

OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING
Marion, Mattapoisett, Rochester, Massachusetts

September 15, 2021
Meeting Held Remotely

MEETING MINUTES

Regular meeting of the Old Rochester Regional District School Committee was held on Wednesday – September 15, 2021 and called to order by Heather Burke, Acting Chairperson for the Old Rochester Regional School Committee at 6:33pm.

SCHOOL COMMITTEE MEMBERS PRESENT VIA ZOOM:

Heather Burke- Acting Chairperson; Jason Chisholm; Matthew Monteiro; Joseph Pires; Margaret McSweeney; Michelle Smith; James Muse; Frances Kearns; and Suzanne Tseki

MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools - Hybrid; Jannell Pearson-Campbell – Assistant Superintendent of Teaching & Learning - Remote; Craig Davidson, Director of Student Services- Hybrid; Howard Barber – Assistant Superintendent of Finance & Operations - Hybrid; Michael Devoll, Principal – ORR High School – Remote; Vanessa Harvey, Assistant Principal – ORR High School – Remote; Silas Coellner, Principal – ORR Jr. High School – Hybrid; Kelly Chouinard, Asst. Principal ORR Jr. High School - Remote; Toni Bailey, Recording Secretary – Hybrid; teachers; staff; parents; members of the press and public – Remote

Acting Chairperson, Heather Burke, stated in accordance with Massachusetts Open Meeting Law, the meeting is being recorded and the public has a way to participate. Ms. Burke stated the Agenda will be re-organized for tonight's meeting, noting the "Guidance Update" has been moved to the third item on the Agenda.

Ms. Burke welcomed Jason Chisholm to the ORR School District Committee and stated Mr. Chisholm joins us from the Rochester Memorial School Committee and we look forward to Mr. Chisholm participating in our meetings.

MEETING TO ORDER

Superintendent, Michael Nelson, welcomed everyone to the meeting and stated we are in our ninth day of the school year and we are all beginning to settle into a routine. Mr. Nelson stated at one of our last meetings last year, we said goodbye to staff who were retiring and thanked them for their years of service and noted before we formally introduce our newly appointed teachers and staff members for the high school and Jr. High School, Dr. Pearson-Campbell – Assistant Superintendent of Teaching and Learning - will update us on the New Teacher Induction Program and our onboarding process.

Dr. Pearson-Campbell stated on August 26 we welcomed nine (9) new members to the Old Rochester Regional School District and Mr. Craig Davidson, Director of Student Services, provided insight regarding Special Education; new staff was able to meet their mentors and mentees, as well as their building administration; and, they were able to visit their buildings to learn about what happens at Old Rochester. Dr. Pearson-Campbell noted in order for us to make sure that our teachers feel supported, we will meet monthly with our new teachers so

we can talk about preparing students for our Acceleration Roadmap as well as 21st Century Learning.

RECOGNITION PRESENTATION

Mr. Devoll introduced the new Professional Staff as follows:

Caroline Cervera – World Language Teacher

Ms. Cervera is teaching four Latin classes and one Spanish Class

Victoria Tutino – Special Education Teacher

Ms. Tutino is working in the ISP program

Mr. Devoll introduced the following Support Staff as follows:

Kylie Faison – Paraprofessional

Ms. Faison worked at the high school as a student teacher and last year as a long-term sub

Lynette Lord – Athletic Dept. Admin. Asst.

Ms. Lord has obtained this position as well as continuing with being the high school's yearbook advisor

Mary Beth Mathieu – Paraprofessional

Ms. Mathieu worked last year as a long-term sub last year and has stayed on as a Paraprofessional this year

Sertac Ozdogru – Long Term Substitute

Mr. Ozdogru worked as a long-term substitute in mathematics last year and will continue in this role as a long-term sub until January, 2022

Jessica Teixeira – Paraprofessional

Ms. Teixeira did her student teaching last year with us and is working in our 18-22 year old student population

Zachery Tilden – Paraprofessional

Mr. Tilden is a former Bulldog and worked last year as a substitute and in our summer S.A.I.L. Program and is working as a Paraprofessional in our Life Skills class

Jessica Trombly – Paraprofessional

Ms. Trombly joins us in our Pre-School program as a Paraprofessional

Three new Cafeteria Staff has joined the ORR School District:

Paula Searles, Catrina Skapik, Doreen Smith

Mr. Coellner introduced the new Professional Staff as follows:

Mary Caine – Special Education Teacher

Ms. Caine is our Special Education Teacher in the Life Skills program

Crystal Gendreau – Special Education Teacher

Ms. Gendreau is working on our 8th Grade Green Team

Mr. Coellner introduced the following Support Staff as follows:

Collin Melo - Paraprofessional

Mr. Melo will be working as a Grade 7 Paraprofessional

Acting Chairperson, Heather Burke stated on behalf of the school committee “welcome to everyone” – we are so excited to have you here and I think you have joined a very special place by coming to the ORR Jr/Sr High Schools and I know that you will make it an even more amazing environment for our students.

V. General

A. Opening Day Update

Recommendation:

That the School Committee hear an update from Administration regarding Opening Day

Superintendent Michael Nelson stated the following:

“As I mentioned we are nine days in with a little hiccup due to mother nature, but I do believe that both of our schools and our elementary schools are starting to settle in to be back in-person five days a week, which is very exciting for many and I hope our families are feeling the same way. It is important for the school committee members to know that prior to the first day of school, we welcome our staff members including teachers, paraprofessionals, food service, etc. for a different type of opening day, which is to reconnect with faculty and to hear keynote remarks and also to receive Professional Development.

Specifically, we started the day by connecting with colleagues under our outside tents over coffee and breakfast. Then, our staff members reported to one of three locations to hear opening remarks from me; to welcome new teachers and staff members; and, to recognize the many employees that have served our schools for at least 10 years, 15 years, 20, 25, 30 years and so on. We closed our district-wide event with hearing a motivational speech from Mr. Keith Davis from the Say Yes Institute. Mr. Davis encouraged our staff to recognize that all students have the ability to be high achievers, that they have the ability to meet their goals, and need teachers like all of ours day in and day out to be in their corner. Mr. Davis stressed the importance of doing our jobs to the best of our abilities, to fill in what he called “the gaps” for students, and for us to always be willing to give our students another chance to succeed.

After closing our opening day events, teachers and staff members reported back to their school buildings for teacher planning time and building specific discussions. I want to thank the many hands that made these opportunities possible as we needed everyone’s help to offer the opening day to our staff members that we were able to.”

Michael Devoll, Principal of ORR High School stated the following:

“It is really great to be back and to be conducting meetings with students about like homecoming, pep rally’s and seeing students at sporting events and on campus for afterschool activities, i.e. – the drama club had their first meeting last night in-person.

It is really nice to take a stroll down memory lane and to see what the school was like and what it will be like – it has been a great return to school!

Before the very first day of school we did host our rising senior class for what I called the “Rising Senior Semi”. They did not have a Jr. Semi last year but they put on a very safe and memorable semi-formal event the weekend before school started, which was a wonderful kick-off to the school year and I would like to replicate this event in the year’s to come.”

Silas Coellner, Principal of the ORR Jr. High School stated the following:

“For us, the re-opening was great, but it started long before the first day of school. Over the summer we had four opportunities for building tours for parents and we had upwards of 70 plus parents get a tour of the building.

Last year, all of the students were stuck in a single room and there wasn’t much movement, so to put the whole building back together to be ready to have students move around and teachers established in a classroom again – that was exciting - and thanks to Toni Bailey who was instrumental in getting the building put back together.

From there, we jumped into our Grade 7 orientation with well over 90% attendance - students had tours of the building; they were assigned lockers; students were given their schedules; and, students participated in a scavenger hunt throughout the entire building to get to know the “lay of the land.

Students in Grade 8 were also offered tours of the building for students who were fully remote last year as well as for new students to the district and we had an opening Q&A session for parents – all of this took place before school even started.

Now that we are in school, it is very exciting – it is nice to have lunch back in the cafeteria and not in the auditorium anymore and to see kids moving again. We made a strong emphasis on (in line with the DESE Acceleration Roadmap) with the sense of belonging, as the student's transition into the Jr. High School. We slowly transitioned in with rotating classes, we had a lot of extended homerooms and advisory's as we began the school year to get the students acclimated in school and to start to develop relationships with their teachers and peers.

It was super exciting to have late buses for the first time and being able to have afterschool activities – cross country, ping pong, volleyball, field hockey and jazz band so far. Tomorrow night we are looking forward to having our Open House for parents/guardians so that they can see the inside of our school building and meet their teachers."

Superintendent Nelson stated the following:

"Additional work that happened over the summer was an Administrative Retreat that spanned over 3-4 days and also continued the week before school. In terms of really matching what I have talked about at our most recent Joint School Committee – yes, COVID-19 is still a reality that we take extremely serious but we are really shifting our focus and also making sure that teaching and learning is a priority of ours this particular school year and moving forward.

Our upcoming Joint School Committee meeting is scheduled for September 23rd with the Superintendency Union and we will be presenting the findings and the recommendations on how we will move forward with regard to teaching and learning at that time."

Comments/Questions by the School Committee Members – there were none.

Acting Chairperson, Heather Burke stated it sounds like a lot of work went into opening the schools and there is a lot of work that goes into it every year. Ms. Burke noted this year there may have been a little more exuberance than normal with the promise of in-person school experience for hopefully the entire year. Ms. Burke extended a thank-you to everyone who put forth efforts to make the opening days go smoothly and with such enthusiasm.

B. ORR Multi-Purpose Field Use

Recommendation:

That the School Committee discuss use of the ORR Multi-Purpose Field. Please refer to "ORRSC09152021 Building User Policy".

Ms. Burke stated all school committee members received the policy entitled "Old Rochester Regional School District Building Use Policy – Policy Code 606-D". Ms. Burke stated in this policy you will see for non-school groups to use the ORR multi-purpose field, it has to come to a vote of this school committee.

Ms. Burke introduced Christine Medeiros, President of Old Rochester Youth Football, who would like to speak to us about use of that field.

Ms. Medeiros stated this is the first year that she is President of the Old Rochester Youth Football as head of the program. Ms. Medeiros stated she is here today to introduce herself and the program to the school committee as well as any community members that may not have already been familiar with ORYF, and to discuss the relationship that ORYF has had with the school district in the past.

Ms. Medeiros provided a little background regarding ORYF as follows:

- It was established 12 years ago by a small group of great people who had a love and passion for the sport and they wanted to share that with our youth in our communities
- Since establishment, the program has played a role in many lives of our children and families over the years

- The program has helped to shape many young people not only into great football players but also great human beings
- There are many lessons that are learned on the football field – specifically being a part of a TEAM and working together to achieve a common goal.

Ms. Medeiros stated she has seen struggling players complete that last lap – but then joined by the rest of the TEAM who has already completed the lap, to run with those players and motivate them to finish; she has seen players who may have struggled in certain drills and finally make that success and be cheered on by their peers on the sideline; and, just last week, she and her husband (who coaches 2 levels of the ORYF teams) received a message from a parent that her child had to draw a picture of someone who taught them something – that child said their “coach” and drew a very accurate picture of Coach Medeiros. Ms. Medeiros stated these are just some of the great things they see in the program and what the ORYF program does for the children in our community.

Ms. Medeiros stated ORYF has seen some awesome success over the years and noted the following:

- They are fortunate enough to field teams at all levels every year
- Many of the ORYF teams have gone to championships
- ORYF is known for their winning and integrity in the league
- The success of the ORYF program has been to lay the foundation that our players take with and continue to build upon in high school
- The ORYF programs has sent many players onto the high school program and in fact, the chunk of the team that was at the championship game at Gillette Stadium a couple of years ago was in fact ORYF alumni- 19 players

Ms. Medeiros stated ORYF has had a long-standing relationship with the school district (around 8 years), which allowed ORYF to use various field spaces for practices and access to the main field to host some home games on Sundays. Ms. Medeiros stated they take the greatest care and show the greatest respect to the grounds - sometimes leaving it in better shape than we found it.

Ms. Medeiros stated it is important to know that there have not been any issues or incidences while using the fields – our players, families and spectators have always been very respectful and are there for the players and the love of the sport.

Ms. Medeiros stated she has heard about concerns of other youth programs wanting to join because ORYF is there and because of maintaining the field integrity. Ms. Medeiros noted other youth programs have a home and stated she has not heard any other youth programs complaining of not having a home.

Ms. Medeiros stated their players are so little that they are really not causing damage to the field by being on it – they are not big kids tearing up the field with cleats.

Ms. Medeiros requests the relationship with the school district continue and noted without the support of the district she feels that the ORYF program will struggle to survive; will have to seek alternatives for field usage; and, that may result for ORYF to increase registration fees.

Ms. Medeiros stated she truly believes if their program is not able to survive the community would really be at a loss. Ms. Medeiros stated that playing on the main field means everything to the ORYF players – they truly believe and show pride in being Bulldogs; they show up at many Friday night games to show support for the high school team; and the players often run around saying “Bulldogs for Life”!

Ms. Medeiros stated tonight she is asking the school committee to show the ORYF program the same support in allowing them to continue the use of the fields for practices and allowing ORYF to get back onto the main field to host some home games because they are feeling the effects of not having that option for two consecutive seasons.

Comments/Questions by the School Committee Members

Frances Kearns -

During Ms. Medeiros' discussion, Ms. Medeiros mention that ORYF could not use the fields for the last two seasons. Ms. Kearns asked Ms. Medeiros to explain why that was the case?

Ms. Medeiros stated she believes last year was due to COVID and they did not want outside people using the fields at that time, which is understandable.

Ms. Medeiros stated this year she was not sure what really happened – in years past, ORYF submitted their field requests to central admin and it was signed off on and this year they learned that the school committee needed to vote on it. Ms. Medeiros stated ORYF tried to get on the August school committee agenda, but that was not possible. Ms. Medeiros stated she is here today to ask the school committee if they could vote going forward and if we could get access to the main field for our home games. Ms. Medeiros noted they are thankful they are able to get to use the fields for practices and stated having home games helps them out financially as well – they have a gate fee; sell snacks; and, they sell their apparel at home games. Ms. Medeiros stated not having home games also puts a financial burden on ORYF by not being able to bring in additional funds.

Heather Burke -

Ms. Burke stated she can give a little bit of context for the background – a few years ago, as we were doing an audit of various building/facility usage, it was discovered this policy was not being adhered to. Ms. Burke noted use for the gym, fields and the auditoriums weren't always going through this particular policy and you can't do that, you have to go by the policy. Ms. Burke stated sometimes it is more expedient not to do that, but you have a policy for a reason and it's to avoid some of the conditions we were getting into where there wasn't a consistent rental pricing policy and there were legacy groups that were able to use it some ways that other people weren't able to use in other ways. Ms. Burke stated it hadn't been looked at in some time and when we went back and reviewed it, we decided that we did need to adhere to the policy.

