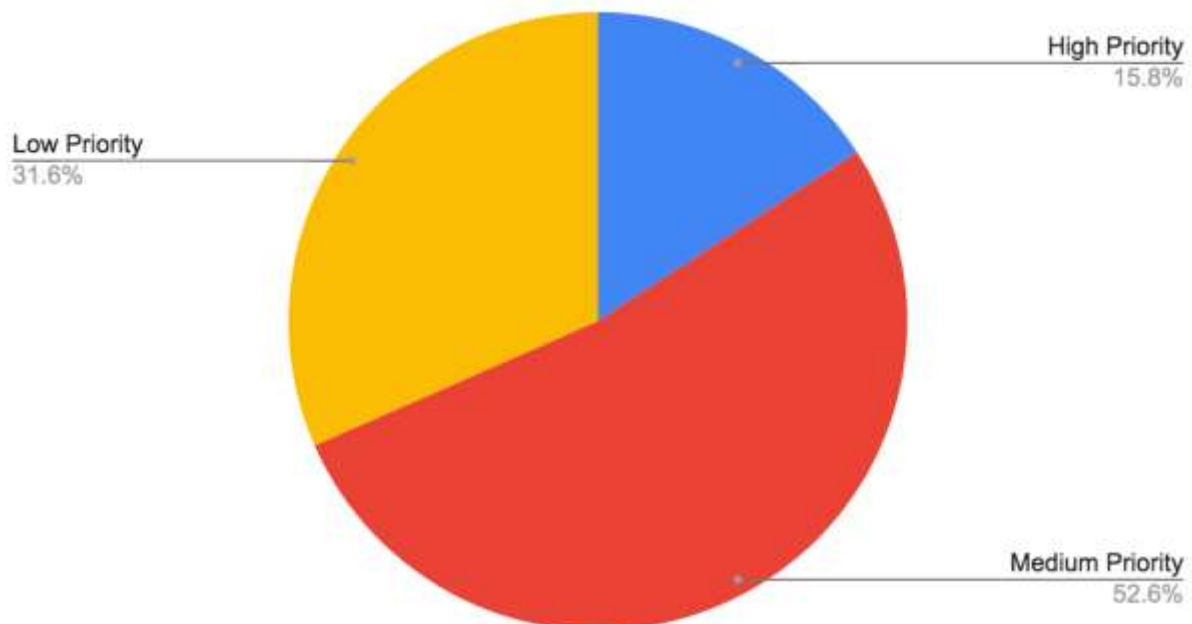
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Vertical Team Meetings]



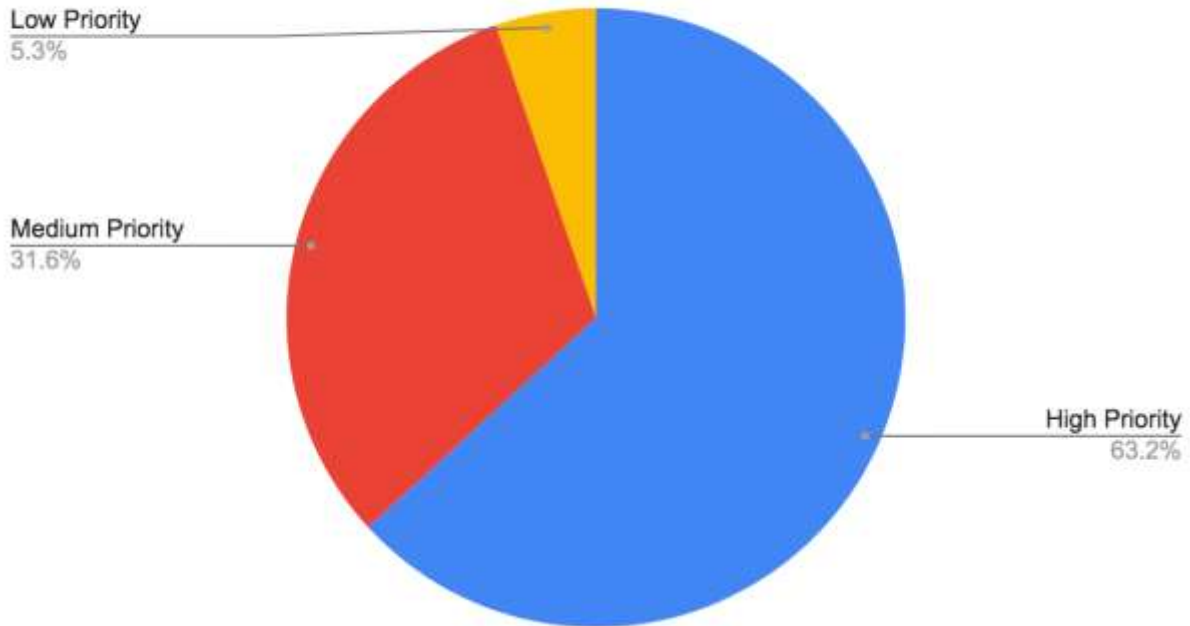
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Horizontal Team Meetings]



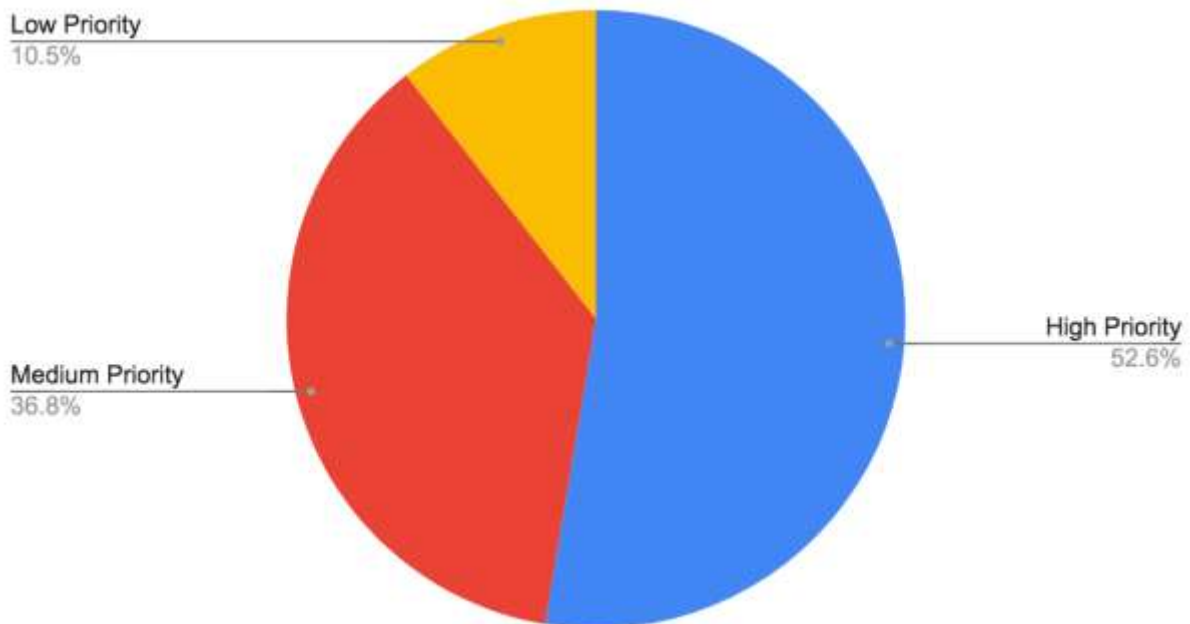
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Responsive Classroom]



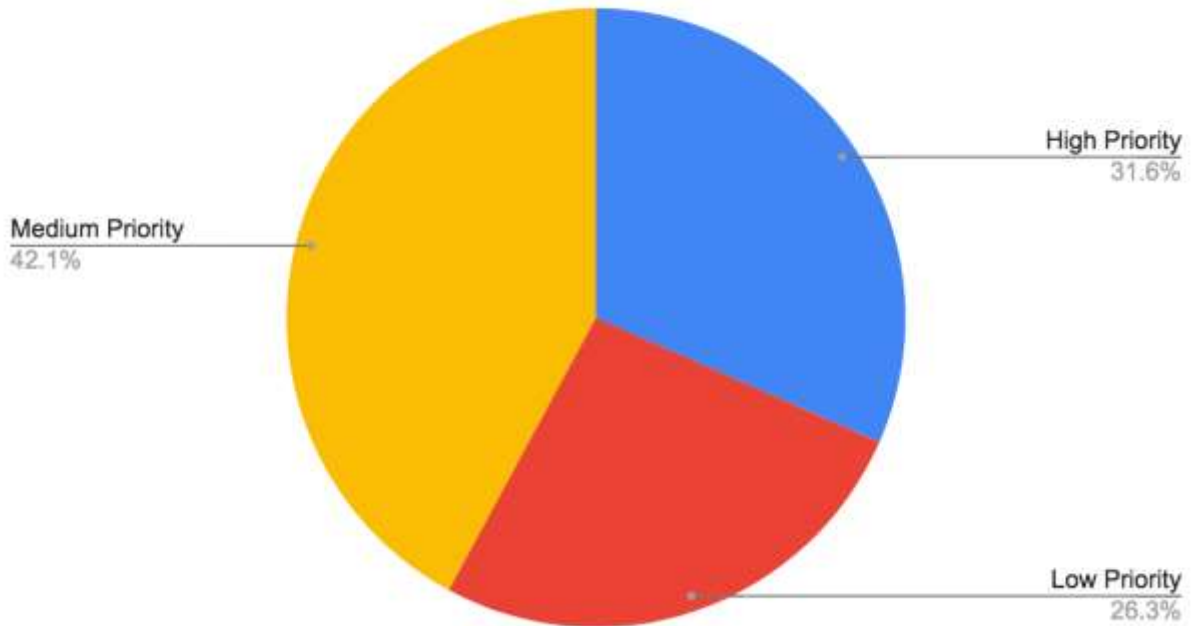
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Teaching Diverse Learners]



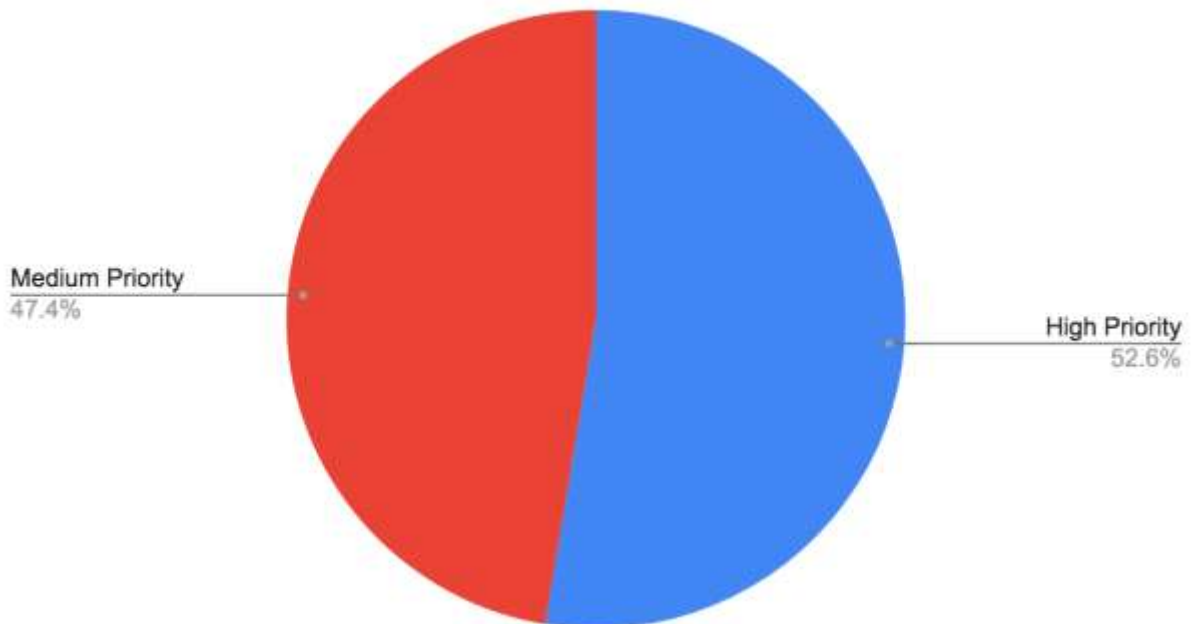
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Creating Equitable Classrooms]



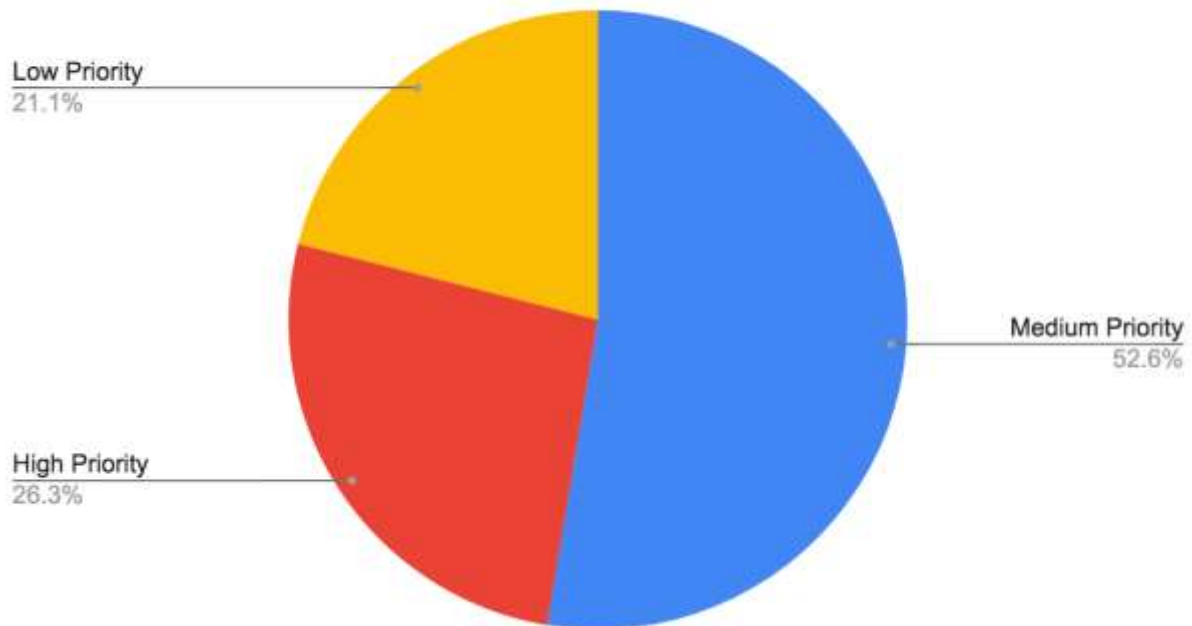
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Supporting Students Study Skills]