Ms. Burke stated she wasn't part of the development of this policy, in fact, when she was last on the Policy Committee they were looking to re-work this whole thing but then COVID happened and we had administration change, and she doesn't know if the Policy Committee has gotten back to it, but they were not able to conclude that work.

Ms. Burke stated many of the other facilities don't quite get the same wear and tear that a grass field does and they learned a lot about how different factors affect a grass field when they were looking at installing turf on the multi-purpose field. Ms. Burke stated one of the things they discovered was the fact that our field never has time to rest – we can't rotate fields – and the multi-purpose field gets very compacted and can deteriorate very quickly and that's furthered when there's overuse.

Ms. Burke stated this is why this particular use of field comes to the school committee, when not all of the facility rentals do, but also why we are trying to adhere tightly to the policy so that we go through the formal channels spelled out in that policy.

Superintendent Nelson thanked Ms. Medeiros for coming to the meeting and for her ongoing collaboration in terms of explaining what ORYF is looking to achieve.

Mr. Nelson stated last year, the campus was shut down throughout the year due to COVID for everyone and then we started opening up a little bit over the summer and that's when he and Ms. Medeiros began speaking to one another regarding the ORYF program.

Mr. Nelson stated when you look at the current policy that Ms. Burke was referring to, there are 3 or 4 main pieces to consider:

Page 1:

- Whether or not you are a community-based organization (Mr. Nelson believes the ORYF program is community-based, based off of the fact the majority of their participants are residents of Marion, Mattapoisett or Rochester)

Page 4: (Breakdown of the typical usage(s) of our facilities in the building(s) or field(s)

#3 – Fields (not including multi-purpose field)

- The use of the practice fields so that the ORYF program can get their season moving (Mr. Nelson believes the ORYF program is a community-based program since the majority of their participants are residents of Marion, Mattapoisett and Rochester)

Mr. Nelson stated the reason why Ms. Medeiros presented tonight on behalf of the ORYF program is the language on Page 5 of the policy which states:

“Multi-purpose field available only by special approval by the School Committee on recommendation by principal....”

Mr. Nelson stated he shared the policy with Ms. Medeiros in terms of the rationale process we were using which is why Ms. Medeiros is here tonight explaining their request. Mr. Nelson stated he is looking for the school committee to hear that request and discussion and take what action they feel is most appropriate.

Mr. Nelson stated this is the most recent approved school committee policy that is before the committee this today.

Joseph Pires –

Mr. Pires extended a thank you and the effort given by Ms. Medeiros and the ORYF program. Mr. Pires stated we have a rare opportunity to get 100% participation and it is beyond the athletic – it is the self-esteem and the confidence especially at a young age. Mr. Pires stated it is crucial and we should do everything we can to keep that program on the field.

James Muse –

Mr. Muse asked if there are other considerations that are necessary for example, insurance or programming – and do we have specific information in terms of what is being asked – how many days, when and what additional provisions (i.e. if it is inclement weather will they play?).

Mr. Muse stated he absolutely supports any youth program that we can have, but the question will come back and he would like to hear from the administration, facilities and the athletic department, whether or not this creates an impediment or a burden to the facility in order for the high school students/teams to be able to use the field(s) for sports.

Mr. Muse stated it was a very big deal when the multi-purpose field was so used – and on many occasions we heard that it was unusable for our students. Mr. Muse understands that because of COVID the field got a rest, but what will happen now?

Heather Burke -

Ms. Burke requested Mr. Muse's questions be broken down.

Insurance:

Mr. Barber stated when it is an outside program or an outside organization such as the ORYF program, they carry their own insurance policy – it is a requirement.

Mr. Barber stated a conflict would be the dates of usage – we would need to know what days ORYF is looking to use the multi-purpose field, so that it doesn't interfere/conflict with usage by the high school, or another organization who has requested the facility.

Mr. Devoll stated neither he nor Mr. Tilden feel as though the ORYF program would be a detriment or effect on our own athletic programs. Mr. Devoll stated they have been good neighbors and this year they have been on campus five days a week practicing and when we close our fields due to conditions, they close their practices.

Heather Burke -

Ms. Burke stated she would like to push back on that a little bit, noting a few years ago, we had the support of the Athletic Director to try to put in a turf field because we felt that the overuse of the field had created unsafe playing conditions for our student athletes. Ms. Burke asked, "What has changed?". Ms. Burke stated she knows the field has rested one year for COVID so are we thinking that the field can withstand it once this year and not in the future - or what has changed since those previous conversations?

Mr. Devoll stated he feels as though the use of the field by Pop Warner (this group making the request) is not going to tax the field. Mr. Devoll stated the "rest" needed is from high school use - from bigger, stronger, faster players and we are looking at a limited number of games from ORYF.

Ms. Burke asked how many games is ORYF looking at and how many hours each Sunday?

Ms. Medeiros stated in years past they had four home games and they were on campus for eight hours on each of those days; they have five levels; and, they play one after the other.

Ms. Burke asked if they were looking for one Sunday for just eight hours?

Ms. Medeiros stated this year, if possible, they would like to request one to two Sundays which would be the last two games of the season. Ms. Medeiros asked if this would be a yearly request where they would have to come before the school committee for a vote?

Superintendent Nelson stated he is hearing that this year Ms. Medeiros is requesting one to two Sundays this season and if that request were changing for next year, they would have to go before the school committee to discuss their specific needs and how the request has changed.

Ms. Burke asked Mr. Devoll what defines inclement weather to close the fields?

Mr. Devoll stated wet conditions - the same standard we use for our own student athletes.

Ms. Burke stated she has seen many a game played in rain.

Mr. Devoll stated a game is different than a practice for high school. For example, boys' soccer is not practicing outdoors tomorrow because of the weather - however, if we had a game tomorrow, it would be a different story.

Ms. Burke noted these are games - would we not let them play?

Mr. Devoll stated he would speak to our relationship with ORYF - they have been wonderful and they are looking for a place to play. Mr. Devoll stated we have had varsity practices and then have had to tell ORYF the high school is closed after varsity use. Mr. Devoll stated they are accustomed to that dialogue with our Athletic Director.

Matthew Monteiro –

This doesn't set a precedent in terms of letting other groups in – we take this on a case-by-case basis?

Mr. Nelson stated any group that requests the use of the multi-purpose field would follow the policy as it is written.

Mr. Devoll stated the terrain, the field and the condition is more Mr. Tilden's realm than his. Mr. Devoll asked Mr. Tilden if he had anything to add?

Bill Tilden – Athletic Director

Mr. Tilden stated at the time we were looking for turf (which he will always be looking for turf because he believes it is the right surface for ORR), we have worked tirelessly to figure out other ways to use other fields in order to use the multi-purpose field less. Mr. Tilden stated they have given the multi-purpose field a break not just because of COVID, but by limiting the usage. Mr. Tilden stated they have talked to ORYF on how they could limit the number of games and they were open to listen to anything. Mr. Tilden stated the field has been put on a much better fertilizer program that has strengthened the grass and it is a better playing surface. Mr. Tilden stated we do still need turf because all of the other fields are still not where they need to be but we are playing on those other fields to try to spread it out.

Mr. Tilden stated Justin Shea was instrumental in re-laying out the practice fields and JV game fields out back so that we were not using the same areas all the time. Mr. Tilden stated we are in a better position – we have moved field hockey into a better spot – and Mr. Tilden noted this is the perfect schedule to give ORYF a couple of opportunities to play. Mr. Tilden noted football has been agreeable to move to a back field where we created a full-size football field, which we couldn't inside of the track. Mr. Tilden stated if for some reason it is a rainy day and ORYF needed to get the games in, we could put them on a practice field that would not impact any other game fields. Mr. Tilden noted it would not be the ideal situation and the field is located as far away from the high school as it can be and stated the fans would have to stand around the field and sometimes it is the fans that would do more damage than the actual players on the field, just by walking around in the exact same muddy spot.

Mr. Tilden concluded working with ORYF has been phenomenal to work with.

Bryce Guilbeault– Head Football Coach for ORR High School –

Coach Guilbeault piggybacked on what Ms. Medeiros said *"they have a great relationship with the high school"*. Coach Guilbeault stated he feels it is more of a *"partnership"* noting about 50% of the football equipment at the high school has been purchased by the Pop Warner program that they use, and Pop Warner uses some of the high school's equipment.

Coach Guilbeault stated from a financial standpoint, if Pop Warner decides to go to another field, there would be some financial stress on the football program to buy thousands of dollars of pads and equipment.


Coach Guilbeault stated prior to the sport seasons beginning, all of the coaches have a meeting with Mr. Devoll and Mr. Tilden and there was a clear message to all of the coaches that attendance was down for athletics as well as enrollment in the schools.

Coach Guilbeault stated he fears if we send Pop Warner off somewhere else and they start seeing other opportunities (vocational school education or a catholic school education) his goal is to retain 100% of students as Bulldogs. Coach Guilbeault stated our students in Grade 7 and 8 at the JHS - we should want them to be Bulldogs.

Coach Guilbeault stated 90% of our students are involved in playing multiple sports as well as participate in other activities (drama club, honor roll, student ambassadors, etc.) Coach Guilbeault noted not all of the Pop Warner players are going to come up and play football –

some may decide to play soccer, cross-country, basketball, run track or play lacrosse. Coach Guilbeault stated his fear is that if enrollment is slipping away and attendance amongst athletics is going down, we need to try and retain everyone we can to go to ORR High School. Coach Guilbeault stated he is passionate about football, he loves living in the tri-town and he believes academically and athletically there is not a better school around here than ORR High School.

Margaret McSweeney –

Ms. McSweeney stated she has been supportive of this from the beginning and what summarized it nicely for her when looking at the Policy was Appendix A (which  plains really easily why we should approve it) that states:

- Old Rochester citizens pay for school facilities through property taxes
- Old Rochester organizations are an integral part of our community
- Old Rochester organizations should not be forced to look to other towns to find a venue in which to hold their activities
- Old Rochester citizens are best able to support local organizations when the organizations hold their activities in town

Ms. McSweeney stated we want to make our facilities available for everyone and if Mr. Devoll and Mr. Tilden are saying that we should do it – then we should do it.

Jason Chisholm –

Mr. Chisholm thanked Coach Guilbeault for his thoughts and Ms. Medeiros for coming forward and bringing the request. Mr. Chisholm referred back to Ms. Medeiros regarding the “health” of the program, and stated having to have a full “away” schedule because ORYF does not have a home field and to navigate practices, has to be stressful in recruiting kids/parents to participate. Mr. Chisholm stated youth football numbers are trending down in this area and not only for the youth program but also for the ORR high school program. Mr. Chisholm stated anything we can do to help alleviate any of that stress and keep things closer to home for the kids in these towns to come and play, it is not only going to help the Old Rochester Youth Football program but it should be a good pathway/feeder system to the high school program as well.

Mr. Chisholm asked Ms. Medeiros to speak about what have the numbers looked like; has this been an added challenge for parents with all of the games being playing in Rhode Island or other places; and, the schedule around practices being difficult as well.

Ms. Medeiros stated after last season with the ORR facilities being closed due to COVID, parents had questions such as: “Are we going to be traveling the whole season? Are we going to have to go to Rhode Island?”

Ms. Medeiros stated it is a turn-off to many of the families to have to travel the entire season for games and noted they were a little worried at the beginning of the season regarding the practice fields due to the policy.

Ms. Medeiros stated thankfully with the help of Superintendent Nelson he went through the policy and was able to approve for us to have practice field space on the school grounds.

Ms. Medeiros stated she gets questions from families such as: “Why can’t we have home games - our taxes pay for the field too?”

Ms. Medeiros stated she does think it has effected and played a part in numbers and she believes it will continue to play a part in numbers going forward if it’s going to be a yearly issue.

Heather Burke -

Ms. Burke stated with all respect to our administrators, she is wholly against this idea. Ms. Burke stated ORYF is a wonderful organization and a wonderful community group – her son played with them and had a great experience – this is no reflection on their organization at all.

Ms. Burke stated it is just that the health of ORYF is not our responsibility – the health and safety of ORR student athletes are. Ms. Burke stated she learned too much a few years ago to believe that the field has miraculously recovered and it's now at a point where it can be used heavily by all types of groups.

Ms. Burke stated in terms of setting a precedent – no, this does not set a precedent, but she does know that there are other community groups out there that don't have equally strong arguments for why they would want to use it and why could we not just allow it to them.

Ms. Burke stated in terms of students not enrolling at ORR, she believes that part of the reason is they look at our fields and say - *"that's not where I want to be playing – that's not safe – it's a ripped-up field"*. Ms. Burke stated it only takes one rain game to rip up that field.

Ms. Burke stated if this goes forward, there should be a condition that if the field is wet with snow/rain, that those games are canceled. Ms. Burke stated is it heart-breaking for the kids but our responsibility is to the ORR student athletes and we need to preserve that field for their use - not just for football this fall, but for lacrosse in the spring and for the other student athletes that use that field.

Ms. Burke stated this is not a matter of the quality of the ORYF organization, they are amazing – it really is the understanding that we first have to put the interest of the ORR student athletes forward.

Ms. Burke stated one to two Sundays does not sound like a lot to her, but she doesn't know if other organizations aren't going to come to us and ask for the same.

Ms. Burke stated she would recommend that ORYF meet with the Recreational Directors of the Tri-towns – maybe try to bring them and the school community together and talk about a long-term solution to this problem. Ms. Burke noted maybe there is another area in the Tri-town that could be converted to a football area – if not, maybe one needs to be built or maybe they need to help invest at ORR. Ms. Burke stated if we are going to be a community group, we need the whole community to be able to support and invest in this field. Ms. Burke stated we can't sacrifice the current ORR student athletes until then.

Ms. Medeiros stated the families in the ORYF program were 100% behind the turf project – many families donated money towards the turf project and donated their time towards the turf project.

Ms. Medeiros stated, with all due respect, it seems as though we are punishing a group of children for an adult decision.

Heather Burke -

Ms. Burke stated the ORYF group was the leader on the turf project and got the momentum going – it unfortunately did not work out and we are all dealing with the outfall from that.

Ms. Burke stated it is not just the matter of sacrificing the children who are in ORYF, but the ORR student athletes deal with the disappointment of that vote every day.

James Muse -

Mr. Muse stated he is 100% behind any community programs and giving what he has heard tonight for what the current ask is and what the protective conditions that we can put in place to make sure we don't have further damage – to allow the request of ORYF for the two Sundays, with control over the weather. Mr. Muse stated this may not even happen because we would need to make sure those two dates are available and have not already been spoken for.

Mr. Muse stated the problem that exists is the lack of quality, recreational fields in the Tri-town but unfortunately, we are not the long-term solution.

Mr. Muse stated he is in favor of this request for the two (2) days with the understanding and expectations that the Youth Football League would be able to pursue other alternatives earlier. Mr. Muse stated he is not sure this request can be repeated next year.

Mr. Muse stated this could be viewed as a small ask, but the truth of it is – 8 hours of kids on a field for a day will create some wear and tear.

Frances Kearns –

Ms. Kearns extended a thank you to everyone for coming out today and sharing all of this information.

Ms. Kearns stated the Facilities Sub-Committee has not met since she has been elected and one thing she would like to see at the next meeting is to bring everyone up to speed on the status of the fields.

MOTION: by James Muse to approve the request from ORYF to use the multi-purpose field for one or two Sundays (eight hours each day) this season with the conditions that were stated above in terms of appropriate weather and availability; and, the Certificate of Insurance and other elements be put into place prior to usage of the multi-purpose field; and, the field would be at the discretion of the high school administration and the Facilities Director, Gene Jones.

SECONDED: Jason Chisholm

OPPOSED: Heather Burke

IN FAVOR: 8 members

MOTION APPROVED: 8:1

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-no

C. Foreign Exchange Student Approval

Recommendation:

That the School Committee officially approve a request from ISEUSA. Please refer to “ORRSC09152021 Foreign Exchange Welcome Brochure” and “ORRSC 09152021 Foreign Exchange Student Information”.

Mr. Devoll stated this item is for approval of a Non-AFS foreign exchange student noting we are a school that has an active AFS club and we have always accepted students through the AFS program. Mr. Devoll stated this request is not through the AFS program but we believe in the cultural benefits and cultural exchange program at Old Rochester. Mr. Devoll stated the student is attending ORR now, and we are seeking official approval.

Superintendent Nelson stated the following:

“Recently, the school committee preliminary approved a high school foreign exchange student from International Student Exchange, known as ISE at the recommendation of the Building Principal. Backup information and documentation was provided to the school committee and tonight I am requesting that the school committee formally approve this student’s enrollment.”

MOTION: by Frances Kearns to approve the Non-AFS foreign exchange student

SECONDED: Margaret McSweeney

OPPOSED: None

IN FAVOR: All

MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

D. Guidance Report Update

Recommendation:

That the School Committee discuss the Old Rochester Regional Guidance Department Evaluation. Please refer to “ORRSC09152021 Guidance Report”.

Superintendent Nelson stated the following:

“At the end of last year – the Old Rochester Regional High School committed to an outside Guidance Department Evaluation to assess the current strengths of our guidance department, areas for potential growth and to make recommendations on how best to move forward with supporting our students and family’s guidance department’s based needs.

As a result, Ms. Katie Gray and Ms. Karen-Marie Harrington from Unique Potential collaborated with our high school and conducted the evaluation with the help of our stakeholders.

Tonight, they are here to present to the school committee members their findings and recommendations. In your back-up information, you have both their full report and their presentation.”

Katie Gray –

Ms. Gray stated she has an extensive background in school counseling; was Director of Student Services at Blackstone Valley Tech for 10 years; has been very active in the Mass. School Counseling Association; and, presently a faculty member at UMass in the school counseling department.

Karen-Marie Harrington –

Ms. Harrington stated she has the similar background to Katie; extensive background in school counseling and career development; worked in educational research and evaluation; and, presently consulting and teaching graduate students.

Ms. Gray commended the district for embarking on this journey stating it is not easy to understand what the role of a guidance counselor is and to really be clear about how they can best support students and the district.

Ms. Gray stated their goal was to:

- **Assess how current guidance programs and services align with best practices in the field**

Ms. Gray stated a “Comprehensive Developmental School Counseling Program” should:

- **Address students’ needs across academic, social-emotional, and college/career readiness domains**
- **Serve all students**
- **Use data-based decision making**
- **Provide a developmental and sequential programmatic approach**
- **Support administration in school improvement**
- **Call for school counselors to develop skills in leadership, advocacy, data, collaboration, culturally responsive practices, and foster systemic change**

Ms. Gray stated the above is shifting the model from a more traditional to a more pro-active approach.

Ms. Harrington stated they used both “Qualitative” and “Quantitative” Data. Ms. Harrington stated they interviewed a wide-range of stakeholders; and, reviewed survey data from the survey that they gave to the school counselors and administrators – using two validated instruments.

Ms. Harrington stated students, parents and teachers were interviewed and they found a really strong collaboration among the three guidance counselors in working together. Ms. Harrington noted the following:

- Many of the students they spoke to said it was easy to see their guidance counselor whenever they need to and some of the seniors reported that their guidance counselor was willing to meet with them as many times as necessary to support them
- Teachers overwhelmingly spoke about how the guidance counselors provide really strong support around any academic issues in the classrooms
- They found out numerous ways the guidance counselors are supporting struggling students
- The guidance counselors are members of the “Multi-Disciplinary RTI Team”
- They manage all of the 504 Accommodations – last year there were 77 students receiving accommodations - which is really high
- They create individual Student Support Plans for students who need extra support but do not qualify for a 504 or an IEP
- They developed the foundations for a College & Career Readiness Curriculum for grades 9-12
- They manage a really successful AP program

Ms. Harrington stated the counselors expressed some frustration in the limited time they have to deliver those lessons and expressed they really wished they had more time to devote to Career Exploration.

Ms. Harrington stated it is really positive to see such an inclusive AP program – ORR has data from DESE around students who are economically disadvantaged, students with disabilities, students who identify as students of color – all taking and completing advanced placement course work.

The five high-level major recommendations are: (Note: this takes a minimal of 5 years)

- Hire a Guidance Director
(Ms. Gray stated this is a critical first step and that person should be part of the Administrative Team)
- Develop a comprehensive College, Career, and Civic Readiness program
(Ms. Gray stated this is something that has to be tailored to the needs of the district – it takes time)
- Transition guidance department to a programmatic approach
- Strengthen guidance counselors’ advocacy and leadership skills
- Increase technology use throughout Guidance Department

Ms. Gray stated some of a Guidance Director’s role could be:

- Create an updated job description
(Ms. Gray stated they could not find the Job Description for the Guidance Counselor and this would be a good place to start)
- Establish an Advisory Council
(Ms. Gray stated an Advisory Council includes various stakeholders –including counselors but also administration, parents and students)
- Support continuous counselor-specific professional development
- Reduce required participation in special education IEP meetings
(Ms. Gray stated guidance counselors are usually only tact for 2-3 minutes of the IEP meeting – and they spend over an hour in a meeting)
- Collaborate with the middle school Guidance Leader
(This would be to help with transition from the middle school to the high school)
- Develop a clear referral process for students to see a social worker
- Develop specific data-driven guidance department goals

Ms. Harrington stated she understands that Civic Readiness is part of the District's Strategic Plan– Ms. Gray and Ms. Harrington recommended the following– to “Develop a Comprehensive College, Career, and Civic Readiness Program” as follows:

- Begin the college and career planning process in 9th grade
- Integrate college and career readiness into Bulldog block once a week
- Have guidance oversee the implementation of C&CR curriculum
- Expand the scope of the curriculum to include civic engagement
- Expose students to a broader range of jobs and careers
- Provide more information on the array of postsecondary options
- Teach students about the wide range of features available in Naviance
- Expand service and work-based learning opportunities

Ms. Harrington stated it is not only the guidance counselor's job to implement C&CR - the best practices in the implementation of Career & Civic Readiness involve all educators in the school. The role of the guidance counselor would be to oversee the implementation.

Ms. Gray stated we are “Transitioning the guidance department to a programmatic approach” by:

- Shift how guidance counselors spend their time
- Adopt the ASCA National Model or MA Model for Comprehensive School Counseling Programs
- Create a developmental, 9-12th grade guidance curriculum
- Coordinate with educators to deliver guidance curriculum during Bulldog Block
- Integrate the department's work into the district's Strategic and School Improvement Plans
- Refine the guidance department's mission and vision statements
- Increase outreach and communication to families
- Regularly share results of the guidance program
- Facilitate the 8th grade orientation to the high school

Ms. Harrington stated part of this new vision for the guidance counselors that we have been speaking about is “Strengthen advocacy & leadership skills among guidance counselors”. This can be done in the following ways:

- Examine student outcome and perception data and adjust practices as needed
- Monitor individual student progress by running grade reports frequently throughout the term
- Collect and analyze data that measures program results and demonstrates how the program supports achievement and college and career readiness
- Encourage using data for student advocacy efforts such as identifying students who feel marginalized at the high school, adopting a systemic perspective to addressing barriers to academic success, and building awareness of issues related to educational equity and access

Ms. Harrington stated they are recommending “Increase technology use throughout the Guidance Department” and this can be accomplished by:

- Use the school's text messaging system to issue reminders and send announcements to students and parents/caregivers
- Determine processes currently conducted during in-person meetings that could shift to an electronic system
- Replace the hard copy versions of the Yellow Sheets and excused absences form with an electronic version
- Provide more timely information on the guidance website to increase access to information and resources for the larger school community

- Provide professional development to guidance counselors to improve their digital literacy skills

Ms. Gray stated this is a lot to digest, it is a lot of change and change is hard. Ms. Gray stated lots of people resist change and it will be process over many years but there are lots of steps that can be taken right away to begin this process.

Comments/Questions by School Committee members:

James Muse –

Mr. Muse stated his comment relates to “the guidance counselor only participates in an IEP meeting for 2-3 minutes and the meeting takes an hour” – Mr. Muse stated hopefully the guidance counselor is listening for 58 minutes, absorbing for 58 minutes and the IEP meeting means a lot to the entire TEAM – the student, the family and everyone else involved. Mr. Muse stated it sounded as though their attendance, while not everybody is always necessary at every meeting for everything, if the guidance counselor is asked to be there, I have strong confidence in the administration and the head of the student services to recognize that. Mr. Muse stated IEP meetings do matter and you typically learn a whole lot more when you are listening than when you are speaking.

Frances Kearns -

Ms. Kearns extended a thank you to the administration for engaging in this assessment. Ms. Kearns stated she understands it was voluntary and she appreciates the proactive nature that the school administration took to perform this analysis. Ms. Kearns thanked Ms. Gray and Ms. Harrington for their feedback and stated they did a great job!

Heather Burke -

Ms. Burke extended a thank you to all of the participants who took time to speak with Ms. Gray and Ms. Harrington, along with the community members and students who spoke to them. Ms. Burke stated no system is ever perfect and there is always room for continuous improvement in everything we do. Ms. Burke stated Ms. Gray’s and Ms. Harrington’s expert view points is appreciated – it is nice to hear from people who have seen what works and doesn’t work in other school systems.

Matthew Monteiro –

Mr. Monteiro stated he liked the idea of students meeting with the guidance counselors once a week in Bulldog block – what he understands the Bulldog block is meant to be a place for “flexibility”, such as if student was behind in class they might meet with someone.

Mr. Monteiro’s question: Do you envision this being something where it would be more student driven and the guidance counselor would have curriculum for that week and the student would go when it made more sense for the student, or, some other way of doing that?

Mr. Devoll stated he took it to mean as a whole school-wide comprehensive approach -it would be impossible for the three guidance counselors to meet with 250 kids each week during the Bulldog block. Mr. Devoll stated the Bulldog block sizes are approximately 9:1, so it would be a whole school-wide approach.

Ms. Gray stated she understands the Bulldog block is used for a variety purposes but both she and Ms. Harrington believes the importance of students becoming actively involved in what courses they’ll take, what extra curricular activities they will take that will make sense with their passions, their dreams, and their interests. Mr. Gray stated these decisions need to be processed out loud sometimes with a mentor or a counselor.

Superintendent Nelson extended a thank you to the consultants for being here tonight.

Mr. Nelson stated we often times each year decide to look at programming in our schools from an internal standpoint of how that program is doing, areas to improve upon and to make sure that we are continuously looking at the efficacy of what it is that we are trying to do. Mr. Nelson stated the decision was made to focus on our guidance department, since it had been sometime since we had an “outside” look at what we are currently doing.

Mr. Nelson stated the three guidance counselors were active participants in terms of working with Ms. Gray and Ms. Harrington in terms of opening the doors and showing them what it was that we were doing.

Mr. Nelson stated the recommendations that Ms. Gray and Ms. Harrington gave and the blueprint of how to do this, and do it meaningfully in terms of taking this information, recognizing that this is not going to be done overnight and it’s really laying out where we are now and where we want to go. Mr. Nelson stated this report will help us in making decisions moving forward on what type of guidance department we want for our high school and for our students and families.

Heather Burke-

Ms. Burke stated she really appreciated doing this work and this creative thinking and this look at the guidance department and how we can build on the strengths that the guidance department currently has. Ms. Burke stated her one big take away was the need if we were going to implement a guidance program like this, we need someone who has the heft within the building to be able to advocate and lobby for these changes – that comes down to a Guidance Director. Ms. Burke stated we need someone who can pound away at the importance of carving out time in the Bulldog block, or getting more people involved, or insisting on funding for technology, or demanding time to bring in someone during open house to talk about college and career readiness – someone who will go to the Jr. High School to speak to the Grade 8 students to get them to start thinking about their course selection.

Ms. Burke stated in her five years of being on the school committee, she has never heard a report from the guidance department or outcomes that would flow from the work that the guidance department does. Ms. Burke stated she thinks we also need a Director of Guidance to have some accountability for people who can talk to the school committee and set goals with the Superintendent and report back on them.

Ms. Burke stated this is a wonderful report with a lot of information – some of it may be able to be implemented in the short term – some of it’s longer term. Ms. Burke asked Superintendent Nelson what would be the next steps so that we don’t lose this excitement and momentum?

Mr. Nelson stated this was the first step and he will meet with Mr. Devoll and the guidance counselors to “unpack” this report. Mr. Nelson stated he views the advisory council recommendation as equally important right next to the role of a possible Guidance Director in the future.

Ms. Gray noted since the guidance counselors participated in some professional development related to career and college readiness a year ago, there are now some funds available from the Department of Education (it is not a huge amount) to the district who could then decide on how the funds would be used for planning purposes.

E. Regional Agreement MOU Approval

Recommendation:

That the School Committee discuss the regional agreement MOU and approve as presented. Please refer to “ORR09152021 Regional Agreement MOU”.