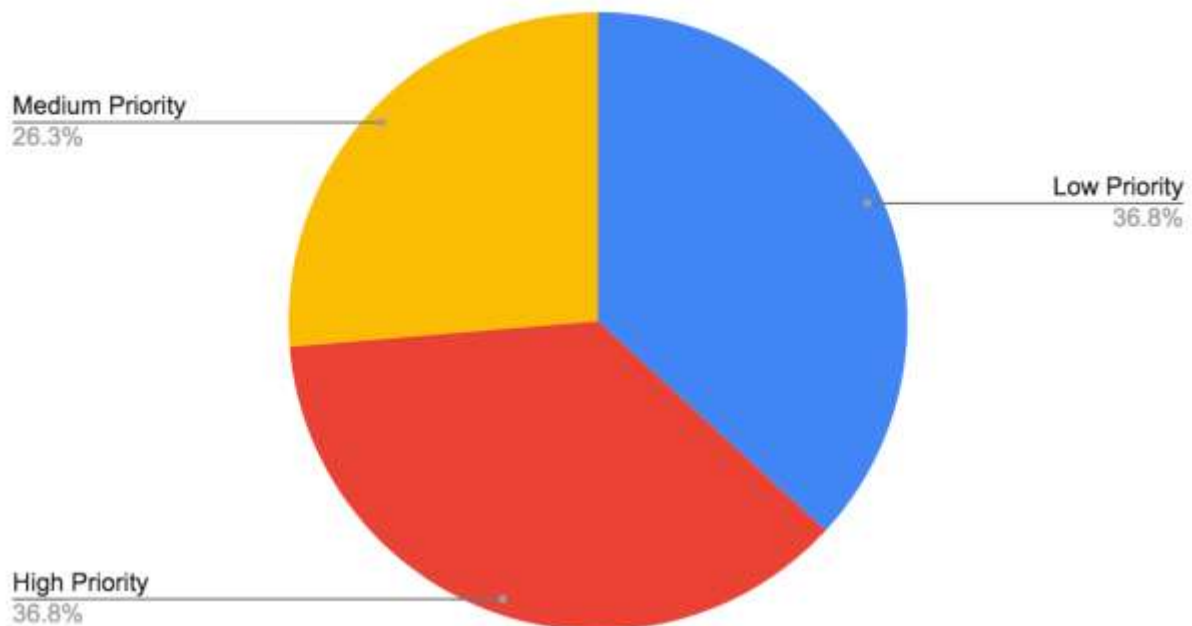
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Inclusive Classrooms]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Mindfulness]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Educator Self Care]



Schedule for Rochester Memorial Elementary School
November 12, 2021
Full Day Professional Development Day

8:35- 11:00	Offering 1 Grade Level Meetings Offering 2 We have this data. Now what? Offering 3 Responsive Classroom (if new to the district)
Lunch 11:00- 12:00	
12:00- 2:00	Offering 1 All Rochester Memorial Elementary School educators and related service providers will have the opportunity to participate in Early Literacy Skill Offering 2 Responsive Classroom (if new to the district)
Rochester Memorial Elementary School January 18 , 2022 Full Day Professional Development Day	
8:35- 11:00	Offering 1 All Rochester Memorial Elementary School educators and related service providers will have the opportunity to participate in K-6 Reading Interventions Offering 2 Responsive Classroom (if new to the district)
Lunch 11:00- 12:00	
12:00- 2:00	Offering 1 Grade Level Meetings Offering 2 How do we connect our project-based learning to support diverse learners? Offering 3 Personalized learning Offering 4 Responsive Classroom (For educators new to the district)

Old Rochester Regional Junior High and High School



Old Rochester Regional Junior High School



Led by
Principal Silas Coellner and
Assistant Principal Kelly Chouinard

"Our mission is to educate, motivate, and help students navigate a course into their future."

Old Rochester Regional High School



Led by
Principal Michael Devoll and
Assistant Principal Vanessa Harvey

The Old Rochester Regional Community works together to educate each person in a safe, challenging environment. As we prepare students for participation in society, we foster their academic and personal growth.

Old Rochester Regional Junior High and High School



Dear Old Rochester Regional Junior High and High School Community,

Enclosed are the results from the district-wide professional development survey. Your building principals, Michael Devoll and Silas Coellner, have the data from the survey which will be reviewing it at an upcoming School Council meeting.

The responses for Old Rochester Regional Junior High School are as follows:

Junior High School Educator Responses: 26

Junior High School Parent/Guardian Responses: 202

The responses for Old Rochester Regional High School are as follows:

High School Educator Responses: 33

High School Parent/Guardian Responses: 233

A total of 473 students in grades 6-12 responded to the student survey.

In the section below you will see the results of the survey and also the schedule for the Junior High School's and the High School's two full days of professional development for the upcoming school year.

Best,

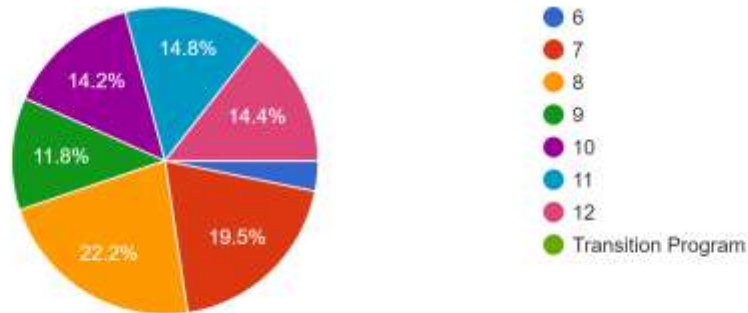
Jannell

Jannell

Student Survey Results

What grade are you in?

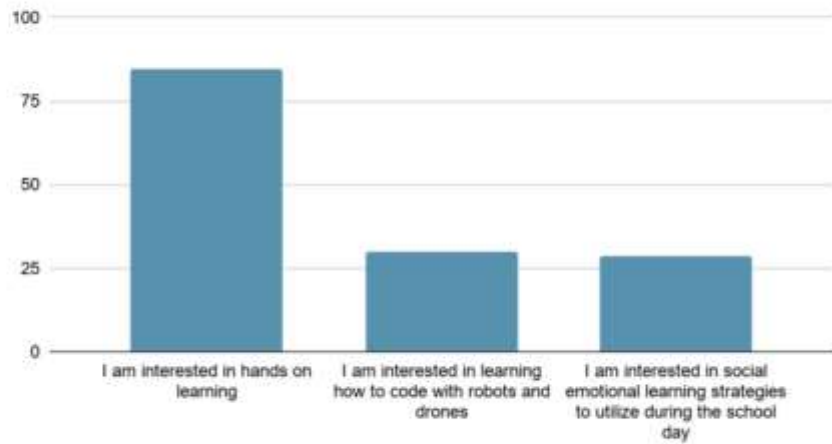
473 responses



Student Centered Learning

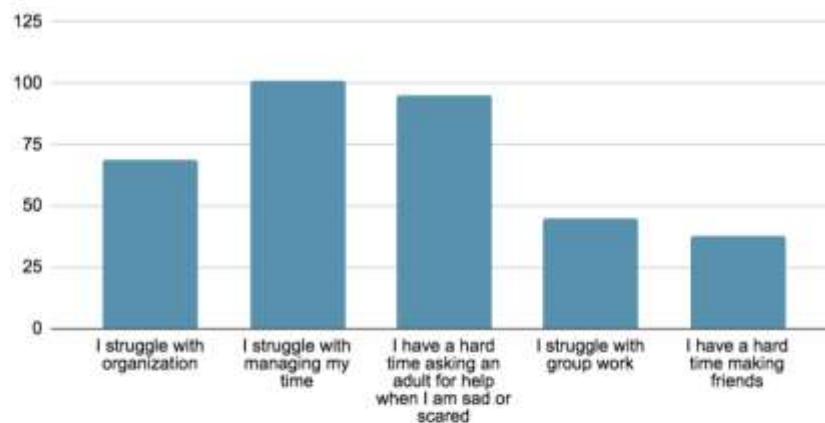


Students interest



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

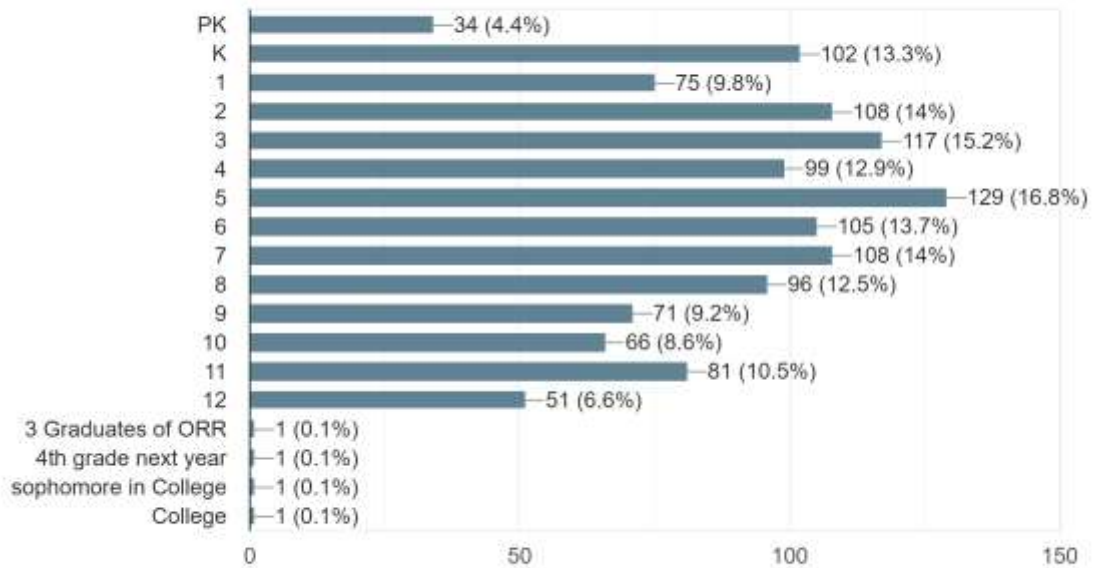
We want to know how you are feeling and how can we help you?



Parents/Guardians Results

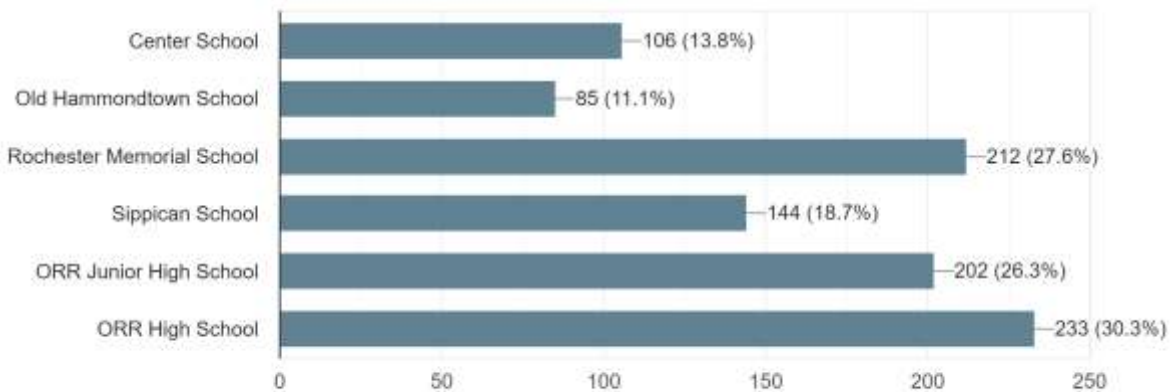
(1) Select that all apply. In which grade(s) do you have students?

769 responses

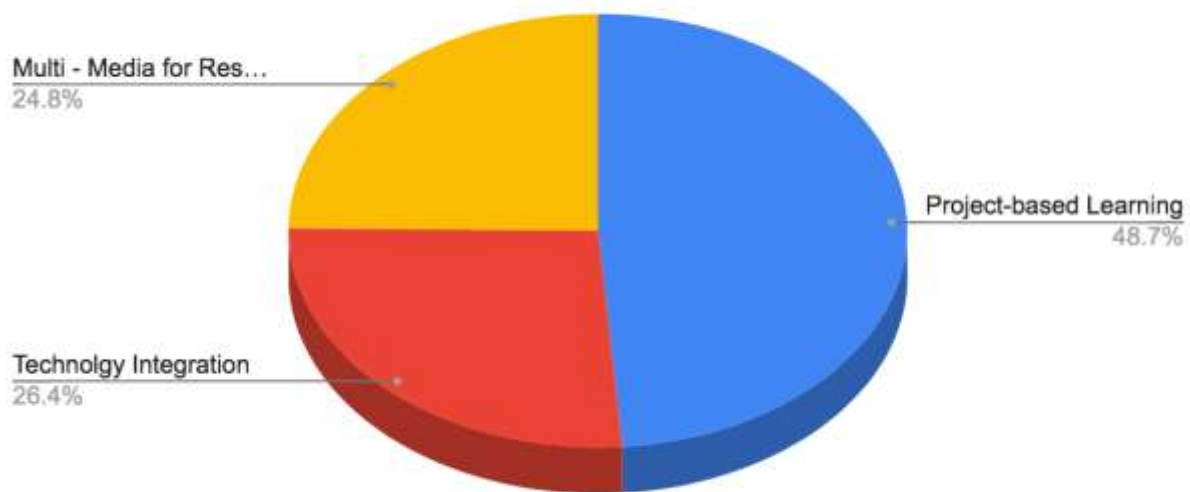


(2) Select that all apply. Which school(s) does your student(s) attend?