Superintendent Nelson stated the follow:

“Over the summer, I continued to work with Ms. Burke and others to facilitate the proposed regional agreement amendment work that has been in process for some time. Specifically, we have met with the Joint Tri-town Select Board and FinCom Boards to discuss the DESE

preliminary approved amendment and have recently received support from all three towns to add the Regional Agreement Amendment proposal and also the establishment of a Capital Stabilization Articles to the town warrants at the upcoming fall town meetings – this is exciting news!”

The special town meetings are currently scheduled for:

Rochester – October 18; Marion – October 19; Mattapoisett – November 8, 2021

Mr. Nelson continued:

“While collaborating with the towns some of the other conversations was around entering into a very basic MOU that outlines our agreement between the three towns in the regional school district, to provide our annual financial audits which we are required to do to and to provide to the towns; provide a five-year capital project plan; and, a method to review the MOU as needed.”

Mr. Nelson stated he supports the draft MOU in its current draft.

Ms. Burke stated she supports the draft MOU as well and feels comfortable saying that it doesn’t create conditions for extra work or reporting that isn’t already done either as a requirement or as a best practice.

Ms. Burke stated one thing that she thought was very important is that we were able to say who will be receiving this information – it will not be a question of who got it and who didn’t.

Ms. Burke stated we are responsible to deliver it to this one particular point of contact and any dissemination within the towns is up to them.

MOTION: by Michelle Smith to approve the MOU as presented

SECONDED: Suzanne Tseki

OPPOSED: None

IN FAVOR: All

MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

F. School Committee Meeting Format

Recommendation:

That the School Committee discuss the school committee meeting format for future meetings. Superintendent Nelson stated the school committee members have the option of meeting fully in-person or in a hybrid format and the public has access via Zoom. Mr. Nelson stated the committee members could continue as they are today - continue to hold virtual meetings for the school committee and the public. Mr. Nelson stated these exemptions will stay in place at least until April of 2022 and he will update the committee members as things change. Mr. Nelson stated tonight the committee members is asked to discuss what meeting format will be utilized at the next regularly schedule meeting will look like.

Comments/Questions by School Committee Members:

Suzanne Tseki –

Ms. Tseki asked if it causes any unnecessary burden to the cleaning of the room if we all meet together in-person – what does that look like for the students the next day to have that room sanitized?

Mr. Nelson stated in addition to our regular cleaning practices, we are also having deep cleanings on a daily basis. Mr. Nelson stated his concern is the number of persons in a particular room and we have tried to not have unnecessary visitors in the school building during this COVID-19 scenario.

James Muse-

Mr. Muse stated he believes we are not through this pandemic and every step we take to be safer – keeping the school safe – keeping the administrators safe – is a good step. Mr. Muse strongly suggests the meetings continue remotely.

Margaret McSweeney -

Ms. McSweeney stated she has heard from many constituents they like the meetings virtually because it makes it more accessible to attend the meetings. Ms. McSweeney asked to have the meetings take place virtual or hybrid, but always having hybrid available for the working parents who want to be in these meetings whether they are on the committee or not. Ms. McSweeney stated it also gives people who are immune compromised – it gives them the opportunity to attend.

Michelle Smith –

Ms. Smith agrees with Mr. Muse and Ms. McSweeney. Ms. Smith stated she knows more people this time around than before. Ms. Smith stated it worries her and having this many people in a room and having masks on – it's really hard if you have been in a hybrid situation and listening to people with a mask on –it is hard to hear them.

Frances Kearns –

Ms. Kearns noted that since we have had meetings remotely, she has seen a larger amount of community members participating.

Matthew Monteiro –

Mr. Monteiro agrees with everyone and added when we finally turn the corner and there is no more COVID, even if we start off all in-person, to continue to have a zoom option for families to zoom in.

Heather Burke -

Ms. Burke stated this all depends on what is legally allowable. Ms. Burke stated these meetings are filmed by ORCTV so people can watch them – it doesn't allow them to participate per se unless they are there in person, and we would have to look into the rules and regulations on that.

Ms. Burke stated in getting feedback from the school committee members, we can just say that we will be meeting virtually for the foreseeable future – until further notice so that we do not have to discuss this at every meeting.

Mr. Nelson stated he is comfortable with continuing the meetings virtually for the school committee members and noted if at any point the public meeting law exemptions become permanent or altered, he will share that information and decisions can be made together.

VI. New Business

C. Business

1. Financial Report

Recommendation:

That the School Committee hear an update from Mr. Barber.

Mr. Barber gave a brief summary on the Food Service Director's Report by Jill Henesy dated Aug/Sept 2021 as follows:

- The first breakfast/first lunch for each student is free – similar to last year**
- Extra items outside of the regular breakfast/lunch (snacks) are available for purchase**
- Non-students (i.e.: staff) are paying for meals going forward**

Mr. Barber provided a summary of the Facilities Director's Report by Gene Jones dated September 2021 as follows:

- Conducted annual air quality testing of facility
- HVAC Assessment scheduled
- ANSUL (kitchen fire suppression system) including kitchen hood system was inspected and certified
- The annual certification of fire extinguishers and fire pump/sprinklers has been completed
- Boilers have all been cleaned, serviced and inspected
- All SAIL program furniture and equipment has been returned to the elementary schools
- Occupancy Permits issued
- Repaired/conducted preventative maintenance on all facility equipment and machinery

Mr. Barber stated as we are at the end of the year closeout, (wrapping up the end of the year FY21 budget), as well as trying to identify all of the FY22 encumbrances, there is no report as of today but he will have a financial report for next months' meeting.

D. Personnel

NEW STAFF: FY21-22

Caroline Cervera	World Language Teacher (HS)
Victoria Tutino	Special Education Teacher (HS)
Mary Caine	Special Education Teacher (JHS)
Crystal Gendreau	Special Education Teacher (JHS)
Kylie Faison	Paraprofessional (HS)
Lynette Lord	Athletic Dept. Secretary (HS)
Mary Beth Mathieu	Paraprofessional (HS)
Sertac Ozdogru	Long Term Substitute (HS - math)
Paula Searles	Cafeteria Staff
Catrina Skapik	Cafeteria Staff
Doreen Smith	Cafeteria Staff
Jessica Teixeira	Paraprofessional (HS 18-22 Population)
Zachery Tilden	Paraprofessional (HS - Life Skills Class)
Jessica Trombly	Paraprofessional (HS - Pre-school Program)
Collin Melo	Paraprofessional (JHS)
Caitlin Roberts	Paraprofessional (JHS)

STAFF RETIREMENTS & RESIGNATIONS:

Jaden Teixeira	Paraprofessional/Resignation
James Morton	Paraprofessional/Retirement
Quinn Bourgeois	Paraprofessional/Resignation
Brittany LeStage	Paraprofessional/Resignation
Colin Pilkington	Paraprofessional/Resignation
Sheilah Sullivan	Special Education Teacher/Retirement
Grace Durgin	World Language Teacher/Resignation
Alison Guard	Athletic Dept. Secretary/Resignation
Rubab Rashid	Special Education Teacher/Resignation
Joanna Buckley	Special Education Teacher/Resignation
Kathy Bobrowiecki	Paraprofessional/Retirement
Mary Ann Roy	Paraprofessional/Resignation
Kathleen Garcia	Cafeteria Staff/Retirement
Susan Bouley	Cafeteria Staff/Retirement

CHAIRPERSON'S REPORT:

Ms. Burke extended a thank you to everyone who has done so much to open up the school year in such a positive way. Ms. Burke extended a thank you to the custodians, teachers, paraprofessionals, support staff, administrators and everyone else who got the buildings open and ready so that we could bring out students back to have some semblance of normal. Ms. Burke stated it is very moving to see the school open and the students really just being kids and getting to go to school. Ms. Burke stated everyone's lives is a little bit different now, but there is a semblance of normal for them that they didn't have last year. Ms. Burke extended a thank you to the parents for doing everything they could to help transition their students back to the school year – it is another change.

Ms. Burke concluded with a thank you to the school committee members stating last year was a tough year and we had to do a lot of work and really dig in and put some of our key initiatives a little bit to the side – we all had to hyper focus to make sure our schools had what they needed to get through it.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Superintendent Nelson extended a thank you to families and students whom continually to be flexible in every way possible to make sure that school is as awesome as it can be.

Dr. Jannell Pearson-Campbell – Assistant Superintendent of Teaching & Learning – reported as follows:

Dr. Pearson-Campbell stated although school was over in June, our teachers wanted additional opportunities in July. Dr. Pearson-Campbell stated through our teacher collaboration, on-line classes from June 2021 through June 2022 was offered, allowing teachers a full year to complete their PDP's and keep up with licensure. The three courses that were offered were: Mental Health, English Language Learners and Differentiated Instruction. Dr. Pearson-Campbell noted teachers also had the opportunity to plan lessons for this year preparing for September 1.

Dr. Pearson-Campbell stated her focus this year is on Teacher Leadership in our schools and to focus on our three initiatives from the Strategic Plan – 1) 21st Century Learning, 2) Global Citizenship, and 3) Project-Based Learning.

Dr. Pearson-Campbell stated teachers were supported in Accelerated Learning this summer and we had teachers building bridges and building robotics. Our teachers have started looking at Assessments preparing for this year and looking at our student data.

Dr. Pearson-Campbell stated the first ½ day Professional Development is on September 22 teachers will have/be able to: 1) access to experts in project based learning focusing on writing across content areas; 2) reflect on student performance using data across grade levels; 3) have opportunities to learn new strategies to support reading in early literacy grades; and, 4) continue learning about strategies for Global Citizenship and Social Emotional Learning.

Mr. Craig Davidson – Director of Student Services reported the following:

Mr. Davidson stated they started the summer with the S.A.I.L. program that ran for six weeks. Mr. Davidson stated through grant opportunities they added a "Community Connections" camp and hired 14 students at the high school level to be counselors at the camp. Mr. Davidson stated the camp ran after the SAIL program for four weeks for three hours a day. Mr. Davidson stated it was an outstanding opportunity for our youngest learners from the Tri-town to establish connections with some of our staff at the middle/high school level and also the students that were their counselors. Mr. Davidson stated we hopefully will be able to offer this again in the future.

Mr. Davidson stated the second grant opportunity was our summer "Acceleration Academy". Mr. Davidson stated 155 students participated in this camp from the Tri-town. Mr. Davidson stated from the Jr. High/High School level there were 21 students who participated with five staff members. Mr. Davidson stated it was a great opportunity to up the ante with the math academy to hone in on some of the math skills necessary to access the curriculum the first few weeks of the school year. Mr. Davidson extended a thank you to all of the dedicated staff this summer.

Superintendent Nelson stated it was phenomenal that we increased the amount of time we had students in the building from last summer to this summer. Mr. Nelson stated it really symbolizes our focus and our shift to teaching and learning.

PRINCIPAL'S REPORTS

Silas Coellner, Principal - ORR Jr. High School stated he highlighted everything at the beginning of the meeting regarding opening day. Mr. Coellner extended a thank you to everyone for supporting the schools for making it such a great opening.

Michael Devoll, Principal - ORR High School stated the date for Open House was changed to September 30th at 6:30 and we will host one parent per child in our traditional Open House format - everyone will be masked.

STUDENT ADVISORY COUNCIL REPORT

Edward Gonet stated the Student Advisory Council has not yet met and they have not received guidance as to when the first meeting is going to be held. Mr. Gonet stated the ORR School Council's first meeting is scheduled to take place tomorrow - September 16 and noted they are moving forward with a COVID safe homecoming, which everyone is excited about. Mr. Gonet stated the "skits" will take place in some form outside. Mr. Gonet stated they held "Sr. Sunrise" at Silver Shell Beach last week - 75 students gathered and the Marion Police opened the beach up early so that we could watch the sun rise - it was a good way to start the year. Mr. Gonet stated the Ned's Point trip is scheduled for October 1st.

Heather Burke -

Ms. Burke stated the homecoming skits that each class puts on, is one of the most special occasions for parents of children in all of the grades. Ms. Burke is hoping there is a way to live stream the skits - it would make a lot of parents very happy.

Mr. Gonet stated ORYCT will be at homecoming and Mr. Devoll stated they would be live streaming it 1000%!

Margaret McSweeney:

Ms. McSweeney congratulated Eddy on his Congressional Award Gold Medal and the American Legion - we enjoy having you at these meetings and keep serving your community - you are doing a wonderful job!

VII. School Committee

A. Reorganization

Recommendation:

That the School Committee reorganize for the 2021-2022 school year. Please refer to "ORRSC09152021 Reorganization".

Superintendent Nelson explained the process, noting that his position is only to ask the committee members for nominations for the Chairperson's position, and once a Chairperson is elected, he turns the meeting back over to the newly elected Chairperson who will continue the process of nominating members for the various positions available.

Superintendent Nelson entertained a nomination for Chairperson for the 2021-2022 school year for the ORR School Committee

MOTION: by Suzanne Tseki to nominate Heather Burke as Chairperson for the 21-22 school year.
SECONDED: Margaret McSweeney

Superintendent Nelson asked Ms. Burke if she were appointed, would she accept – Ms. Burke stated yes.

Superintendent Nelson asked if there were any other nominations for Chairperson – there were none.

OPPOSED: None
IN FAVOR: All
MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

Chairperson Burke entertained a nomination for Vice-Chairperson for the 2021-2022 school year for the ORR School Committee

MOTION: by James Muse to nominate Michelle Smith as Vice-Chairperson for the 21-22 school year.
SECONDED: Suzanne Tseki

Chairperson Burke asked Ms. Smith if she were appointed, would she accept – Ms. Smith stated yes.

Chairperson Burke asked if there were any other nominations for Vice-Chairperson – there were none.