769 responses

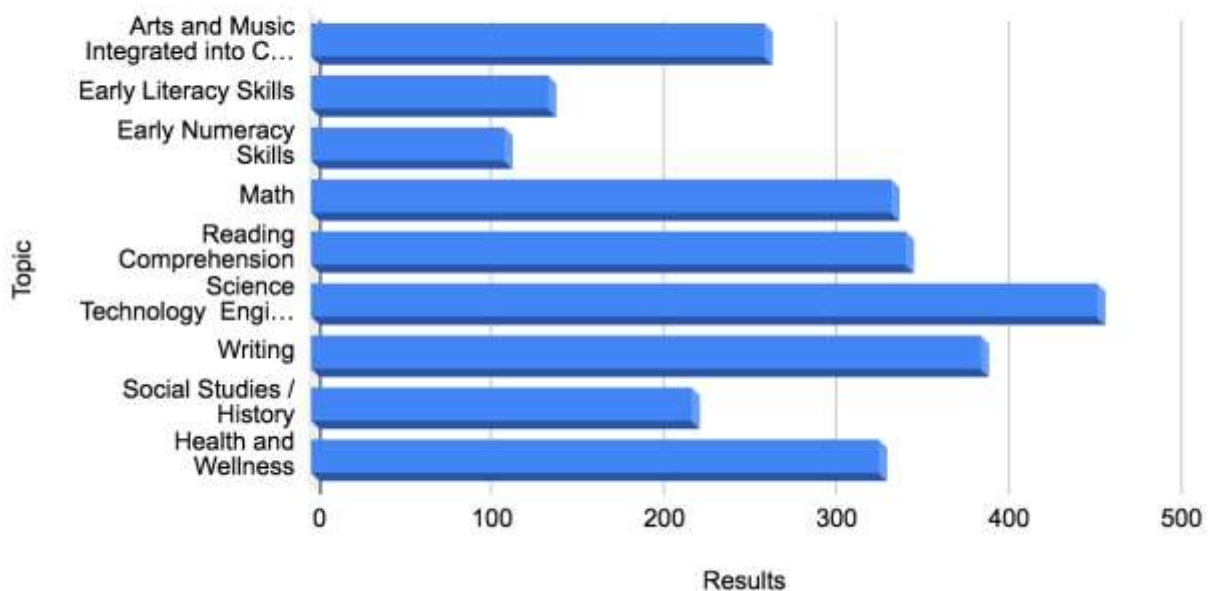


Select all that apply. Which technology integration activities would you like the district professional development plan to prioritize? The most response from parents/guardians.



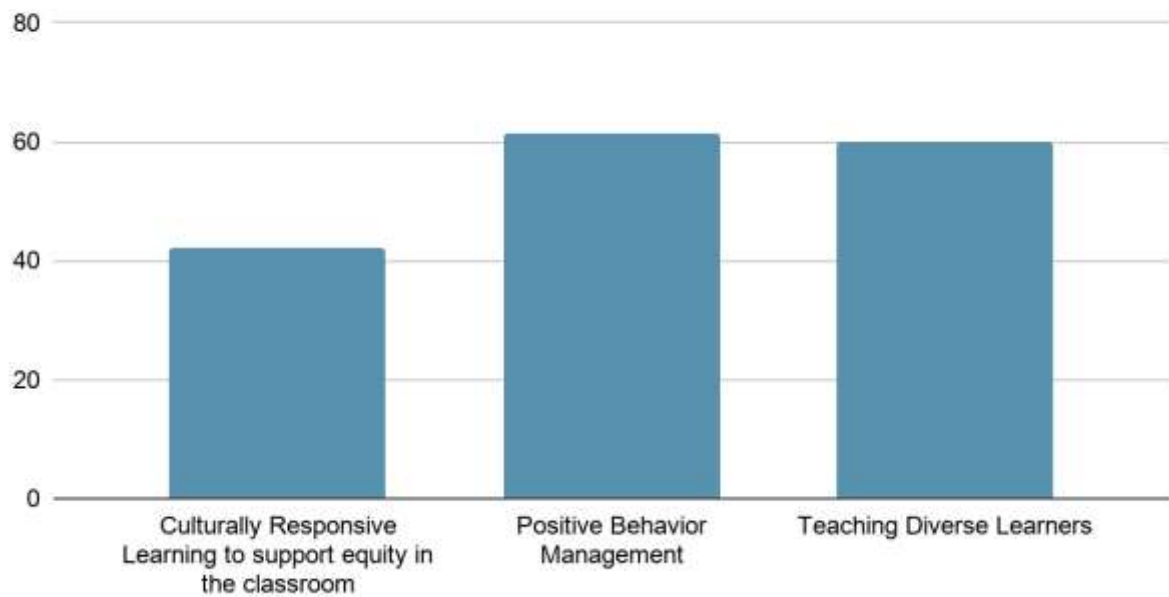
Parents/guardians are most interested in educators learning more about project-based learning as part of the district-wide professional development.

Select all that apply. In which content area(s) would you like to see professional development offered to your child's teacher?

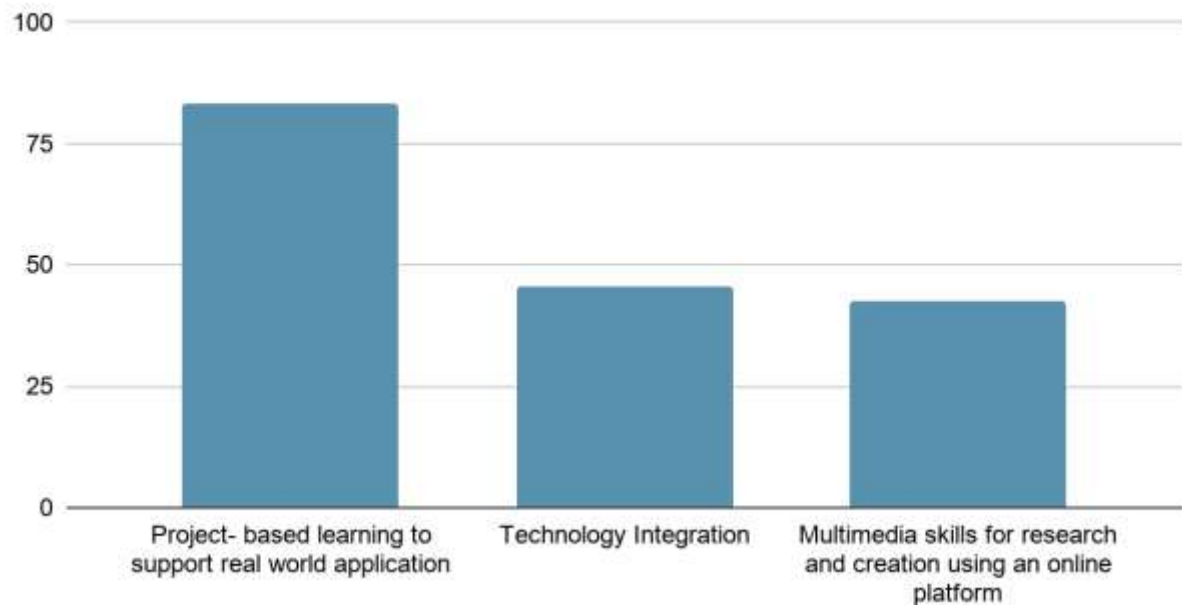


Parents and guardians are most interested for educators to receive professional development opportunities to incorporate Science, Technology, Engineering and Mathematics to support their child's learning.

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

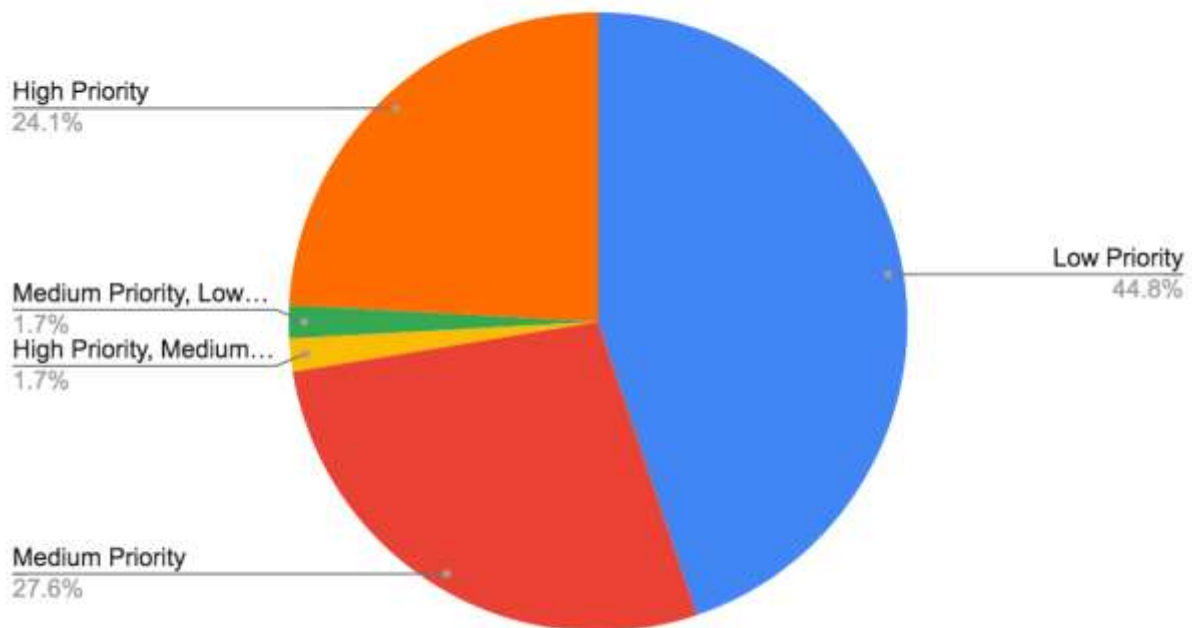


Which technology integration activities would you like the district professional development plan to prioritize?

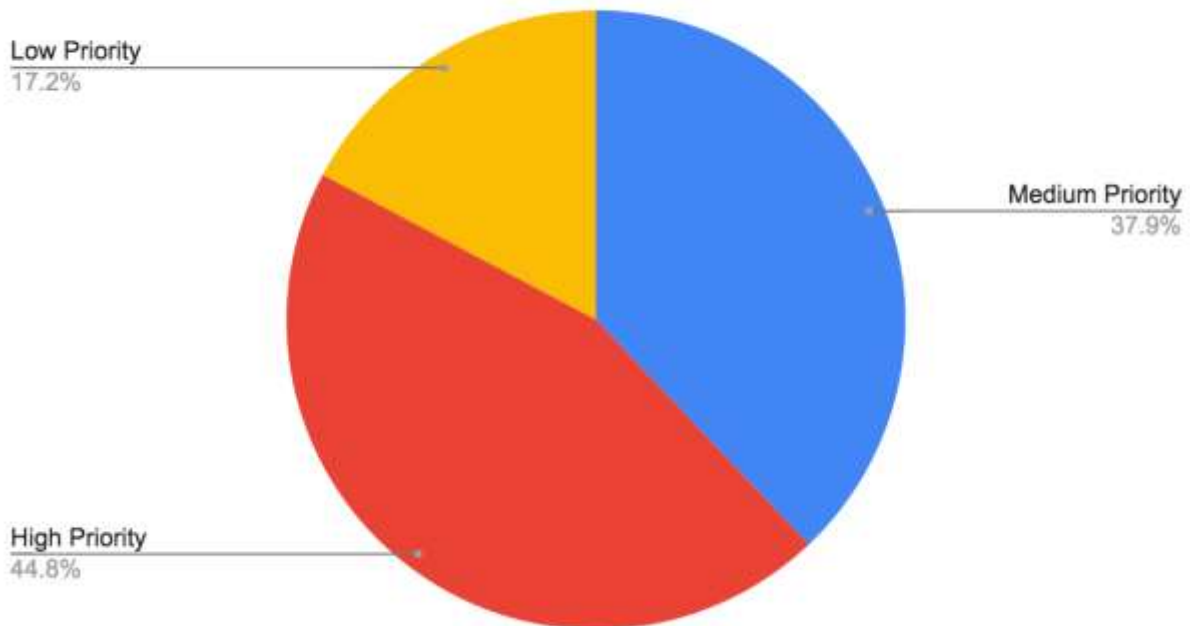


Results from Educators of Old Rochester Regional Junior High and High School

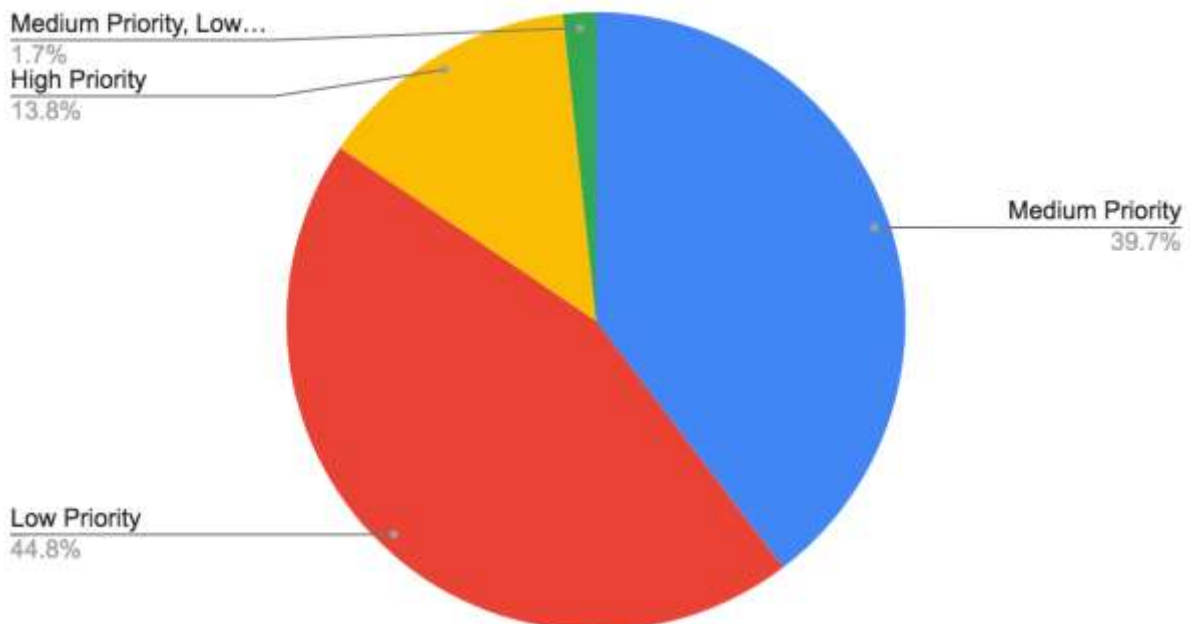
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Project-Based Learning]



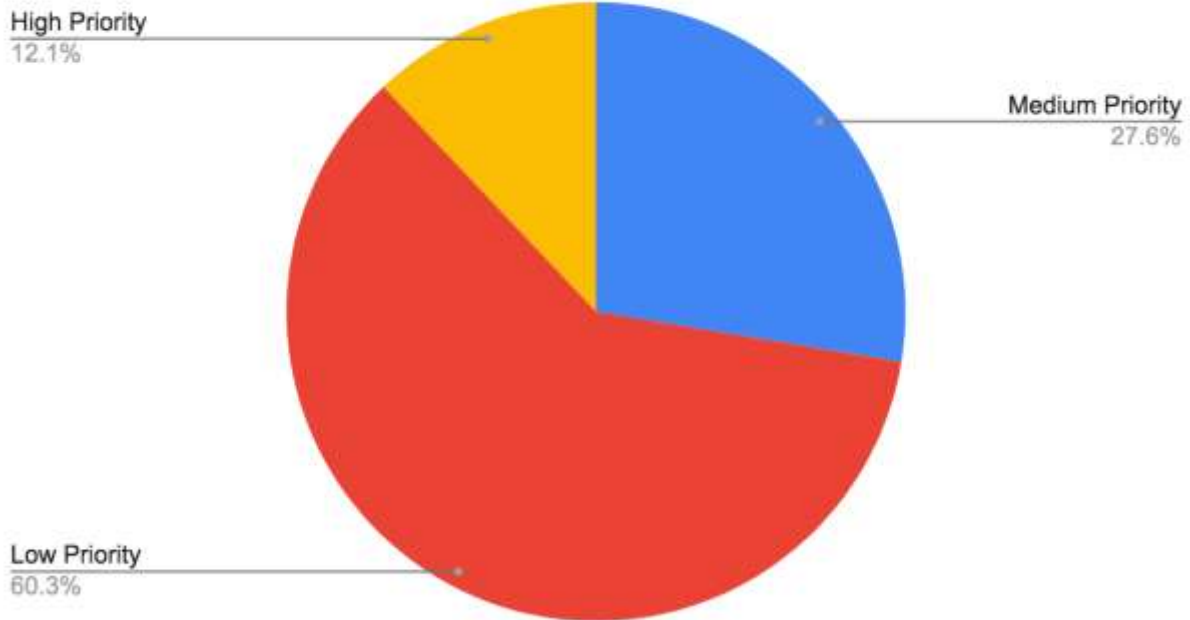
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Personalized Learning]



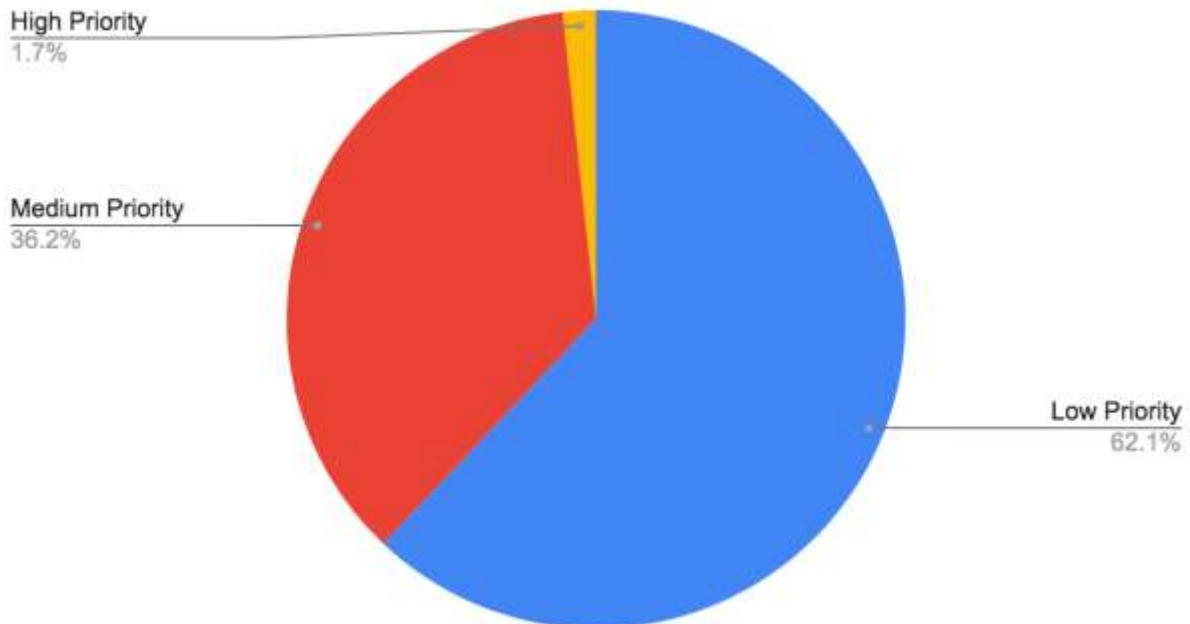
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Peardeck]



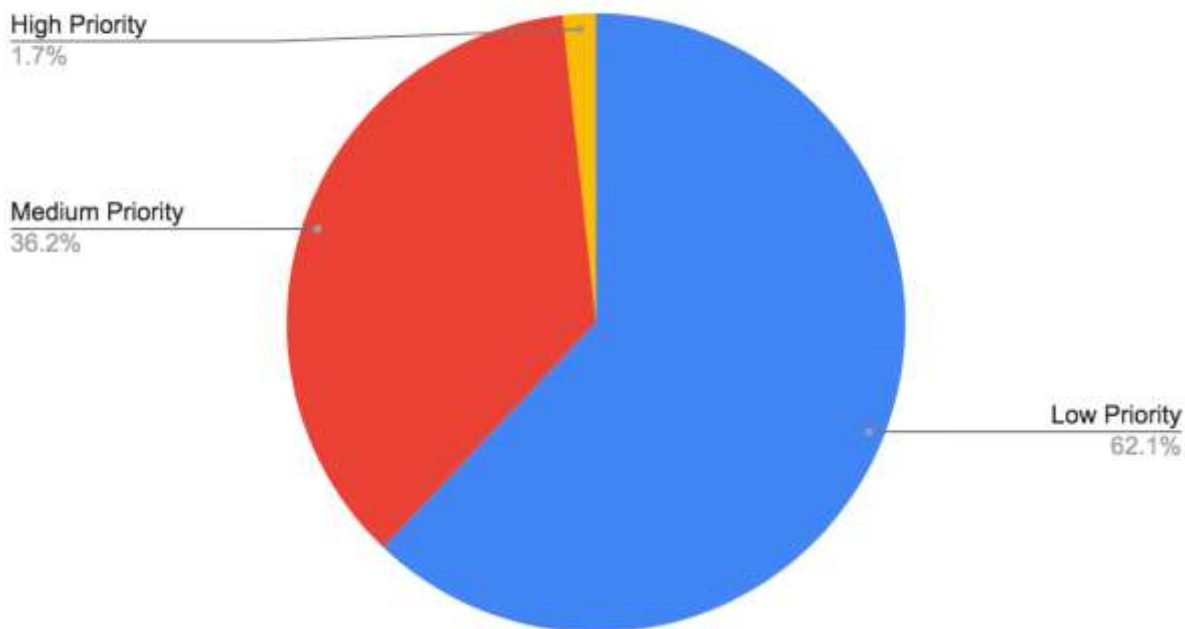
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencastify]



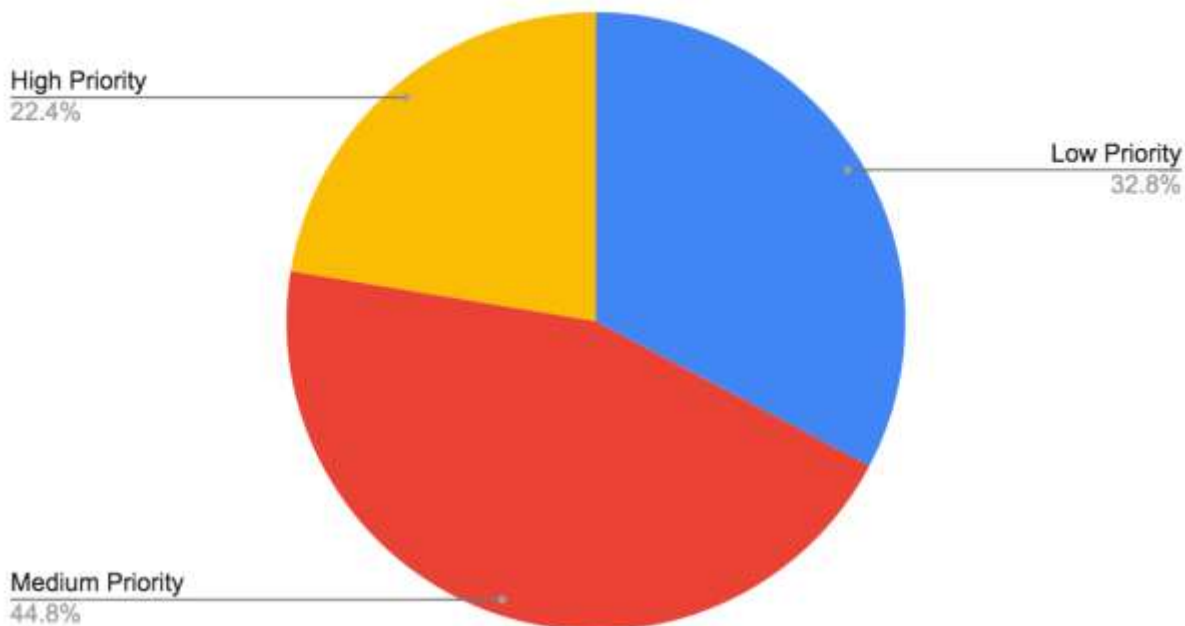
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [Screencast-O-Matic]



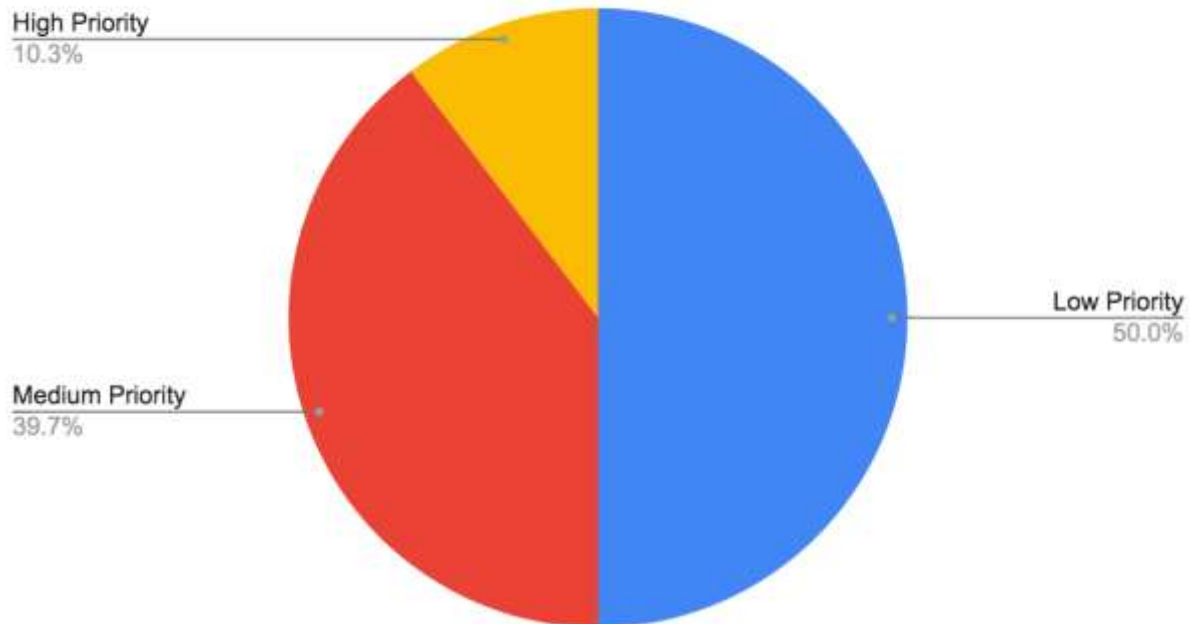
Select one option per row. What type of professional development workshops that support 21st Century Learning are important to you? [ScreenCast-O-Matic]