OPPOSED: None
IN FAVOR: All
MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

MOTION: by James Muse to nominate Michael Perrone as Treasurer for the 2021-2022 school year.
SECONDED: Frances Kearns
OPPOSED: None
IN FAVOR: All
MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

MOTION: by Margaret McSweeney to nominate Diana Russo as School Committee Secretary for the 2021-2022 school year
SECONDED: Michelle Smith

OPPOSED: None
IN FAVOR: All
MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

Chairperson	Heather Burke
Vice-Chairperson	Michelle Smith
Treasurer	Michael Perrone
School Committee Secretary	Diana Russo
Recording Secretary	TBD
Budget Subcommittee	Heather Burke James Muse Matt Monteiro VACANT
Educational Council	Frances Kearns Michelle Smith Joseph Pires
Sole Signatory	James Muse
SMEC	Suzanne Tseki
Sick Leave Bank	Suzanne Tseki Heather Burke Joseph Pires
School Physician(s)	Dr. Reynolds/Dr. Mendes
PCC	Michael Nelson
Sick Leave Bank (Dist. Wide Non-Union Employees)	Heather Burke
Standing Committee on Graduation Requirements	Entire Committee
Policy Sub-Committee	Joseph Pires Frances Kearns Margaret McSweeney
MASC Delegate/Legislative Liaison	James Muse
Tri-Town Educational Foundation	Suzanne Tseki
Town Relations	James Muse Michelle Smith Joseph Pires

Ms. Burke stated Mr. Pires would like to speak about the Communication Sub-Committee

Joseph Pires -

Mr. Pires stated communication between Heather Burke, Suzanne Tseki and he took place over the summer regarding the purpose of the Communication Sub-Committee and noted this committee started off three years ago to have a means of showcasing all the positive that was going on in our school. Mr. Pires stated if a person was not directly involved in the school somehow and if you were not on a committee, there are a lot of things that people just didn't know. Mr. Pires stated the performance of ORR is outstanding – the numbers compared to other schools - we shined, we started broadcasting that and we made a face book page dedicated to the school committee. Mr. Pires stated we used that as a platform to help communicate what was going on in school – highlighting on different things, not just academics, social, athletics, etc. Mr. Pires stated it was a way to get people to see what was going on in the school and not to just assume or draw their own conclusions.

Mr. Pires stated the purpose would we like to see now is to use this mechanism to promote the progress of what we as school committee members are doing. Mr. Pires stated we would like to re-purpose this sub-committee and channel it to our sub-committee meetings – we owe it to our constituents and we should be able to at least highlight some of the notes and minutes that each sub-committee and the school committee has. Mr. Pires stated Ms. Kearns has brought it up on occasion the wonderful things that our Tri-town Against Racism has done and for us to have an area where we can share the sub-committee minutes and share the progress would give our community members/residents an opportunity to see and potentially get involved and ask questions.

Mr. Pires stated his proposal is to re-purpose this sub-committee and channel it to our sub-committee meetings and have a way to get information out to the public.

Chairperson Burke stated she endorses this change where the communication focus really comes on making sure that the school committee is communicating well to its constituencies and best practices there in trying to get information out in that way.

Margaret McSweeney -

Ms. McSweeney asked for more clarification on the reconfiguration of this committee.

Mr. Pires stated he would expect anyone who wants to be a part of this committee, develop it – it is not written in stone and there is not a certain plan on how this is going to work. Mr. Pires encourages people to come up with ideas.

Mr. Pires stated he know if he was just a parent, and not on the school committee, it's very difficult to allocate three hours to watch and be part of a zoom meeting – if a synopsis or highlighted version of this meeting and in particular the sub-committee meetings where one could be in touch or informed – that would be the goal. Mr. Pires stated the goal would to have an area where someone could go to and get briefed on what has been transpiring in some of these sub-committee meetings.

Ms. Burke stated because it is a sub-committee there will have to be a system before things are publically published – that it is either approved by the school committee or somehow.

Superintendent Nelson stated he would be happy to meet with the sub-committee to re-define the vision.

James Muse -

Mr. Muse stated we have to be very aware that we keep appropriate messaging channeled through the administration so that we don't get conflicting information. Mr. Muse stated it should go through the Superintendent's office at all times.

Communication Sub-Committee

Michelle Smith

**Joseph Pires
Suzanne Tseki**

Superintendent's Goals Sub-Committee

**Matthew Monteiro
Michelle Smith**

Facilities Sub-Committee

**Margaret McSweeney
Frances Kearns
Joseph Pires**

Anti-Racism Sub-Committee

**Frances Kearns
Margaret McSweeney
Joseph Pires**

MOTION: by James Muse to accept the appointments above for the 2021-2022 school year as discussed
SECONDED: Jason Chisholm
OPPOSED: None
IN FAVOR: All
MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeney-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

B. Committee Reports

1. SMEC

Ms. Tseki stated that have not yet met this year – a meeting is scheduled to take place in-person on September 30th at 5:30pm.

2. Local School Committees

Ms. Smith stated the first Marion School Committee took place last week and reported the following:

- **Talked about opening day – it went very well**
- **April Rios is now the Chair of that Board**

Mr. Muse stated the Mattapoisett School Committee met and he was not able to attend – but discussion was based on the opening day of schools – all went smoothly

Mr. Chisholm stated the Rochester School Committee met and reported the following:

- **Went over school re-opening – things went great**
- **Re-organized sub-committees**

3. Tri-town Foundation

Ms. Tseki stated they have not met

4. Budget Sub-Committee

Chairperson Burke stated they have not met

5. Facilities Sub-Committee

Chairperson Burke stated they have not met

6. Communication Sub-Committee

Mr. Pires stated they have not met

7. District Agreement Sub-Committee

Chairperson Burke stated they have been meeting with local officials and noted Superintendent announced the dates of the Town Meetings. Ms. Burke stated she would be able to attend these meetings and help make the presentations.

Ms. Burke stated she really needs committee members at these Town Meetings just in case questions come up from constituents and also to show support for the Amended Regional Agreement.

8. Anti-Racism Committee

Ms. Kearns stated they have not met

Chairperson Burke stated if any committee members or members of the public have items that this committee would have to take action on, the way to get those items on the Agenda is to email the Chairperson and Superintendent Nelson, and it will be determined if it needs a vote and go on the Agenda or if it can elsewhere in the school committee meeting.

Ms. Burke stated Agenda items need to be received at least a week before the meeting date.

VIII. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

ORR School Committee

October 20, 2021 (Zoom)

Joint School Committee

September 23, 2021 (Zoom)

B. Future Agenda Items

- School Improvement Plan Update (November & February)
- MCAS Results report (November/December – depending upon receipt of results)
- Superintendent's Certificate of Academic Excellence (November)
- Approval of Chairperson's Annual Report (January)
- Review of high school program of studies changes (January)
- Initial budget review (February)
- Approval of school calendar (February)
- Budget approval (Public Hearing) (March)
- Public hearing on school choice (April)
- Public hearing on Internet Safety Policy (May)
- Administrator Contracts (May)
- School Committee Re-organization (June)
- Approval of new School Council Goals (June)
- Approval of special needs transportation contract (June)
- Approval of leases (June)

IX. Open Comments

Chairperson Burke stated if there is anyone who would like to request that you put your name and your address in the chat and we will call on you to deliver your open your comments. Chairperson Burke stated we will be limiting Open Comments section to no more than twenty (20) minutes and each speaker will have three (3) minutes to speak.

Chairperson Burke reminded the committee that we can't answer questions or respond to the open comments but if anything comes out of this that you would like to have on a future agenda, you are welcome to submit those agenda items.

OPEN COMMENTS: None

MOTION: by James Muse to adjourn the ORR School Committee meeting at 9:15pm
SECONDED: Entire Committee

OPPOSED: None
IN FAVOR: All
MOTION APPROVED: 9:0

Roll Call:

Jason Chisholm-yes; Suzanne Tseki-yes; Frances Kearns-yes; James Muse-yes; Michelle Smith-yes; Margaret McSweeny-yes; Joseph Pires-yes; Matthew Monteiro-yes; Heather Burke-yes

X. Information Items

- 1. Food Service Director's Report – September, 2021**
- 2. Facilities Director's Report – September, 2021**
- 3. Foreign Exchange Welcome Brochure**
- 4. Old Rochester Regional School District Building Use Policy – Policy Code: 606-D**
- 5. Old Rochester High School Guidance Department Evaluation – Spring 2021**
- 6. Regional Agreement – MOU "Memorandum of Understanding"**
- 7. Principal's Report by Silas Coellner – ORR Jr. High School Principal**
- 8. Principal's Report by Michael Devoll – ORR High School Principal**

Respectfully Submitted,
Toni M. Bailey, Recording Secretary

OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING
Marion – Mattapoisett - Rochester, Massachusetts

September 15-2021

Meeting To Be Held Remotely

Zoom LINK:

<https://oldrochester-org.zoom.us/j/98227222909?pwd=UkE0cmIhMnZRM2trUnFWa1hpNDgxdz09>

TIME: 6:30 p.m.

MEETING TO ORDER

RECOGNITION PRESENTATION

- I. Approval of Minutes
 - A. Regular Meeting – NONE
 - B. Executive Session – NONE
 - C. Budget Sub-Committee- NONE
- II. Consent Agenda
- III. Agenda Items Pending
- IV. Special Topic Report
- V. **General**
 - A. **Opening Day Update**
 - B. **ORR Multi-Purpose Field Use**
 - C. **Foreign Exchange Student Approval**
 - D. **Guidance Report Update**
 - E. **Regional Agreement MOU Approval**
 - F. **School Committee Meeting Format**
- VI. **New Business**
 - A. Policy Review
 - B. Curriculum
 - C. **Business**
 - 1. **Financial Report**
 - 2. Budget Transfers
 - D. **Personnel**
- VI. Unfinished Business

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPALS' REPORTS

STUDENT ADVISORY COUNCIL REPORT

- VII. **School Committee**
 - A. **Reorganization**
 - B. **Committee Reports**
 - 1. **SMEC**
 - 2. **Local School Committee**
 - 3. **Tri-Town Foundation**
 - 4. **Budget Sub-Committee**
 - 5. **Facilities Committee**
 - 6. **Communication Committee**
 - 7. **District Agreement Committee**
 - 8. **Anti-Racism Committee**
- VIII. **Future Business**
 - A. **Timeline**
 - B. **Future Agenda Items**
- IX. **Open Comments**
- X. **Information Items**
- XI. **Executive Session**

ADJOURNMENT

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
Marion – Mattapoisett – Rochester, Massachusetts

TO: Old Rochester Regional District School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: September 10, 2021
SUBJECT: Agenda Items

The following items are on the agenda of September 15, 2021.

V. General

A. Opening Day Update

Recommendation

That the School Committee hear an update from Administration regarding Opening Day.

B. ORR Multi-Purpose Field Use

Recommendation

That the School Committee discuss use of the ORR Multi-Purpose Field. Please refer to “ORRSC 09152021 Building User Policy”.

C. Foreign Exchange Student Approval

Recommendation

That the School Committee officially approve a request from ISEUSA. Please refer to “ORRSC 09152021 Foreign Exchange Welcome Brochure” and “ORRSC 09152021 Foreign Exchange Student Information”.

D. Guidance Report Update

Recommendation

That the School Committee discuss the superintendent search committee. Please refer to “ORRSC 09152021 Guidance Report”.

E. Regional Agreement MOU Approval

Recommendation

That the School Committee discuss the regional agreement MOU and approve as presented. Please refer to “ORR09152021 Regional Agreement MOU”.

F. School Committee Meeting Format

Recommendation

That the School Committee discuss the school committee meeting format for future meetings.

VI. New Business

C. Business

1. Financial Report

Recommendation

That the School Committee hear an update from Mr. Barber.

D. Personnel

NEW STAFF – 21-22

Caroline Cervera	World Language Teacher (HS)
Victoria Tutino	Special Education Teacher (HS)
Mary Caine	Special Education Teacher (JHS)
Crystal Gendreau	Special Education Teacher (JHS)
Kylie Faison	Paraprofessional (HS)
Lynette Lord	Athletic Dept. Secretary (HS)
Mary Beth Mathieu	Paraprofessional (HS)
Sertac Ozdogru	Long Term Substitute (HS)
Paula Searles	Cafeteria Staff
Catrina Skapik	Cafeteria Staff

Doreen Smith	Cafeteria Staff
Jessica Teixeira	Paraprofessional (HS)
Zachery Tilden	Paraprofessional (HS)
Jessica Trombly	Paraprofessional (HS)
Colin Melo	Paraprofessional (JHS)
Caitlin Roberts	Paraprofessional (JHS)

STAFF RETIREMENTS & RESIGNATIONS

Jaden Teixeira	Paraprofessional/Resignation
James Morton	Paraprofessional/Retirement
Quinn Bourgeois	Paraprofessional/Resignation
Brittany LeStage	Paraprofessional/Resignation
Colin Pilkington	Paraprofessional/Resignation
Sheilah Sullivan	Special Education Teacher/Retirement
Grace Durgin	World Language Teacher/Resignation
Alison Guard	Athletic Dept. Secretary/Resignation
Rubab Rashid	Special Education Teacher/Resignation
Joanna Buckley	Special Education Teacher/Resignation
Kathy Bobrowiecki	Paraprofessional/Retirement
Mary Ann Roy	Paraprofessional/Resignation
Kathleen Garcia	Cafeteria Staff/Retirement
Susan Bouley	Cafeteria Staff/Retirement

VII. School Committee

A. Reorganization

Recommendation

That the School Committee reorganize for the 2021-2022 school year. Please refer to “ORRSC 09152021 Reorganization.”

VIII. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

ORR School Committee

October 20, 2021 (ZOOM)

Joint School Committee

September 23, 2021 (ZOOM)

B. Future Agenda Items

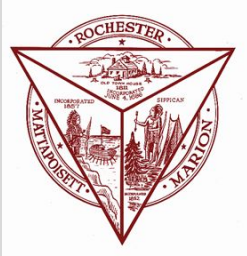
- ◆ School Improvement Plan Update(November & February)
- ◆ MCAS Results report (November/December – depending upon receipt of results)
- ◆ Superintendent’s Certificate of Academic Excellence (November)
- ◆ Approval of Chairman’s Annual Report (January)
- ◆ Review of high school program of studies changes (January)
- ◆ Initial budget review (February)
- ◆ Approval of school calendar (February)
- ◆ Budget approval (Public hearing) (March)
- ◆ Public hearing on school choice (April)
- ◆ Public hearing on Internet Safety Policy (May)
- ◆ Administrator Contracts (May)
- ◆ School Committee re-organization (June)
- ◆ Approval of new School Council goals (June)

- ◆ Approval of special needs transportation contract (June)
- ◆ Approval of leases (June)

X. Information Items

1. FOOD SERVICE DIRECTOR REPORT, September, 2021
2. FACILITIES DIRECTOR REPORT, September, 2021

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



Caroline Cervera

World Language Teacher Old Rochester Regional High School



- I have a rescue Yorkie named Ziggy who survived Hurricane Maria in Puerto Rico!
- I am proficient in five languages.
- I have worked on archaeological research in Greece, Italy, and Hawaii.
- I love cross stitching and embroidering gifts for friends and family.
- I have played the violin since I was 9 years old.



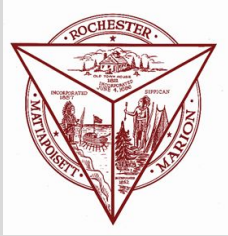
Victoria Tutino

Special Education Teacher - ISP

Old Rochester Regional High School



- I have scaled a castle wall in Wales.
- I hold two track and field records at my high school.
- I love dogs, especially corgis.
- My favorite activity is baking.
- I love to go hiking, especially in Acadia National Park.