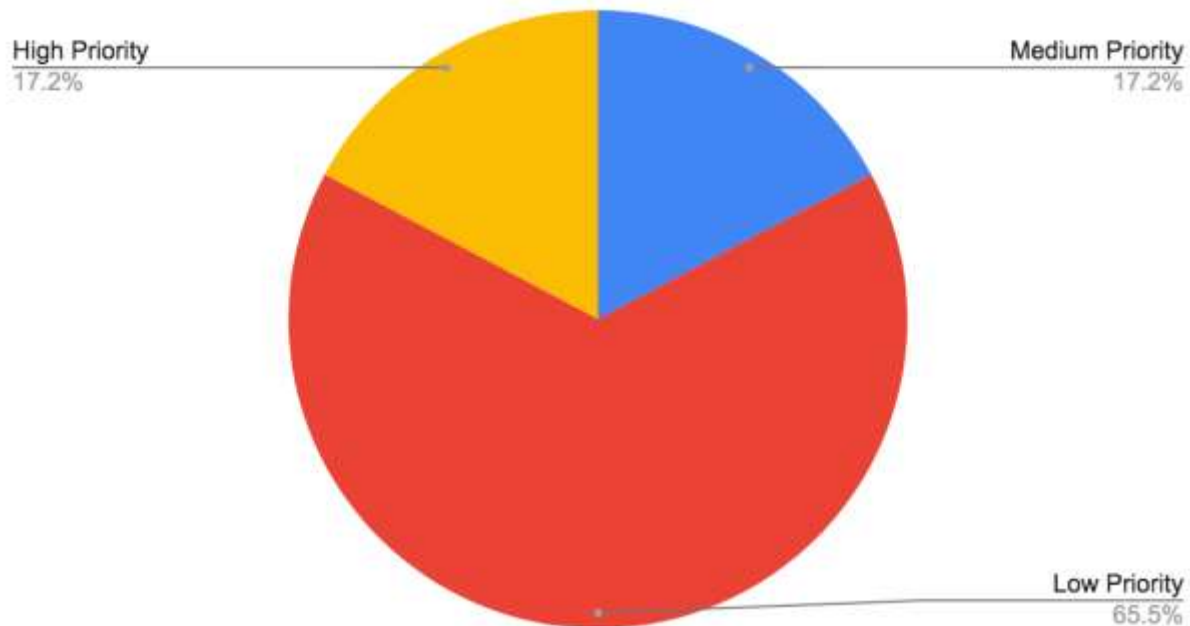
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Inter-disciplinary Unit Development]



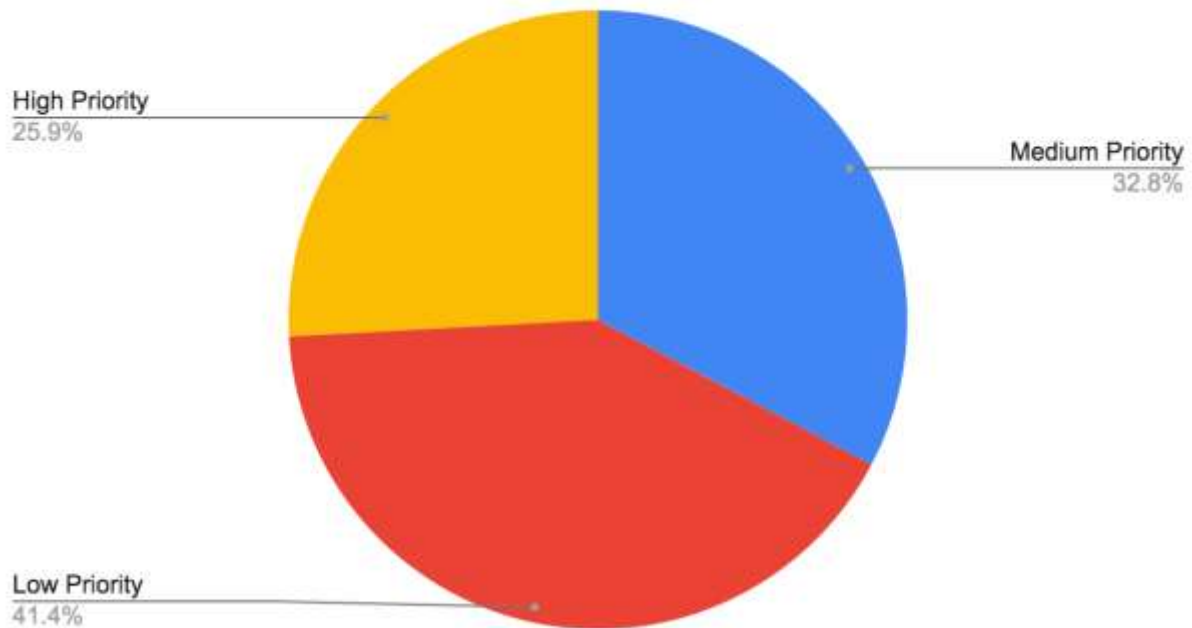
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Common Assessment]



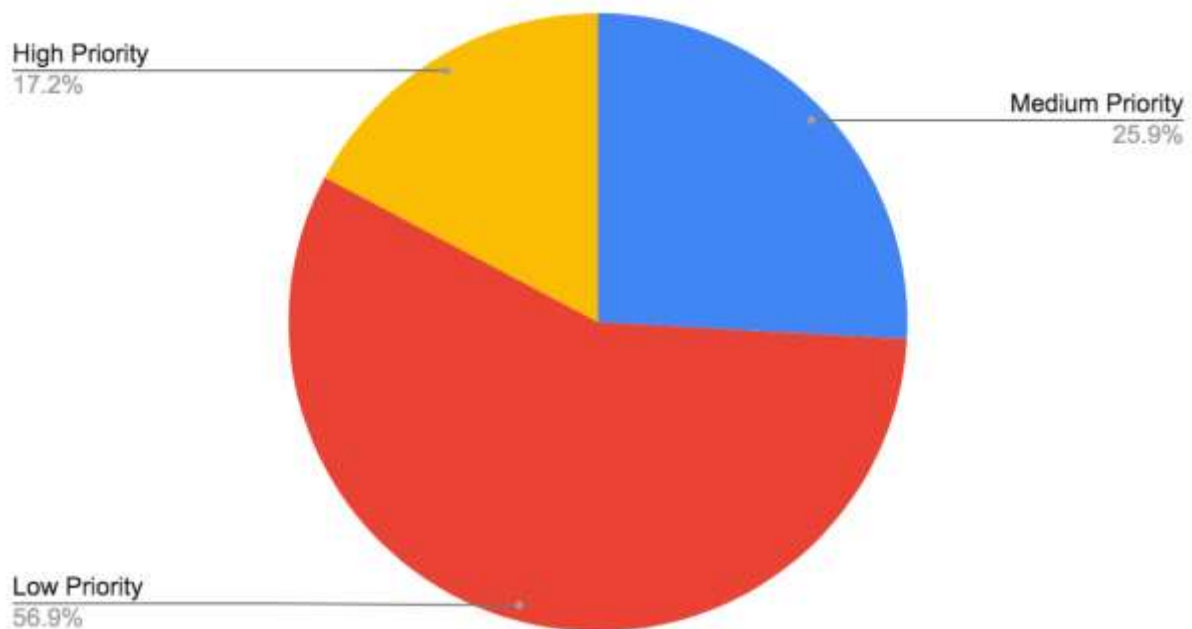
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Math Strategies]



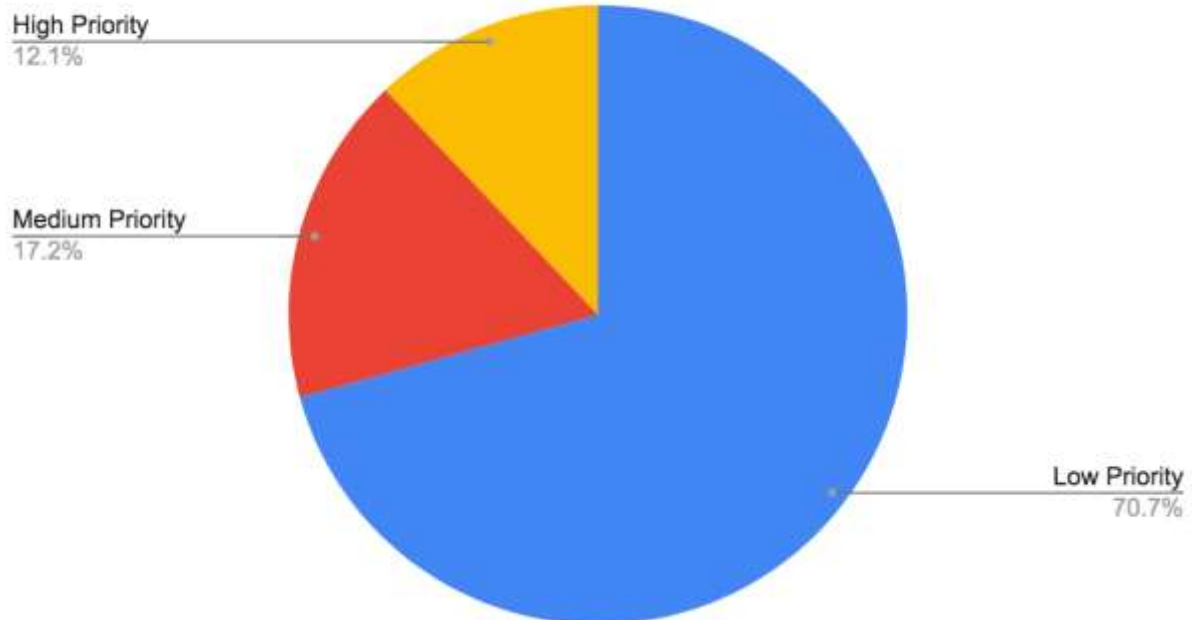
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Reading Strategies]



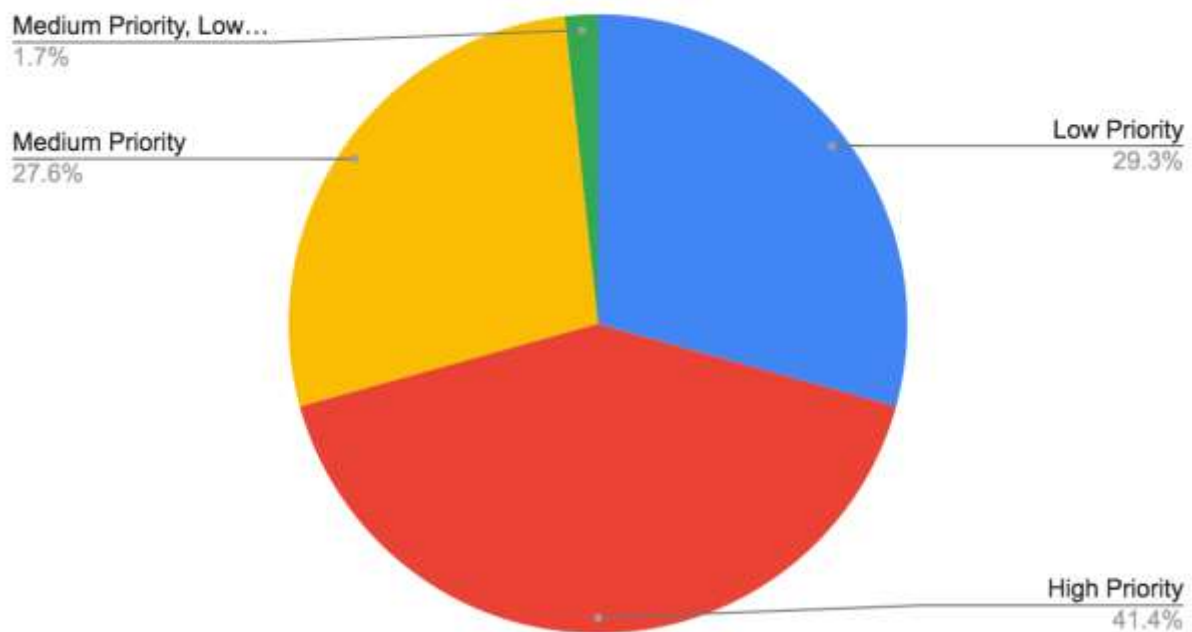
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Science, Technology, and Engineering Strategies]



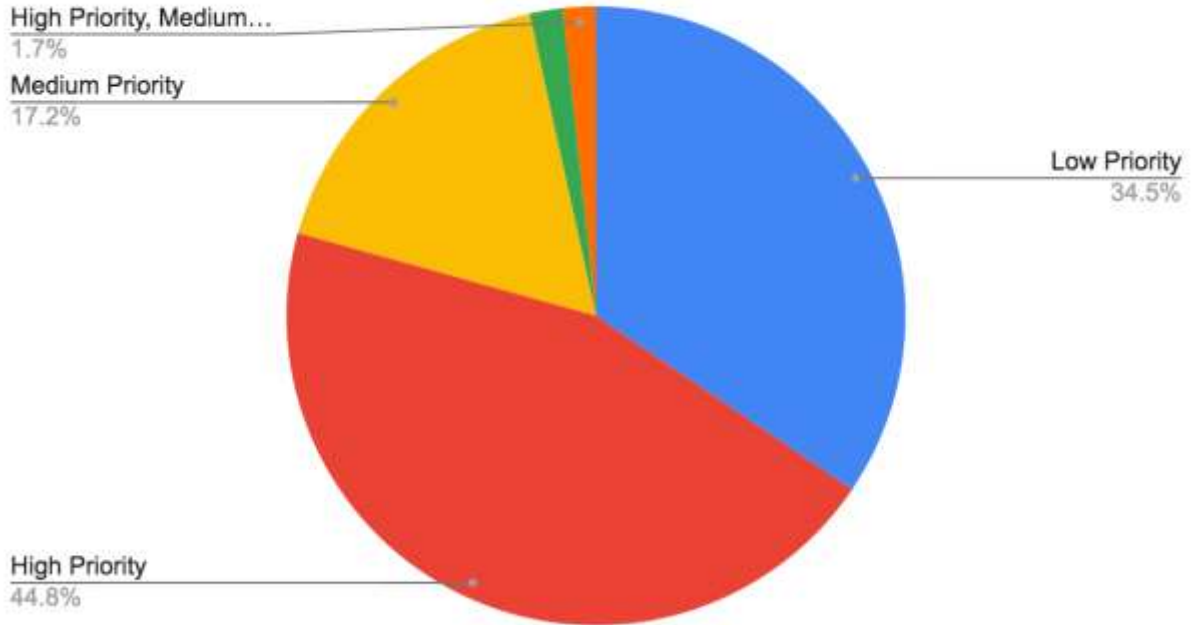
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Standard Based Report Cards]



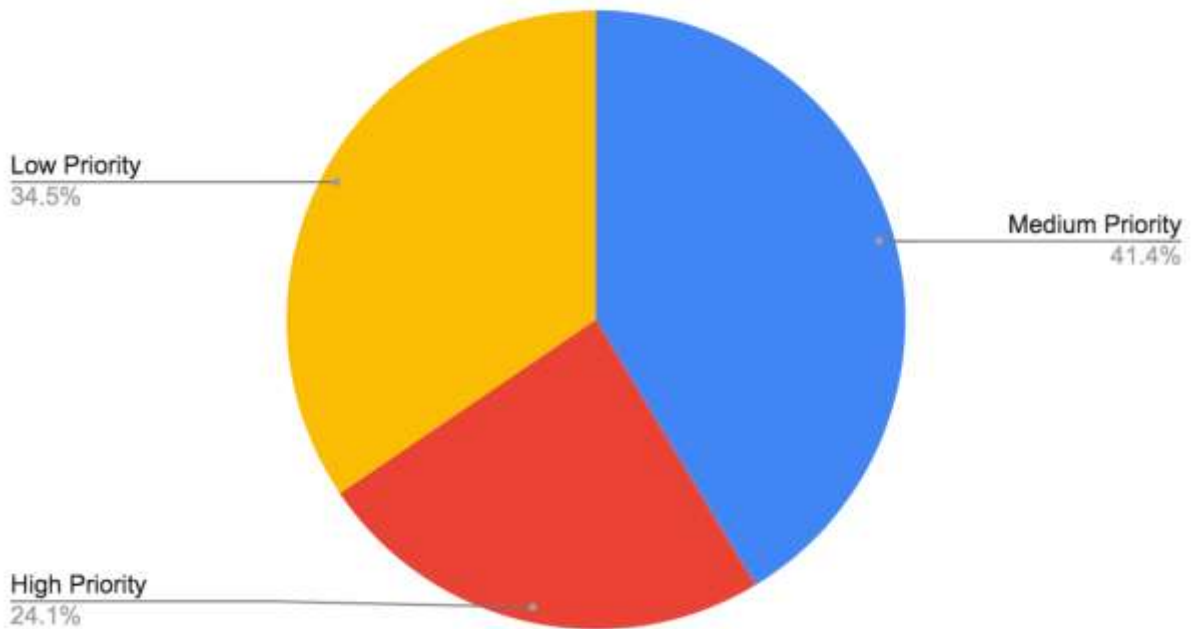
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Vertical Team Meetings]



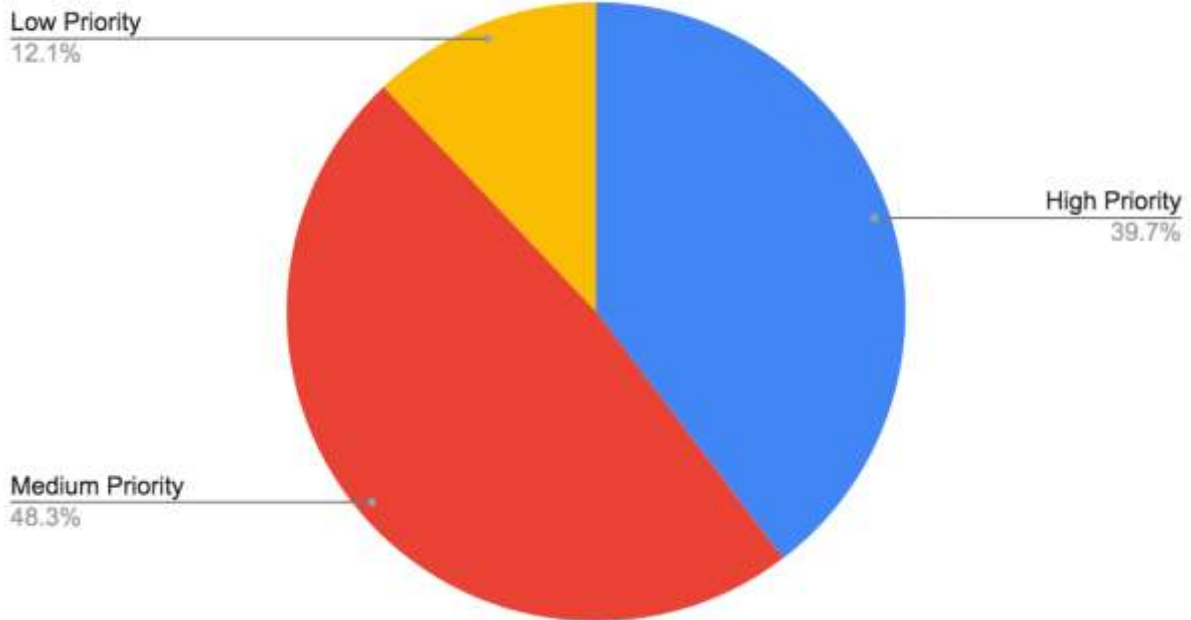
Select one option per row. Which curriculum-centered professional development opportunity is a priority to you? [Horizontal Team Meetings]



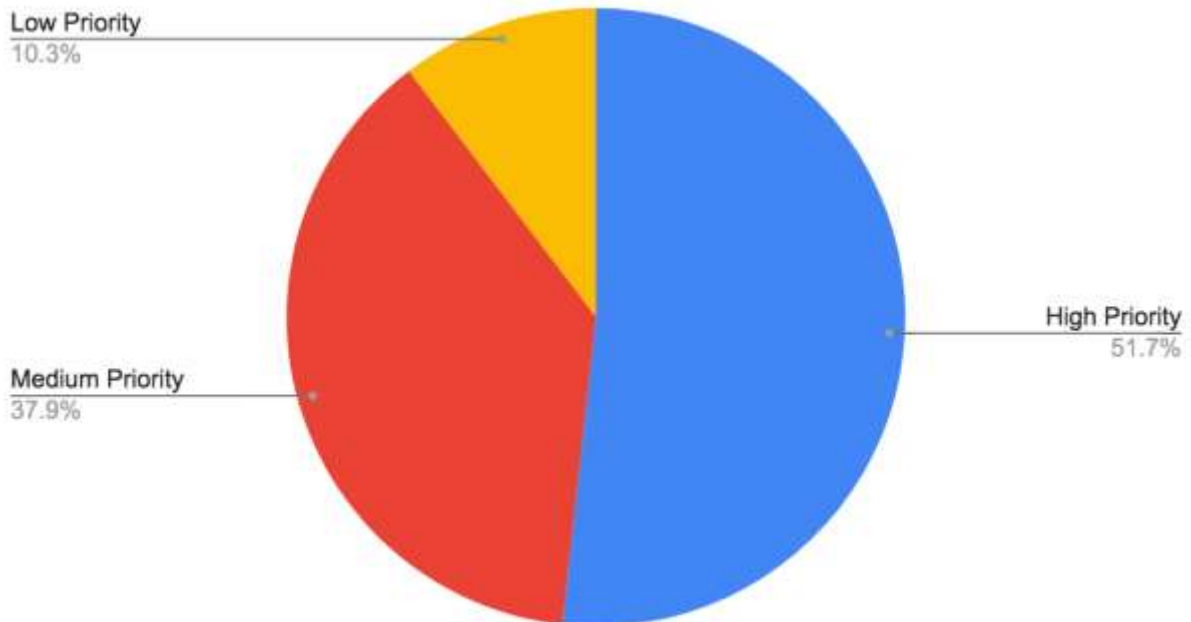
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Responsive Classroom]



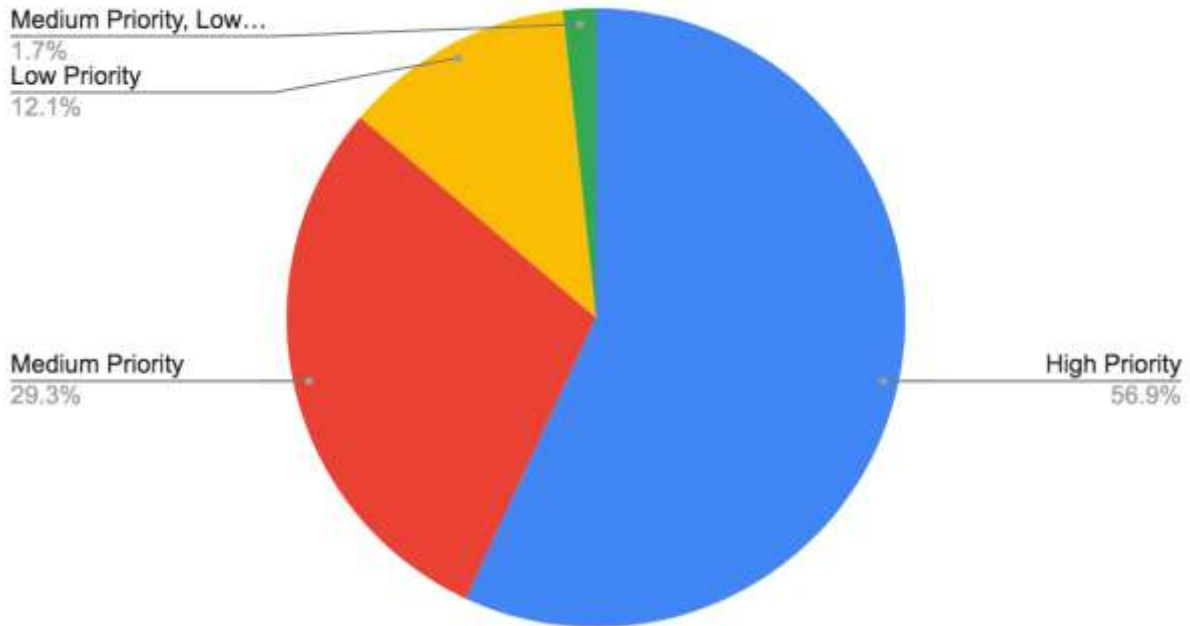
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Teaching Diverse Learners]



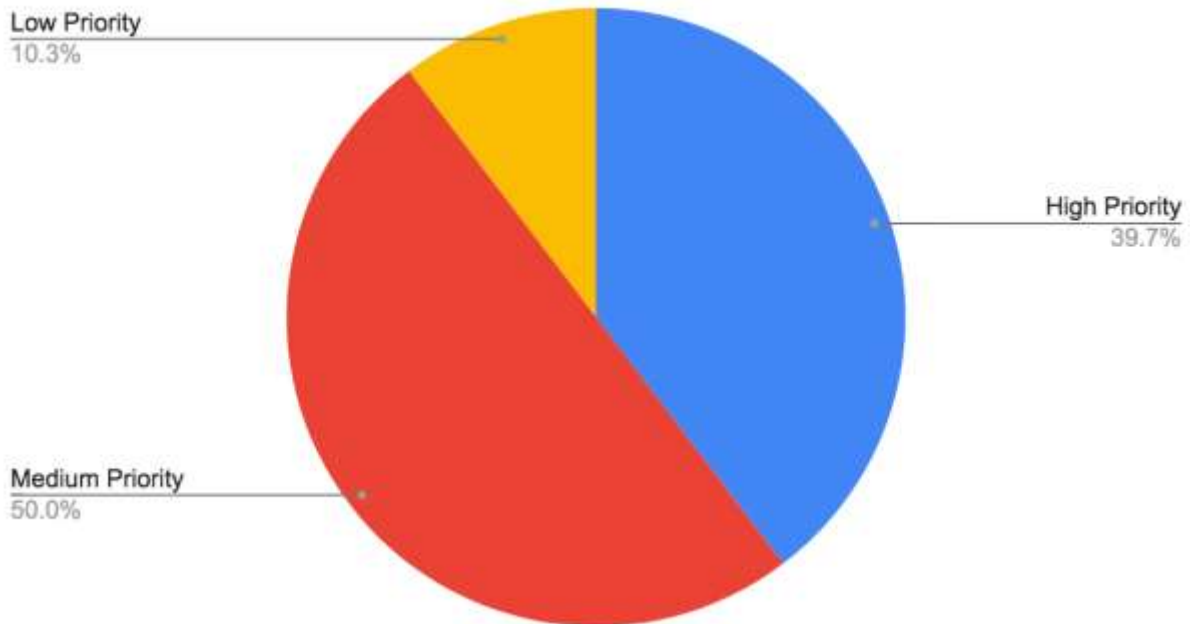
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Creating Equitable Classrooms]