Mary Caine

Special Education Teacher, Life Skills Old Rochester Regional Junior High School



- I have 5 older brothers and 3 sons.
- I have lived in Rhode Island, Massachusetts, Illinois and Missouri.
- I love to golf and play every chance I get.
- I have been in the same book club for 20 years!
- The beach is my favorite place.



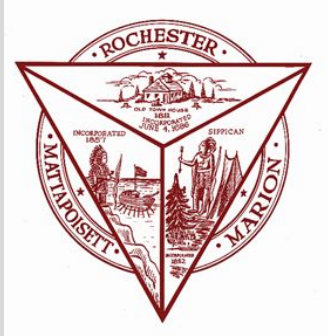
Crystal Gendreau

8th Grade Special Education - LSC

Old Rochester Regional Junior High School



- I have a great family. The one and only Mr. G, 2 daughters, 1 son and a dog who we all adore.
- I love coffee, which includes coffee ice cream and coffee milk.
- I like to be challenged, so I play golf.
- I have never said no to an adventure and love to live in the moment.
- When I was in middle school, I loved one of my teachers so much that I worked hard to become one.



Welcome **Support Staff** Old Rochester Regional High School



Kylie Faison, Paraprofessional

Lynette Lord, Athletic Dept. Admin. Asst.

Mary Beth Mathieu, Paraprofessional

Sertac Ozdogru, Long Term Substitute

Paula Searles, Cafeteria Staff

Catrina Skapik, Cafeteria Staff

Doreen Smith, Cafeteria Staff

Jessica Teixeira, Paraprofessional

Zachery Tilden, Paraprofessional

Jessica Trombly, Paraprofessional



Welcome
Support Staff
Old Rochester Regional Junior High School

Collin Melo, Paraprofessional



**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

STATEMENT ON BACK TO SCHOOL 2021-2022

It is the most exciting time of the year – the start of a new school year is upon us. Before we know it our school buses, classrooms, hallways, cafeterias and other learning spaces will be filled with the sounds of children learning. Welcoming our students back to school is simply one of the most enjoyable days of the entire year. This year we will open our schools' doors to our students for an in-person, full-time, five days a week teaching and learning experience!

Last school year, we stressed the importance that all of us strive to be flexible problem-solvers - knowing that the COVID-19 pandemic would impact how we fulfilled our professional responsibilities. Hopefully, each one of you took the time you needed this summer to reflect on the amazing work you all accomplished. As educators – you were worked tirelessly to meet the needs of ALL of our students – no matter the circumstances.

Knowing our schools will open on August 30th and our students will join us officially on August 31st – we understand there was a hope for a greater sense of normalcy. We know many of us were anticipating that masks would not be part of our daily attire and that social distancing would not be necessary. To start this school year we will still need to ensure that we have safety protocols and health measures in place to benefit not only those in our schools – but our communities at large.

Specifically, we are maintaining our ventilation upgrades from this past year, we will continue our hygiene and disinfecting practices, we will start the school year wearing masks, and utilize social distancing strategies to prevent COVID-19 transmission. In addition, our schools will offer in-person COVID-19 testing options for both students and staff members that have consented – while encouraging all eligible individuals to consider COVID-19 vaccination. All our schools will follow the most up-to-date contact tracing and quarantining protocols. Additional safety protocols and health measures will be shared in coming days.

In closing, I urge you not to solely focus your thinking and efforts on the COVID-19 pandemic. As a school community, we have already demonstrated that the impact of the virus on our schools will not be a barrier to teaching and learning. Therefore, as you prepare to resume your professional roles - remember that teaching and learning is why we all come to work each day. This school year we need to commit to ensuring that student outcomes are the primary focus of our energies.

Have no doubt that this school year – we will inspire all students to think, to learn, and to care.

Michael S. Nelson

Superintendent of Schools

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.

OPENING DAY AGENDA

August 30, 2021

Breakfast (7:30am – 8:30am) – Meet & Greet

All staff members are welcome to visit either of the outside tents located on the Old Rochester Regional School District Campus (in front of the high school or on the side of the junior high school gymnasium). Both tents will have coffee and breakfast food items available. Please also use this time to reconnect with your colleagues.

Opening Remarks & Recognitions (8:30am) – The Leadership Council

All staff members are expected to report to either the high school auditorium (recommend every other seat), the campus cafeteria (seats are spaced three feet apart) or the junior high school auditorium (seats are spaced three feet apart) for opening remarks and to listen to our keynote speaker.

All speakers will be presenting from the high school auditorium. We will livestream the events to the campus cafeteria and the junior high school auditorium to allow for ample social distancing opportunity. Each individual can decide which location they are most comfortable being in. Masks are required to be worn by all individuals indoors.

Keynote Speaker (9:00am) – Mr. Keith Davis, Motivational Speaker

*Keith Davis is a former college and professional football player who has learned many lessons about winning and losing over the course of his life. After a football injury ended his National Football League career, Keith decided to dedicate his life's work to motivational speaking in hopes of being a positive voice for today's youth and educators. Keith shares his personal testimony of growing up in a rough inner-city neighborhood in Los Angeles, California. Regardless of his circumstances, and with the help of a mentor, Keith decided to **P.U.S.H.** (Persevere Until Success **H**appens) for a better future.*

His drive and determination helped him overcome obstacles both in the classroom and beyond. By working hard to improve his remedial reading skills, Keith achieved his dream of receiving a football scholarship to play at the University of Southern California (USC), and was the first person in his family to attend college.

At USC, Keith was an All-Conference player and the team's lead tackler. He won two championship rings, one of which was a Rose Bowl Championship. Keith held the highest grade point average on the football team and graduated with a degree in Business Finance. He then signed with the New York Giants and was one of the strongest players on the team, bench-pressing 515 pounds and leg-pressing 1,800 pounds!



Dismissal (10:00am) – Return to School Buildings

At the conclusion of the district-wide opening day ceremony - all staff members are expected to return to their school buildings for the remainder of the contractual day.

#WEareOR

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



**New Teacher Orientation Agenda
Old Rochester Regional Cafeteria
August 26, 2021**

- 8:15 - 8:45 Welcome - Continental Breakfast
- 8:45 - 9:30 Introduction of new teachers and meet Central Office Staff
- 9:30 - 10:00 Overview of Student Services (Craig Davidson)
- 10:00 - 11:30 Everything you need to know in the world of technology:
- Lanyards & Pictures
 - How to get IT help
 - PowerSchool (<https://powerschool.oldrochester.org/teachers>)
 - District & School Websites
 - SmartPD
 - Atlas Rubicon
 - eSped
 - Aimsweb
- 11:30 - 12:30 Lunch with administrators, mentors and new staff
- 12:30 Visit your buildings and Time with your Mentors

SAVE-THE-DATES 2021/2022 Mentor/Mentee Meetings Schedule Location: Old Rochester Regional Media Center (Below the HS/JHS Cafeteria) 3:30pm - 4:30pm (or virtual if needed)	
Date	Topics
9/29/21	Preparing Students for Accelerated Learning by focusing on three key areas: <ul style="list-style-type: none"> • Sense of Belonging • Monitoring Understanding • Strong Instruction
10/27/21	Effective Communication with Parents/Guardians: <ul style="list-style-type: none"> • Setting up various tools to support communication with families • Websites • Newsletters
11/17/21	Setting Teaching Goals
12/22/21	21st Century Learning and Supporting Diverse Learners
1/26/22	Data Collection to Support Student Instruction
2/16/22	Professional Learning Communities
3/23/22	The Importance of Self-Care
4/27/22	Sharing Online Portfolios
5/25/22	End of Year Celebration: Tributes, Poems and Cheers

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
BUILDING USE POLICY

The following policy is issued pursuant to M.G.L. c.71, §71. This statute grants school committees the power to establish regulations which list purposes for which its school facilities may be used.

I. GENERAL POLICIES

It shall be the policy of the Old Rochester Regional District School Committee to encourage community use of school buildings when such use is in the public interest, does not cause conflict with school activities, does not incur additional cost and/or liability to the taxpayer, and is not detrimental to the purposes of the schools.

- A. The use of the school facilities may be granted upon receipt of written application which contains: Full information as to the name and address of the applicant, signature of the person to be held responsible, nature of intended use and purpose, use to be made of any proceeds therefrom, and data as to admissions. Applications are available at the school office. Applications for use of school property will be made in triplicate and submitted to the principal of the appropriate school. Applications for long-term use throughout a school year must be submitted no later than August 1. Applications for incidental or short-term use should be submitted, if possible, two weeks prior to intended use, but no later than two days prior to use. Applications will be acted upon by the Superintendent of Schools or the Associate Superintendent for Finance & Planning. In the event permission is not granted, the applications may be submitted to the School Committee for consideration at a regular or special meeting.

SCHOOL AND TOWN USE

The School Committee believes that access to the Old Rochester Regional Junior & Senior High School should be based upon a system of prioritization by which school-related groups receive top priority. For the purpose of this policy, the term "school" applies to all schools in the Old Rochester Regional/Massachusetts Supervisory Union #55 Districts. As well, Town of Marion, Mattapoisett or Rochester committees, boards, and commissions, and groups sponsored by the Towns shall not be charged rental fees.

USE BY MARION, MATTAPOISETT & ROCHESTER COMMUNITY ORGANIZATIONS

Organizations based in Marion, Mattapoisett or Rochester, a majority of whose members are citizens of these towns, should also have access to school facilities, and they shall be charged rental fees which will cover the costs of maintenance, equipment, utility use, and ordinary custodial fees in accordance with any negotiated agreement. (See Appendix A)

USE BY ORGANIZATIONS OUTSIDE MARION, MATTAPOISETT & ROCHESTER

From time to time, organizations based outside the Old Rochester community will have access to school facilities and will be required to pay rental fees, which will cover the costs of maintenance, equipment, utilities, and ordinary custodial fees, higher than those assessed Old Rochester-based organizations.

- A. The School Committee reserves the right to make such changes in these rules as may seem desirable from time to time.
- B. The School Committee at its discretion may cancel permission to use the facilities whenever such cancellation seems advisable.
- C. The Committee may deny or revoke permission when it determines that the intended use would violate this policy.

II. DETAILED INFORMATION

A. Facilities available:

1. Indoor facilities:

- a. Auditorium
- b. Fitness center
- c. Cafeteria
- d. Cafeteria kitchen
- e. Gymnasium
- f. Music rooms
- g. Art rooms
- h. Classrooms
- i. Computer room

2. Outdoor facilities:

- a. Ball fields, except the multi-purpose field
- b. Tennis courts
- c. Track

B. Regulations regarding use of school facilities:

- 1. School facilities may be used for educational, recreational, social, civic or philanthropic purposes.
- 2. Use must not interfere with the use of the property by the school.
- 3. Meetings must advance public or community welfare and must be open to the public.

4. The use of intoxicating liquors, drugs, or smoking shall be prohibited in the school building or on school grounds.
5. Individuals or organizations using the facilities shall assume responsibility for any damage done or injuries occurring.
6. When areas or facilities are to be used, a custodian must be present. If a custodian is not regularly on duty, custodian(s) will be assigned to be present during the use of the building. The cost of such custodial coverage will be borne by the organization using the facility. If an event requires extraordinary custodial coverage, even when it takes place during hours when regular custodial coverage is assigned to the building, the cost of such extraordinary coverage will be borne by the sponsoring organization.

III. COSTS OF USING SCHOOL FACILITIES

RENTAL CHARGE refers to a charge that reflects the costs of maintenance, equipment, utility charges and ordinary custodial services.

CUSTODIAL FEES are separate from rental charges only when additional custodial service is required or when custodian(s) must be assigned because the request for use is outside the regular hours of school operation.

- A. Custodial/rental fees for the use of outside facilities will be determined by the nature of the use.
- B. There will be no custodial or rental fee for any school, or School Committee sponsored programs. This provision will apply to all schools/School Committees of the Old Rochester Regional School District.
- C. There will be no rental fees for any Town Board, Commission, Department, or Committee using the facility for its own purpose.
- D. There will be a rental fee charged for any non-school/non-Town group. The fee will cover the costs of maintenance, equipment, utilities, and custodial services. Custodial fees, if applicable, will be charged as described in #6 above.

RENTAL FEES

All fees are per day unless otherwise noted. Changes in the application and/or the rate of rental and custodial fees may be made at the discretion of the School Committee, and will be reviewed annually at the School Committee meeting in March. The establishment of these fee categories does not preclude the setting of additional fees to address building use requests not covered by these categories. Utility surcharges apply when a facility is being used after regular hours of school operation (weekends, holidays, or after 6:00 p.m.)

IV. ALTERNATE ARRANGEMENTS - LEASES

Under certain circumstances, the Committee, upon the written request of an outside organization, will consider entering into a lease arrangement rather than apply the per diem fee structure of the building use policy. All such leases will be consistent with MGL Chapter 40, Section 3, and Chapter 71, Section 71E.

In order to be considered for such a lease arrangement, the organization must be engaged in activities directly related to the educational mission of the District. To this end, the organization must have hours of operation similar to that of the school and must service a similar population to that of the school's current attending school population.

All qualifying leasing arrangements will be considered and negotiated on a case-by-case basis by the Superintendent and/or his/her designee, and will be brought before the School Committee for final ratification. The ultimate decision to award a lease or not will be at the sole discretion of the School Committee.

	Organizations	
	<i>Marion, Mattapoissett, & Rochester</i>	<i>Outside Marion, Mattapoissett, & Rochester</i>
1. Auditorium	\$250	\$500
Auditorium stage lighting	\$100	\$100
Utility surcharge (light/heat/ac)	\$50	\$50
2. Fitness Room	TBD	TBD
3. Fields (not including multi-purpose field)	-0- *	\$150
4. Track	-0- *	\$150
5. Tennis courts	-0- *	\$200
6. Cafeteria	\$100	\$500
Kitchen facilities	\$25	\$100
(Use requires hiring regular staff who will be compensated at the rate of \$25/hour/per person.)		
Utility surcharge	\$50	\$50
7. Gymnasium (restricted to physical education activities)	\$100	\$500
Utility surcharge	\$50	\$50

(Ctd.)

4 of 6

	Organizations	
	Marion, Mattapoissett, & Rochester	Outside Marion, Mattapoissett, & Rochester
8. Classrooms	-0-	\$75
Utility surcharge	\$10	\$10
9. Computer rooms	\$50	\$200
Utility surcharge	\$10	\$ 10
10. Music & Art rooms	\$25	\$100
Utility surcharge	\$10	\$ 10
11. Multipurpose Room	TBD	TBD
Utility surcharge	\$10	\$ 10

** The use of lights for the track, tennis courts, and fields will include a fee to be determined by the Associate Superintendent for Finance & Planning.*

Library and science labs not available for rental.