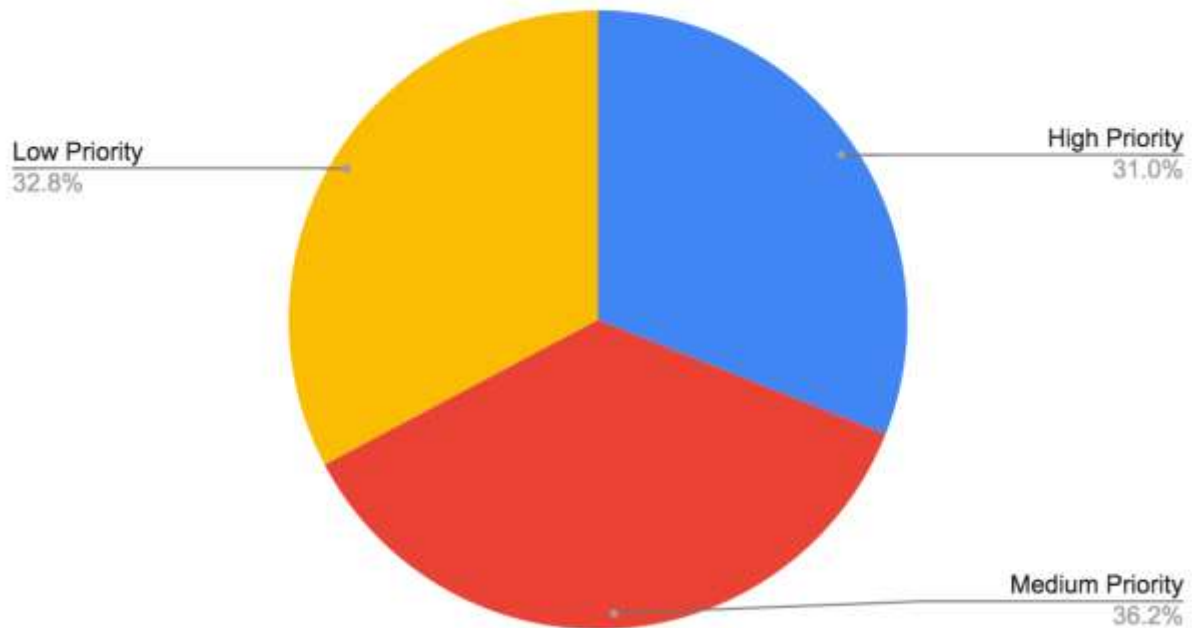
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Supporting Students Study Skills]



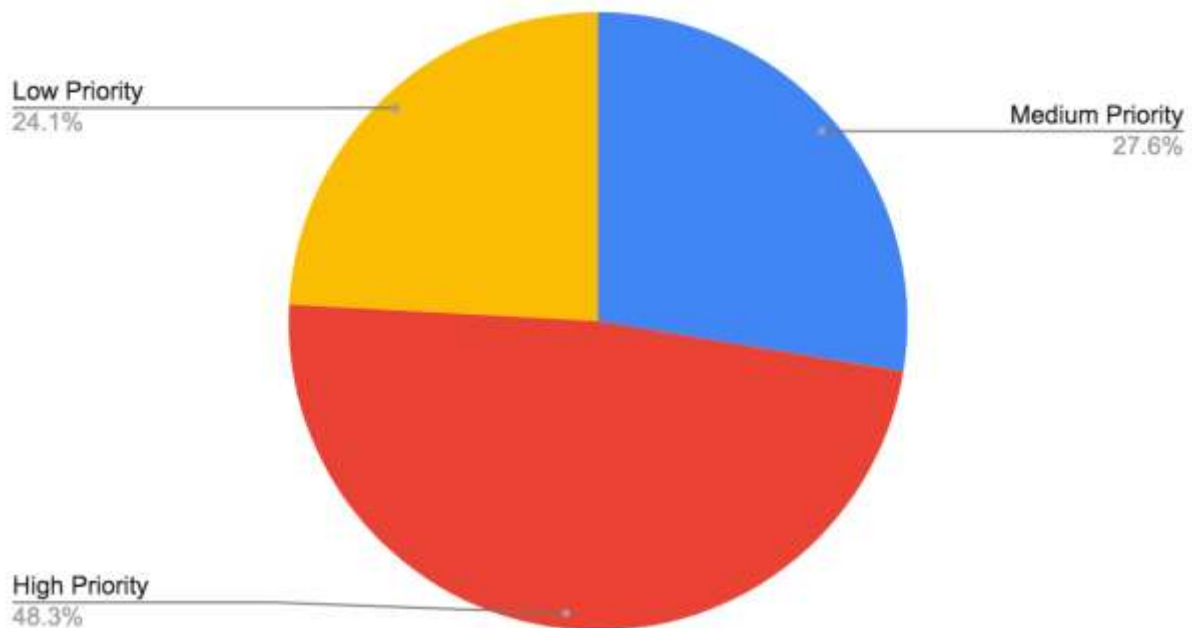
Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Inclusive Classrooms]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Mindfulness]



Select one option per row. Which Social Emotional Learning/Global Citizenship professional development opportunity is a priority for you? [Educator Self Care]



Schedule for Old Rochester Regional High School November 12, 2021 Full Day Professional Development Day	
7:35- 8:20	Grade level meetings or Department Meetings
8:35- 11:00	Offering 1 Project Based Learning Offering 2 We have this data. Now What? Offering 3 Responsive Classroom (for educators new to the district)
Lunch 11:00 12:00	
12:00- 2:00	Offering 1 Grade Level or Department Meetings Offering 2 Responsive Classroom (for educators new to the district)
Schedule for Old Rochester Regional High School January 18 , 2022 Full Day Professional Development Day	
7:35- 8:20	Grade Level Meetings or Department Meetings
8:35- 11:00	Offering 1 How do we connect our Project-Based Learning to support diverse learners? Offering 2 Personalized Learning Offering 3 Responsive Classroom (for educators new to the district)
Lunch 11:00- 12:00	
12:00- 2:00	Offering 1 Grade Level or Department Meetings Offering 2 Responsive Classroom (for educators new to the district)

Schedule for Old Rochester Regional Junior High School November 12, 2021 Full Day Professional Development Day	
7:35- 8:20	Grade level meeting
8:35- 11:00	Offering 1 Project Based Learning Offering 2 We have this data. Now What? Offering 3 Responsive Classroom (for educators new to the district)
Lunch 11:00 - 12:00	
12:00- 2:00	Offering 1 Grade Level or Department Meetings Offering 2 Responsive Classroom (for educators new to the district)
Schedule for Old Rochester Regional Junior High School January 18 , 2022 Full Day Professional Development Day	
7:35- 8:20	Grade Level Department Meetings
8:35- 11:00	Offering 1 How do we connect our Project-Based Learning to support diverse Learners? Offering 2 Personalized Learning Offering 3 Responsive Classroom (for educators new to the district)
Lunch 11:00- 12:00	
12:00- 2:00	Offering 1 Grade Level or Department Meetings Offering 2 Responsive Classroom (for educators new to the district)



Superintendent Entry Plan



Michael S. Nelson

**Old Rochester Regional School
District &**

MA Sup. Union #55

2020-2021



The purpose of the entry (transition) plan is to create an intentional process for the transition of the new superintendent into the Old Rochester Regional School District & MA Superintendency Union #55 during the first school year after School Committee approval. This document outlines specific strategies to provide Superintendent Michael S. Nelson with the opportunity to learn about the school district and to enable the development of a keen understanding about the people, partners, and the community that supports the school community. This process is designed to (1) create ideas for sustaining and enriching the record of success, and (2) work with stakeholders to identify those areas where intensive focus may be needed. Primarily, the entry plan process will explore what things the school community is doing well, what areas can be improved, and how the key stakeholders can advise the Superintendent of Schools in both of these areas.



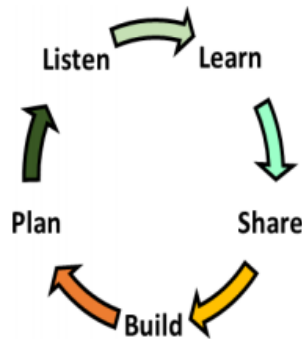
Inspire all students to think, to learn and to care.

GOALS

- Establish Productive School Committee, Superintendent and Community Relations
- Acquire Knowledge and Understanding of School System
- Engage in Critical Issue Analysis
- Establish Effective Communication and Engagement Process and Procedures

DESIRED OUTCOMES

1. Establish a culture of leadership by listening.
2. Influence the implementation of the strategic plan, goals, and priorities approved by the school committee.
3. Engage many stakeholders working together collaboratively to achieve academic excellence for every student.



STRATEGIES

To reach these goals, the following will be done.

Listen — Spend time with students, teachers, parents, principals, school district administrators and other district employees, community and business members, and state and local leaders, to hear about opportunities and challenges.

Learn — Analyze and study performance data and other achievement data. Read and review existing district policies and the implementation of reforms. Receive issue and policy briefings from employees and education organizations.

Share— Get to know the community better by sharing my leadership experience and my educational philosophies and core values. I will strive to establish a positive tone and an urgent pace.

Build — Establish strong working relationships and build rapport with the school committee, leadership, and employees, and community, state and local leaders.

Plan — Review the current strategic/improvement plans with specific action steps to guide the work of the leadership and the School Committees and to prepare for future academic, program, and budget activities.



Goals and Transition Actions

1. ESTABLISH PRODUCTIVE SCHOOL COMMITTEE, SUPERINTENDENT AND COMMUNITY RELATIONS

To cultivate a healthy, collaborative relationship with the school committees and municipal administrations that develops processes and expectations for a reliable and productive team.

Rationale: A positive relationship between the school committee members, superintendent and municipal administrations is vital to creating a foundation on which to build a framework of success. Collaboration based on trust and mutual respect, and the quality of relationships within an organization will largely determine how well that organization performs.

ENTRY ACTIONS

- Introduce an entry/transition plan to the school committees for recommendations and modifications.
- Meet with all school committee members individually to get to know them and to learn about their goals, perspectives, and aspirations for the school district.
- Establish a regular meeting time with the school committee leadership during the entry/transition period and beyond.
- Schedule a school committee retreat (when possible due to COVID-19) to discuss board procedures/protocols, roles, and responsibilities, expectations for the first year, development of a formal meeting agenda and calendar.
- Meet and discuss goals and Key Performance Indicators (goals), etc.
- Develop and utilize appropriate communication protocols and expectations between the school committees and the superintendent.
- Establish process and procedures for regular communication with the proper municipal leadership.
- Establish a structure and expectations for constituent services (response and assistance).
- Schedule a meet and greet, in partnership with school committee members, to engage external constituents.





Goals and Transition Actions

2. ACQUIRE KNOWLEDGE AND UNDERSTANDING OF THE OLD ROCHESTER REGIONAL SCHOOL DISTRICT

To become familiar with the people, programs, and partnerships that represent the diverse voices and constituents within the school district as quickly and effectively as possible.

Rationale: The success of every student can be achieved by gaining insight into the needs of the community, regularly collaborating with community leaders, and mobilizing community resources to benefit students academically, emotionally, and socially.

ENTRY ACTIONS

- Conduct meetings with professional associations/organizations to discuss their views and thoughts on the school district.
- Conduct meetings with principals to get their perspectives and ideas for moving the schools forward.
- Conduct school visits (before and after school) using a structured protocol to gather insights. Engage teachers and support personnel during these school visits.
- Meet with student leadership from the district's secondary schools.
- Conduct central office department listening session using a structured protocol.
- Develop process and procedures to establish (if not existing) advisory groups representing the business community, parents, teachers/staff, and students.





Goals and Transition Actions

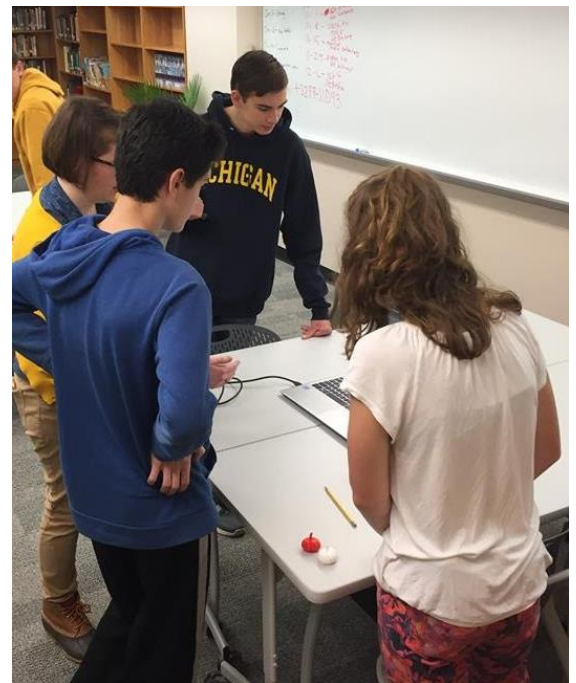
3. ENGAGE IN CRITICAL ISSUE ANALYSIS

To identify and analyze the critical issues in the school system that represent opportunities and barriers to accelerate the performance of all students.

Rationale: An examination of academic, operational, and support services that exist is necessary to address barriers and opportunities, including fiscal and capital/facility resources. Once identified, the most critical issues requiring immediate attention should be addressed first using strategies that are collaboratively developed and prioritized. The process may include a root-cause analysis process of the performance of several departments, schools, and performance/achievement gaps.

ENTRY ACTIONS

- Conduct briefing meetings with staff on critical issue areas: facilities/construction, budget, litigation, data information systems and technology, any recent reorganization or audit, academic plans, etc. to review significant decisions needed in one month, three months, six months, and beyond.
- Review upcoming key and required school committee approvals, reports, and presentations.
- Review of key critical documents related to student achievement.
- Review the District Comprehensive Improvement Plan(s), initiatives for improvement, progress and key data (assessments, attendance, achievement gaps, dropout, graduation, etc.).
- Review and analyze current internal communication process and procedures (vs. how it has always been done).
- Review and analyze current human resources systems, procedures, processes, etc.
- Review and analyze special education systems, procedures, processes, etc.
- Analyze previous and proposed budget documents (short-term and long-term plans).
- Review and analyze current policies, procedures, and programs related to school climate, culture, and safety.
- Review existing and proposed grants to evaluate their purpose, timelines, effectiveness, and plans for sustainability.
- Meet and review with legal counsel any current and pending legal matters.
- Review plans for professional development, extended learning, and programs for the start of the 2020-2021 academic year.





Goals and Transition Actions

4. ESTABLISH EFFECTIVE COMMUNICATION AND ENGAGEMENT PROCESS AND PROCEDURES

To ensure effective communication and authentic community engagement by building relationships with key stakeholders and providing the delivery of timely, accurate information.

Rationale: Effective communication and authentic community engagement critical for building and maintaining trust and confidence in the school system.