Computer, Art, Music rooms available only by special approval of the principal.

Multi-purpose field available only by special approval by the School Committee on recommendation by the principal. Fee to be determined by Principal/Associate Superintendent for Finance & Planning based upon the nature of the activity.

Policy reviewed by the Joint School Committee on June 18, 2001.

Policy reviewed by the Old Rochester Regional District School Committee on October 1, 2001.

Policy approved by the Old Rochester Regional District School Committee on March 12, 2002.

Revisions reviewed and approved by the Old Rochester Regional District School Committee on June 8, 2004.

Policy reviewed and revised by the Old Rochester Regional District School Committee on October 20, 2004.

APPENDIX A

REASONS FOR DISTINGUISHING OLD ROCHESTER COMMUNITY ORGANIZATIONS FROM ORGANIZATIONS OUTSIDE OLD ROCHESTER IN SCHEDULING AND PRICING THE USE OF THE OLD ROCHESTER REGIONAL JUNIOR AND SENIOR HIGH SCHOOLS:

- when the schools were renovated, it was anticipated that the facility would be used by community groups, as well as school groups
- Old Rochester citizens pay for school facilities through property taxes
- Old Rochester organizations are an integral part of our community
- Old Rochester organizations should not be forced to look to other towns to find a venue in which to hold their activities
- Old Rochester citizens are best able to support local organizations when the organizations hold their activities in town.

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
BUILDING USE REGULATIONS**

SECTION I

A. Priority of Building Use and Approved Criteria

1. Priority for use of school facilities will be as follows:

- a. School and school-related functions (all schools in ORR School District)
- b. Town of Marion, Mattapoisett or Rochester Committees, Departments, Boards and recreational programs
- c. Old Rochester community organizations (as defined above)
- d. Other organizations

B. Classification of Groups for Rental Purposes

1. Fees for the use of school facilities shall be governed by the classification of the requests listed below:

SCHOOL AND TOWN: No rental fee will be charged. No custodial charge will be required when the school district does not incur additional expense.

OLD ROCHESTER COMMUNITY ORGANIZATIONS: These users will be required to pay a rental fee. In addition, the user will be required to pay custodial costs and extraordinary expenses incurred by the District, should there be any. Any organization which seeks to use school facilities as an Old Rochester Community Organization shall submit with its request for use satisfactory evidence that it qualifies as an Old Rochester Community Organization (See Policy Appendix A). The preferred qualifications for an Old Rochester Community Organization are:

- that it be based in Marion, Mattapoisett or Rochester (mandatory)
- that a majority of its members be Marion, Mattapoisett or Rochester residents (mandatory)
- that the organization provide a service or benefit to the townspeople through its activities

ORGANIZATIONS OUTSIDE OF OLD ROCHESTER: These users will be required to pay a higher rental fee than the Old Rochester Community Organizations. In addition, the user will be required to pay custodial costs and extraordinary expenses incurred by the District, should there be any.

SECTION II

A. Procedure for Requesting Facilities

1. All requests for the use of facilities by any organization shall be made through the Principal/designee at the appropriate school site.
 - a. Since the school facilities are in such constant demand, a deadline for building use requests will be established each year by the Principal/designee at the appropriate school site. The **DEADLINE** will be no later than August 1st of each year for requests for the following school year. Conflicts will be resolved by the Principal/designee in consultation with the appropriate organization(s). Once the dates are approved, each request must be formally submitted on a Building Use Form immediately.
 - b. Exceptions to this procedure will be granted at the discretion of the Principal/designee. Requests for a date not already scheduled should be submitted on a Building Use Form at least two weeks prior to the date specified facilities are desired. Requests for use of school facilities received after the deadline will be handled on a first-come-first-served basis.
 - c. It is the responsibility of the organization to obtain and submit to the appropriate Principal/designee any additional approvals required such as police, fire, insurance or planning and zoning.
2. Organizations will be billed for the usage or rental fee appropriate, on approval of the application. A 50% deposit must accompany the application. Checks will be payable to the "Old Rochester Regional School District." There will be no refund of this deposit for cancellations received less than 60 days prior to the event. The balance of the fee shall be billed after the event and is due upon receipt. Payment not received within 30 days will be subject to an interest expense of 1.5% per month and all costs of collection, including attorney's fees will be borne by the applicant.
3. Organizations and groups using school facilities must designate one adult member of its group to be in charge of and responsible for the program or activity at the time application for use of the facilities is made. This person shall in turn be responsible to the Principal/designee of the school in which the event is taking place. This person shall be named Supervisor on the application.

4. In case of group meetings anticipated to involve 100 or more attendees, the organization shall be required to consult with appropriate police and fire officials to determine if police and/or fire personnel should cover the event. The proper official will signify in writing of his/her decision on the building use request form. The Police and Fire Departments will determine the exact number of police and fire personnel required, and the rates to be paid. Fees shall be paid as they direct.
5. No reservation will be finalized until the building use form is returned with appropriate signatures and approved by the Associate Superintendent for Finance & Planning.
6. Any organization using school facilities to which admission is charged shall be held liable for the collection and payment of taxes on admission, and shall account for any tax due by filing the necessary Commonwealth of Massachusetts forms. Non-profit organizations charging admission may be exempt from tax requirements, if they make application for exemption through the Massachusetts Tax Department. The Towns of Marion, Mattapoisett, Rochester and the Old Rochester Regional District School Committee assume no responsibility in this matter.
7. In the event that an organization cancels a use request, and that a notice of cancellation is received on the day of the planned activity, there will be a charge of 2 hours of custodial time if overtime would have been required for the activity. Cancellations received prior to this time will require no custodial charge.
8. When school is canceled for the day because of inclement weather or system repair, all scheduled use of the building for that day is canceled, unless special permission is granted by the Principal/designee. Risk of cancellation is assumed by the applicant. The Towns of Marion, Mattapoisett, Rochester and the Old Rochester Regional District School Committee assume no liability therefore.

NOTE: No group will be permitted use of school facilities if it interferes with the school programs. The Principal/designee may cancel any approved building use permits, should conflicts with school programs develop. Notification will be given at least one week in advance of a cancellation. (NOTE: Not always possible in the case of make-up games.) Risk of cancellation is assumed by the applicant. The Towns of Marion, Mattapoisett, Rochester and the Old Rochester Regional District School Committee assume no liability therefore.

B. Restrictions in Use of Facilities

1. Smoking is prohibited in all school buildings and on all school grounds.

2. The sale, use or possession of alcoholic beverages or controlled drugs on school property is forbidden. If this ruling is violated, the renting organization will be denied the privilege of any further rentals.
3. Organizations using any auditorium are not permitted, at any time, to change the electrical or electronic circuits in that facility or to change the setting of thermostatic controls.
4. When stage facilities, stage lighting, or audio-visual equipment are to be used, a theatre manager and a lighting technician will be required, and his/her time charged to the renting organization. Final determination of the qualification of the operator will reside with the Principal/designee. In addition, a separate \$100 per day surcharge will be added for use of lighting instruments for all non-curricular organizations.
5. If a school piano is requested, the Principal/designee's permission is required; it must be tuned by the organization after its use. If a piano is to be moved, it must be moved professionally, and the cost of moving and returning will be assumed by the applicant.
6. Putting up decorations or scenery, moving pianos or other furniture is prohibited unless special permission is granted by the Principal/designee of each school. Unless specific prior permission is received from the school administration, the use of scotch tape, masking tape, thumbtacks, or nails is prohibited.
7. No property will be stored in any auditorium or school building without special permission from the Principal/designee.
8. The School Committee assumes no responsibility for properties left on the premises by the applicant.
9. The School Committee or its representatives must have free access to all school facilities at all times.
10. Only gym shoes or sneakers shall be permitted on gym floors when they are used for sports. For non-athletic events held at any school gym, it is up to the discretion of the school principal whether the floor should be covered. At the discretion of the Principal/Head Custodian, covering of the gym floor may be required when organizations use that facility for shows.
11. In the case of outdoor activities (such as football, soccer, baseball and lacrosse) conducted inside, to protect the facility and participants:

- a. Activities shall be limited to ensure that participants will have sufficient control over themselves and their equipment to avoid bodily harm or physical damage to the facility.
 - b. Activities which involve substantial probability that balls will reach more than halfway to the ceiling, lights, or a suspended scoreboard, or substantial probability that hardcore balls will strike walls, windows, exit lights, doors, etc. shall be prohibited unless a written agreement is concluded between the user and the Principal/designee of the building stipulating the protective measures which will be taken before such activities take place. To help reduce the probabilities of damage to the facility, balls may be deflated slightly, special practice balls may be employed, or nets to protect the facility may be hung.
12. Volunteer help from the renting organization must be limited to duties with the minimum risk of injury for insurance purposes.
13. A violation of these rules may lead to a denial of any further rentals.

C. Responsibilities of the User

1. Any group using the buildings and/or grounds of the Old Rochester Regional School District is required to restore to original condition any property destroyed or suffering from more than normal wear and tear. The principal/designee of the school involved shall be the sole judge of destruction of property or excessive wear and tear.
2. The adult who is responsible for the activity, and is named Supervisor on the application, shall be present at all times and designated as the person responsible for appropriate supervision of the program or activity.
3. The user of any school facility must and does assume full responsibility for personal injury to participants and spectators, and for any physical damage to facilities or equipment.
4. An insurance bond on event insurance must be presented at the time of payment prior to use.
5. Any person or organization using the school facilities, including but not limited to buildings and fields, whether collecting fees or not, shall furnish in addition to names, addresses and telephone numbers, a certificate of insurance acceptable to the School Committee prior to the commencement of any use of the premises. Such certificate shall provide public liability insurance, for bodily injury and property damage and shall be filed with the Associate Superintendent for Finance

& Planning, at least one week before the use or event. The Town of Marion, Mattapoissett, Rochester, the Old Rochester Regional District School Committee, its officers, agents, employees and servants shall collectively and individually be included as an Additional Insured on the Certificate of Insurance. Said insurance shall be for not less than one million dollars and a higher limit may be required depending on the type and size of the activity. Should an injury to a participant or spectator occur, the Associate Superintendent of Finance & Planning will be notified in writing within 24 hours of the injury, giving all particulars of such injury. The user agrees to provide evidence of statutory workers compensation benefits where applicable.

6. Parking for the use of all facilities is, in general, unreserved. It is the responsibility of the user(s) to plan parking arrangements and foresee any difficulties. Requests for special arrangements can be made of the Principal/designee. Approval of such request will be solely at his/her discretion.
7. Users are responsible for all trash removal and clean up. School dumpsters are not available for shows. Arrangements for trash removal must be approved by the Principal/designee prior to the event.

D. Use of Custodial or Cafeteria Staff

1. Whenever custodial services are required, the number will be determined by the principal/designee and will meet the requirements of the School Committee's collective bargaining agreement. Payment to the custodian(s) and billing to the applicant will be at contract rates in effect at the time the service is performed. The custodian(s) arrives one-half (1/2) hour before the applicant's scheduled time to open and prepare the area. He/she stays after the organization leaves to return any equipment used, clean the area, toilets and hallways, check windows and doors, and set alarms. The billing to the applicant is for the custodian's total time and not just the time of scheduled use. Bills for custodial services will be sent to the applicant after the event and are payable upon receipt. Checks should be made payable to the "Old Rochester Regional District School Committee." The balance of the fee shall be billed after the event and is due upon receipt. Payment not received within 30 days will be subject to an interest expense of 1.5% per month and all costs of collection, including attorney's fees will be born by the applicant.
2. At no time is any organization to pay the custodian(s) directly.
3. Use of school cafeterias and/or kitchens for functions, when approved, will be under the general supervision of the Principal/designee and Supervisor of Food Services and cafeteria manager.

4. Any time bleachers, tables & chairs need to be reset, two custodians must be hired as required by the School Committee's collective bargaining agreement.

SECTION III

A. Use of Media Centers by Individual Community Residents

The Media Centers shall be open to community residents at any time the facilities are open to students, provided such use in the judgment of the librarian in charge will not overcrowd the facility during the period of proposed use and provided student needs take priority. The librarian may require identification and proof of residence before admitting non-students to the Media Centers. Use of materials shall be limited to the Media Center except with special permission of the librarian.

- B. Computer rooms are available only to school users. Any exception to this regulation must be approved by the Principal, and special use conditions will apply.



Foreign Exchange Student

1 message

Diana Russo <dianarusso@oldrochester.org>

Tue, Aug 10, 2021 at 8:39 AM

To: Heather Burke <heatherburke@oldrochester.org>, Heather Burke <heathersmith100@hotmail.com>, Kate Duggan <katherine.a.duggan@gmail.com>, Kate Duggan <kateduggan@oldrochester.org>, Matthew Monteiro <MATTHEWMONTEIRO@hotmail.com>, Matthew Monteiro <matthewmonteiro@oldrochester.org>, Joe Pires <joepires@oldrochester.org>, Joseph Pires <jpires@grateproducts.com>, Margaret Mcsweeny <margaret.mcsweeny@gmail.com>, Margaret McSweeny <margaretmcsweeny@oldrochester.org>, Michelle Ouellette <micealalee@yahoo.com>, Michelle Smith <michellesmith@oldrochester.org>, James Muse <jamesmuse@oldrochester.org>, James Muse <j.a.muse@comcast.net>, Frances Kearns <franceskearns@oldrochester.org>, "Kearns, Frances" <frances.kearns@philips.com>
Cc: "Michael S. Nelson" <mikenelson@oldrochester.org>

Lukas-Seest Application.pdf

Dear ORR School Committee,

Ms. Lauren Heath, Regional Director at ISEUSA is requesting that the ORR School Committee consider having a foreign exchange student attend Old Rochester Regional High School for the upcoming school year. Attached is all the information about the student and the family. It's important to point out that when the family accepted this student they were living in Nantucket and since then their living situation has changed and they are now living in Marion. ORR currently has two AFS students approved to start the school year at ORR. The maximum number of foreign exchange students we take in any school year is typically five. Mr. Devoll indicated that he has worked with ISEUSA and endorses this request with school committee approval, however due to the timing of the request and the meeting schedule, we are requesting that you review the information and have it approved formally at the next regularly scheduled meeting. Please note that all information relating to health insurance and liability will fall under ISEUSA responsibility.

If anyone objects to this request, please reach out to Acting Chairperson, Heather Burke and/or the Superintendent Nelson and we will schedule a special meeting to review this request. If we don't hear from anyone by Thursday, August 12th we will proceed with admission.