ENTRY ACTIONS

- Review results of any key annual surveys.
- Review the district's safety and security plan, including plans for crisis communication.
- Schedule meetings with members of the municipal government leadership along with the corresponding district School Committee member.
- Meet with key community leaders, including those from local service organizations, businesses regarding the school district brand image and relationships.
- Meet with members of faith-based organizations regarding opportunities for engagement and support.
- Develop an avenue for regular outreach to underrepresented communities and constituents.
- Establish introductory engagement with key representatives from state government, Massachusetts Department of Elementary and Secondary Education, higher education, and other area education officials.
- Schedule meet and greet with local media to listen and discuss process/procedures for communication to establish a healthy, honest, and collaborative framework for communication.
- Schedule listening sessions with parent representatives from the district's six schools to hear their views and suggestions regarding school district opportunities for improvement with communication and engagement.
- Establish and use social media tools to gather input and ideas on ways to make the school system the very best it can be.
- Review the current external communication process, procedures, data, etc. currently being used and to assess the effectiveness.





SUMMARY

The entry plan goals, rationales, and actions outlined in this document are designed to enable the new superintendent to gather information quickly about the schools and the community, to establish a community presence early on, and to create a network of contacts and resources to tap as he enters the job. The actions are listed in no particular order; nor are they intended to be a checklist of activities. **Thus all activities may or may not be completed depending upon the changing status and needs of the school district. It should also be noted that should attention be needed elsewhere; the superintendent may need to set this entry plan aside to focus his efforts on another project.** The superintendent welcomes input and feedback from members of the school committees, staff, students, parents, community members, and other key constituents. Most important is that we keep the "Focus on Students" and work together to ensure - All Students Reach Their Individual Social-Emotional and Academic Potential. The entry plan is undertaken with the hope of creating a smooth transition into the district that provides for a solid foundation to support and focus efforts on the following some critical priorities along with responsive and accountable administrative leadership.

KEY PRIORITIES

- Comprehensive Improvement (Strategic) Planning
- Student Achievement
- Special Education Services
- Reviewing & Establishing a Portrait of a Graduate
- Expectation, Opportunity, Equity & Achievement Gaps
- Fiscal Stability
- Rightsizing Facilities
- Staff Recruitment & Retention
- Communication, Engagement and Relationship Building
- Culture, Climate, and Safety

RESPONSIVE AND ACCOUNTABLE

- Demonstrating Practices to Support Good Governance
- Producing College & Career Ready Graduates
- Having Effective and Strategic Communication
- Sound Fiscal Management
- Positive Brand Development
- Supporting Economic Development



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
SCHOOL CALENDAR 2021-2022 DRAFT**

July 2021					August 2021					September 2021				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6			1	2	3
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17
19	20	21	22	23	23	24	25	26	NT	20	21	22X	23	24
26	27	28	29	30	30	TM	31@			27	28	29	30	
					NT- New Teacher Orientation TM-Teachers Meeting @ OPENING DAY - ALL SCHOOLS					No School X - Prof. Dev. Early Release ALL SCHOOLS				
					1 days					20 days 21 days accrued				
October 2021					November 2021					December 2021				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	[12]	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21P	22P	22	23	24	25	26	20	21	22	23E	24
25	26	27	28	29	29	30				27	28	29	30	31
P- Early Dismissal Parent Conf. MATT, ROCH. AND MARION K-6					[]-Professional Development Full Day Vacation					Vacation E- Early Dismissal for Students & Teachers				
20 days 41 days accrued					17 days 58 days accrued					17 days 75 days accrued				
January 2022					February 2022					March 2022				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4		1	2	3	4
10	11	12	13	14	7	8	9X	10	11	7	8	9X	10	11
17	[18]	19	20	21	14	15	16	17	18	14	15	16	17	18
24	25	26	27	28	21	22	23	24	25	21	22	23	24P	25P
31					28					28	29	30	31	
[]-Professional Development Full Day					Vacation X - Prof. Dev. All Schools Early Release					P- Early Dism. Parent Conf./MATT.(K-6) X - Prof. Dev. All Schools Early Release				
19 days 94 days accrued					15 days 109 days accrued					23 days 132 days accrued				
April 2022					May 2022					June 2022				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4	5	6			1X	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16*	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24**
25	26	27	28	29	30	31				27	28	29	30	
Vacation										* 180th Day				
No School										** 185th Day				
15 days 147 days accrued					21 days 168 days accrued					X - Prof. Dev. All Schools Early Release				
Holidays - No School for Students and Teachers					Early Dismissal Times (CODES X D P)									
7/5 - Independence Day					ORR Jr. High & Sr. High School					11:30 a.m.				
9/6 - Labor Day					Center & Old Hammondtown Schools					12:20 p.m.				
10/11- Columbus Day					Sippican School					12:20 p.m.				
11/11 - Veterans Day					Rochester Memorial School					12:30 p.m.				
11/25 - Thanksgiving Day					Telephone Numbers									
12/25- Christmas day					Superintendent's Office 508-758-2772									
1/1- New Year's Day					Old Rochester Regional High School 508-758-3745									
1/17 - Martin Luther King, Jr. Day					Old Rochester Regional Junior High School 508-758-4928									
2/21 - Presidents' Day					Sippican School 508-748-0100									
4/18- Patriots' Day					Center School 508-758-2521									
5/30 - Memorial Day					Old Hammondtown 508-758-6241									
6/20- Juneteenth					Rochester Memorial School 508-763-2049									
					www.oldrochester.org									

Old Rochester Regional School District Massachusetts School Superendency Union No. 55

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

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

File: IHAM - HEALTH EDUCATION

~~Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.~~

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education. **Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in other grades. ***

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the ~~system's~~ district's health education program.

***NOTE: Highlighted sentence should be changed to reflect district practice.**

LEGAL REF.: M.G.L. [71:1](#)

File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school ~~system's~~ district's special education program are to allow each child to grow and achieve at ~~his~~ their own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of ~~Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations~~ law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three ~~through 21~~ to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee/Administration recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee/Administration that the schools work closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

The Committee/Administration will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee/Administration will make every effort to obtain financial assistance ~~from all sources~~.

LEGAL REFS:— The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. ~~(Chapter 766 of the Acts of 1972)~~
~~Board of Education Chapter 766 Regulations, adopted 10/74, as amended~~
~~through 7/1/81~~
603 CMR 28:00 inclusive

NOTE: A school district's procedures for implementing Special Education laws and regulations are often too expensive to include in a policy manual. In such instances, a note

can be added to the policy to point out the existence and availability of a document containing current procedures.



File: IHBEA - ENGLISH LANGUAGE-LEARNER EDUCATION S

The District shall provide ~~educationally sound~~suitable research-based language instructional programs for all identified English ~~language~~ learners (~~ELL~~) in grades ~~pre~~-kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (~~MA~~DESE) regulations and guidance.

Identification & Assessment

The District shall identify students whose dominant language may not be English through

- a home language survey that may identify a primary home language is other than English.
- observations
- intake assessments
- Recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually ~~using the Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELL test appropriate (PARCC or MCAS) and state assessment as well as local formative assessments until such time as their assessments and other relevant data indicate English language proficiency. The Districts will continue to assess all ELLs, even those who have opted out of the ELL services. The ACCESS for ELL's test will only be administered by trained staff who have passed the certification test in all relevant subtests~~ to determine their level of proficiency in the English language.

~~Using Student Information Management System (SIMS) reporting, each year~~ The District shall certify to the MADESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by ~~the~~ MADESE to comply with ~~all federal laws and regulations pertaining to ELL.~~

Program Placement

~~The Districts will use assessment data to plan and implement educational programming for students at different instructional levels. The language support program is designed and implemented to assure ELLs receive effective English language and content instruction at appropriate academic levels.~~

Sheltered Content Instruction (SCI)

~~Sheltered content instruction includes approaches, strategies, and methodology to make the content of the lesson more comprehensive for ELLs and to promote the development of academic language needed to successfully learn content concepts and skills.~~

~~Districts will provide ELLs with sheltered content instruction that is aligned with the Massachusetts Curriculum Frameworks and that integrates components of the World-class Instruction Design and Assessment (WIDA), English Language Domain (ELD) standard framework.~~

~~The Districts' sheltered content area teachers are required to hold a license for the subject area and grade level they teach. In addition, all core academic teachers who teach ELL will earn an Sheltered English Immersion (SEI) Teacher Endorsement during the period extending from school year 2012-2013 through school year 2015-2016. All administrators who evaluate the teachers teaching ELLs will also hold SEI endorsement.~~

~~Faculty, Staff and Administration~~

~~In SEI programs such as ours, Districts must ensure the progress of ELLs in developing listening, comprehension, speaking, reading, and writing in English, and in meeting academic standards by providing instruction in two components of SEI. These components are 1) English as a Second Language/English Language Development and 2) sheltered content.~~

~~Parent, School and Community Involvement~~

~~The Districts will develop ways to include parents or guardians of ELLs in matters pertaining to their children's education and ELE programs. Furthermore, the districts provide appropriate support where necessary to ensure ELLs have equal access to all non-academic programs and extracurricular activities available to English speaking peers. Information about extracurricular activities and school events will be provided to ELLs and their parents/guardians in a language they understand.~~

~~LEGAL REFS.: 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001) 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964) 603 CMR 14.00 EE OA: The Equal Educational Opportunities Act of 1974 which prohibits the denial of equal educational opportunity to English Language Learners in public schools on account of race, color, sex, or national origin, "by...the failure to take appropriate action to overcome language barriers that impede equal participating... in its instructional programs" See 20 U.S.C. 1703 (f) Elementary and Secondary Education Act, as amended 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964) 603 CMR 14.00~~

File: JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. ~~The law reads as follows:~~

~~No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.~~

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: _____ Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. [76:5](#); 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR [26:00](#)
BESE regulations 603 CMR [28.00](#)
[The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015](#)

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

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



File: JF - SCHOOL ADMISSIONS

All children of school age who reside in the ~~town~~-district will be entitled to attend the public schools, as will certain children who do not reside in the ~~town~~-district but who are admitted under School Committee pol-icies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immun-izations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, ~~Inoculations~~-Immunizations of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services
JFABE, Educational Opportunities for Military Children
JFABF, Educational Opportunities for Children in Foster Care

NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:

JFAB, Admission of Non-resident Students
JFABA, Non-resident Tuition Charge
JFABD, Admission of Homeless Students
JFABB, Admission of Foreign Students

VERSION PRESENTED TO THE POLICY SUBCOMMITTEE ON JANUARY 25, 2021

JFBB – SCHOOL CHOICE POLICY – ~~ORR AND MATTAPOISETT~~ OLD ROCHESTER REGIONAL SCHOOL DISTRICT/MA SUPERINTENDENCY UNION #55

It is the policy of this school district not to admit-resident students under the terms and conditions of the Interdistrict School Choice Law. ~~the Old Rochester Regional School District and the Mattapoisett District to~~
This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the School Committee votes to participate, admit non-resident students under the terms and conditions of the Inter-district School Choice Law (M.G.L. 76:12) and under the following local conditions would apply.

1. That by March 15th of every school year, the administration will determine the number of spaces in each school available to school choice students.
2. That by June 1 of every school year, ~~if consideration is being given to withdraw from the provisions of the school choice law,~~ a public meeting will be held to review this decision participation in the school choice program.
3. That the resident students be given priority placement in any classes or programs with the district.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the week prior to April vacation. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.
 - ~~a. A good discipline record and solid school citizenship are important selection considerations.~~
 - ~~b. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.~~
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation, except for disciplinary reasons or if there is a lack of funding of the program
- ~~6.e.~~ The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, age, gender identity, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language. ~~Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except for disciplinary reasons or if there is a lack of funding of the program.~~

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

LEGAL REFS.: M.G.L. 7_L6; 71:6A; 76:6; 76:12; 76:12B.

BESE Regulations 603 CMR 26.00

REVISIONS MADE ON January 25, 2021

JFBB – SCHOOL CHOICE POLICY – OLD ROCHESTER REGIONAL SCHOOL DISTRICT/MA SUPERINTENDENCY UNION #55

It is the policy of this school district not to admit-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the School Committee votes to participate, the following local conditions would apply.

1. That by March 15th of every school year, the administration will determine the number of spaces in each school available to school choice students.

2. That by June 1 of every school year, a public meeting will be held to review participation in the school choice program.

~~3. That the resident students be given priority placement in any classes or programs with the district.~~

3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the week prior to April vacation. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.

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

5. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, age, gender identity, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

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

LEGAL REFS.: M.G.L. 7_L6; [71:6A](#); [76:6](#); [76:12](#); [76:12B](#).

BESE Regulations 603 CMR [26.00](#)

File: JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or for diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

~~Having been expelled during the same school year from this District or any district in the Commonwealth;~~

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. [71:37H](#); [76:12](#); [76:12A](#); [76:12B](#)
603 CMR [26:00](#)

JICFA - PROHIBITION OF HAZING-REVISED

In accordance with Massachusetts General Laws, ~~Chapter 536 of the Acts of 1985~~, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the ~~Superintendent of Schools~~ Principal, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC February 2019

LEGAL REF.: M.G.L. [269:17](#), [18](#), [19](#)

JICH - ALCOHOL, TOBACCO, OR DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the Use or consumption by students of alcohol, tobacco products, or drugs on school property, ~~or~~ at any school function, or at any school sponsored event is prohibited.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with ~~Massachusetts Department of Elementary and Secondary Education~~ DESE in accordance with law in a manner requested by ~~Massachusetts Department of Elementary and Secondary Education~~ DESE.

SOURCE: MASC ~~March 2016~~ February 2019

LEGAL REF.: _____ M.G.L. 71:2A; 71:96; 71:97; 272:40A

CROSS REF.: _____ ADC, Tobacco Products on School Premises Prohibited
_____ GBEC, Drug Free Workplace Policy
_____ GBED, Tobacco use on School Property by Staff Members Prohibited
IHAMB, Teaching About Alcohol, Tobacco and Drugs

GBEC, Drug Free Workplace Policy

JIH - SEARCHES AND INTERROGATIONS

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school ~~system~~ district to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or ~~his/her~~ their designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC February 2019