PLEASE DO NOT RESPOND TO THIS EMAIL AS IT WOULD BREAK OPEN MEETING LAW.

Thank you.

Attachments:

- Email from Ms. Heath
- Information on student (Lukas Seest) – Country of Origin – Denmark
- ISEUSA Welcome to International Student Exchange Booklet
- Preliminary School Acceptance Form (if approved this will be signed by Mr. Devoll)
- Information on host family (Christopher & Leslie Brannigan)

Diana Russo
Old Rochester Regional School District/MA Superintendency Union #55
Executive Assistant to the Superintendent
(508) 758-2772 ext. 1956
dianarusso@oldrochester.org

#WEareOR

4 attachments

Email from Ms. Heath.pdf
40K

Welcome Corporate Brochure.pdf



Diana Russo <dianarusso@oldrochester.org>

International Student Exchange/Lukas Seest

3 messages

Lauren Heath <lakeforest@iseusa.org>

Mon, Jul 12, 2021 at 11:07 AM

To: Diana Russo <dianarusso@oldrochester.org>

Good morning Diana,

Thank you for taking the time to speak with me today. Attached you will find the pieces of the application that I can share with you from the Brannigan family. Attached I also have information about ISE. Below is the link for Lukas' application. I have also attached the school acceptance form which will need to be signed and returned if you are willing to accept Lukas.

<https://ise.exlink.us/application-shares/40683478960ec5659aa86e>

The school acceptance form as well as the Brannigans application have their Nantucket address. They will be moving next month to 66 Spring Street in Marion.

If you have any questions or need any more information please let me know.

Thank you,
Lauren Heath
Regional Director
(631)375-6427
www.iseusa.org

4 attachments

 **Brannigan-Season-18-agent-04262021-0201.pdf**
5347K

 **Seest (70069) - School Acceptance Form (2).pdf**
286K

 **Welcome Corporate Brochure (7).pdf**
2841K

 **CSIET Certification 21-22 (1).pdf**
18K

Diana Russo <dianarusso@oldrochester.org>

Mon, Jul 12, 2021 at 2:44 PM

To: Lauren Heath <lakeforest@iseusa.org>

Thank you for the information Lauren, I will be in touch next week after I speak with Supt. Nelson and Acting Chairperson Heather Burke. Take Care. Diana

[Quoted text hidden]

--
Diana Russo
Old Rochester Regional School District/MA Superintendency Union #55
Executive Assistant to the Superintendent
(508) 758-2772 ext. 1956
dianarusso@oldrochester.org
#WEareOR

Lauren Heath <lakeforest@iseusa.org>

Mon, Jul 12, 2021 at 3:09 PM

To: Diana Russo <dianarusso@oldrochester.org>



School Acceptance Form

36 Park Ave
Bay Shore, NY 11706
Ph: 800-766-4656
Fax: 631-635-1095



Dear School Administrator:

As an Area Representative, I am seeking your permission for the student described below to attend your high school in a full course of study. It is our policy to obtain written school acceptance prior to the student's arrival from a school that is duly recognized as an accredited educational institution and declared as such by the appropriate authority of the state in which such institution is located. Our organization is granted full listing by the CSJET and we are empowered to issue a DS-2019 to secure a J-1 Exchange Visitor Visa for this student. We thank you for your willingness to accept our international student and hope you have an enjoyable year.

AREA REPRESENTATIVE

Name: Robin Higdon
Address: 11302 Inwood Drive, Woburn, MA 01801
Telephone: (256) 345-5105 Email: robin.higdon.ise.regionaladvisor@gmail.com

STUDENT

Name: Lukas Lillelund Seest Student ID #: 70069
Country: Denmark Program Attending: 21/22 SY
Last Grade Completed in Home Country Upon Arrival: 9 Birth Date: 08/17/2005

HOST FAMILY

Name: Christopher Brannigan and Leslie Brannigan
Address: 25 Macys Ln, Nantucket, MA 02554
Telephone: (774) 470-7009 Email: leslicannecatherine@gmail.com

HIGH SCHOOL

Name: Old Rochester Regional
Address: 135 Marion Rd, Mattapoisett, MA 02739
Telephone: (508) 758-3745 Fax: (508) 758-3167
Contact Name, Title: Michael Devoll, Principal
Email: michaeldevoll@oldrochester.org

Number of semesters our student will attend: 2 Eligible for graduation/receive diploma? ☐ Yes ☒ No
First Semester Begins: 8/31/2021 First Semester Ends: 1/21/22
Second Semester Begins: 1/24/2022 Second Semester Ends: 6/16/22
School Orientation Date, only if attendance is required: _____
Following School Year [Relevant for 12 month students]
First Semester Begins: _____ First Semester Ends: _____

By signing below, I confirm that the above named student will be enrolled in a full course of study.

M. Devoll Signature of School Administrator
Supt of Schools Title
08/16/2021 Date (mm/dd/yyyy)



**INTERNATIONAL
Student Exchange**

Sharing Lives...Sharing Worlds



Welcome

to International Student Exchange

A Message from CEO, Wayne Brewer

ISE is a proud organization committed to the goal of connecting communities and cultures across the world. Our cultural exchange program plays an important role in strengthening relations between nations by promoting a greater understanding of different cultures, languages, and beliefs.

Our exchange students today are our world leaders tomorrow. Our program instills in them a commitment to service, the importance of community and the value of education.

Our Host Families develop a greater understanding of different cultures; an exposure to the challenges that other nations face; and ultimately, a greater appreciation of what it means to be an American.

Our Schools provide a nurturing environment for our students because schools cherish opportunities to bring the lessons of their classrooms to life. In this regard, our exchange students are not only eager learners but they're also enthusiastic teachers.

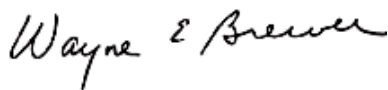
Our field staff builds the bridges in their communities that connect our students with our Host Families and schools. They are mentors to the students, as well as reliable, invaluable contacts for both the Host Families and the schools.

At ISE's Headquarters, our commitment is to put the needs of our students, host families, and schools above all else. Our organization's success is due to the people that make the program possible: the schools, the families, the field staff; and their dedication, love, and care for our students. For that, we are ever thankful.

We all recognize the difficulty of our mission and the everyday challenges that we face, but the enduring belief in the promise of our program is what inspires our team to make this worthwhile endeavor possible.

Thank you for helping us make a difference!

Sincerely,

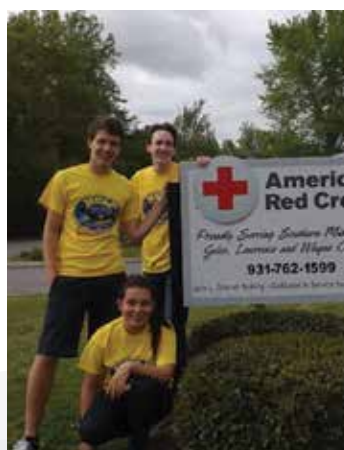


Wayne Brewer
Chief Executive Officer

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Our Mission

International Student Exchange (ISE) is a nonprofit organization dedicated to bridging cultures and connecting communities by placing high school students from around the world into the welcoming homes of volunteer host families throughout the United States. Our belief is that our exchange students today are our world leaders tomorrow. Our program instills in them a commitment to service, the importance of community and the value of education.

Our Credentials

- ISE was founded in 1982 and is based in Bay Shore, New York.
- Since 1984, ISE has been officially designated as an Exchange Visitor Program by the U.S. Department of State.
- Each year, ISE sponsors J-1 Visas for nearly 3,000 foreign exchange high school students, making ISE one of the largest sponsors in the nation.
- ISE's consistent ability to provide our program participants with positive, life-changing experiences is a testament to our respect within the foreign exchange community. In recognition of our efforts, we have been granted full listing by the Council on Standards for International Educational Travel (CSIET) every year since its founding.



The Application & Placement Process



Students

Students

International
Reps

ISE
Headquarters

Field Staff

Schools

Host
Families

The application and placement process is as rigorous as it is rewarding. The process begins as a dream of our future exchange students and ends with an eager host family anxiously waiting at the airport. In between these steps, however, is a complex, interdependent network of departments that: complies with the rules of the U.S. Department of State; prioritizes the safety of our students; and, finally, ensures that our students and host families have an incredible experience!

All students participating in ISE programs travel to the US with J-1 visa sponsorship. The Exchange Visitor (J) non-immigrant visa category is for individuals approved to participate in work-and study-based exchange visitor programs. ISE is a Department of State designated sponsor of the J-1 program for secondary school students coming to study in the United States.

ISE supervises the application process and is the main point of contact throughout the exchange program process. All program participants are carefully screened based on academic performance, demeanor, and visa eligibility criteria.

Program Requirements and Eligibility Criteria

► Language Proficiency

All J-1 participants must possess sufficient proficiency in the English language to participate in their program. ISE screens all participants prior to acceptance to ensure they satisfy language proficiency requirements.

► Pre-Arrival Information

ISE field staff provides our students with pre-arrival information prior to their departure from their home countries and an orientation upon their arrival in the United States. Our field staff provides separate student and host family orientations to ensure important information is shared with all program participants in an organized, timely manner.

► Insurance

All J-1 participants are required to carry medical insurance at the minimum benefit levels stated in their program regulations. As the program sponsor, ISE ensures that all participants have the appropriate medical insurance. ISE will verify that the participant's medical insurance meets the regulatory requirements.

► Supervision

Sponsors are also required to monitor the progress and welfare of the participants for the duration of their programs. Our field staff is required to complete monthly progress reports to track each student's experiences throughout the program. They are also the main point of contact should any issues arise throughout the duration of the program. ISE provides emergency, 24-hour contact information to our students.



Students begin the application process by selecting an International Representative based in their country. International Representatives are independent contractors tasked with screening potential applicants and guiding them through the Student Application. ISE cooperates with over 100 independent foreign agencies from over 40 countries around the world.

The International Representative screens potential participants by reviewing their school transcripts, health records, character references, as well as their English proficiency via mandatory personal interviews. The screening process is thorough and rigorous to ensure that all approved students are not only eligible but possess the personality traits necessary to thrive in our program. We strongly encourage student applicants to be respectful, responsible, outgoing, social, and studious.

Eligible students are then guided by the international representatives in completing the student application. During this process, the international representative will also review the program options, timelines and costs.

Students are able to select amongst the following ISE program offerings:

- **Aug. – Jan Program** - is for exchange students seeking to attend American public high school for the fall semester only.
- **Jan. – Jun. Program** - is for exchange students seeking to attend American public high school for the spring semester only.
- **Academic Year Program (AYP)** - refers to the 10 months that span a typical American high school year. 10-Month AYP exchange students attend both the fall and spring semesters.
- **Pre-AYP** – is an option for AYP exchange students that want to come to the US ahead of their AYP to improve their English-speaking abilities as well as to adjust to American customs and culture. Pre-AYP programs range from one week to four weeks in duration.
- **Calendar Year Program** - is for exchange students seeking to stay a full year in the US. This program spans from January to December. *(Eligibility dependent on country.)*

International Representatives then submit completed Student Applications to ISE’s Headquarters for review. For students that are ultimately approved, International Reps conduct at least two orientation sessions designed to help the students adjust to the American school system and family life



ISE Headquarters

Students

International
Reps

ISE
Headquarters

Field Staff

Schools

Host
Families

The ISE Headquarters, based in Babylon, New York, is charged with many responsibilities, including:

- Serving as the central hub of communication between students, International Reps, schools, Host Families, and the field staff.
- Screening and reviewing of all Student and Host Family applications.
- Issuing of Form DS-2019 to all approved students needing a J-1 VISA.
- Managing, recruiting, and training of all field staff.
- Promptly addressing and resolving all student, host family, and school issues.

And most importantly...

- Ensuring that our programs are fully compliant with all Department of State Rules and Regulations.

To meet these responsibilities, ISE Headquarters is comprised of the following departments:

Our **Management Team** ensures that ISE remains the top exchange program in the industry. Strong core values in family, communication, safety and opportunity have made this possible.

Our **Facilitators** provide support for the field to help resolve student and host family issues. They are a dedicated team of professionals that operate a 24-hour hotline to immediately address emergency situations.

Our **Compliance Team** reviews all Host Family applications and school acceptance forms to ensure they are fully compliant with DOS and ISE rules and regulations.

Our **Training Department** ensures that our field staff has the proper training, support, and materials needed to successfully recruit Host Families, secure school placements, and supervise students.

Our **Marketing Department** assists the regional managers in recruiting area representatives and Host Families by launching social media, radio, & newspaper ad campaigns.

Our **Program Managers** carefully screen and review all student applications. They then directly supervise and support the field staff to ensure that all approved students are properly placed in a timely manner. Program managers are entrusted with ensuring that our field staff complies with all DOS and ISE rules and regulations.



Field Staff

Students

International
Reps

ISE
Headquarters

Field Staff

Schools

Host
Families

Once student applications are approved we move into the placement process. Our field staff, composed of Regional Managers, Regional Advisors and Area Representatives, are tasked with placing our students into the homes of volunteer host families and into the classrooms of public high schools. After placements are finalized, the field staff supervises the students and host families to ensure the program is an enjoyable, rewarding experience.

Our 40+ Regional Managers recruit, train and supervise regional advisors and Area Reps to ensure the placement of students within their regions. Their overriding responsibility is to ensure the safety and wellbeing of each student by complying with all DOS and ISE rules and regulations.

In some regions, Regional Managers have Regional Advisors that assist with the training and recruitment of Area Reps as well as the supervision of their students.

Area Reps place students into local, accredited public high schools; recruit qualified, volunteer Host Families; and supervise each of their students. Area Reps are the primary point of contact for students and Host Families regarding any issues or concerns related to the program.





Schools

Students

International
Reps

ISE
Headquarters

Field Staff

Schools

Host
Families

Schools play a vital role in our programs. Our field staff works diligently to abide by the rules and policies of our partner public high schools. Our successful school partnerships are maintained by open, ongoing communication and support. ISE is extremely grateful for schools that allow our students to enroll and attend their classes. Accordingly, we're more than willing to demonstrate that their interests, as well as those of the students and host families, are our main priorities.

School relationships begin when our field staff engages with the schools of their communities and establishes a primary point of contact. ISE then works with our school liaisons to acquire their placement policies, enrollment deadlines, semester start dates and end dates, as well as any specific policies related to exchange programs.

For the school's benefit, we also provide the student's documentation, including the student application, transcript, and health records.

When schools are willing to accept our students, a school administrator needs to sign our School Acceptance Forms. These executed forms finalize the placement process with the school.

After placement, we then encourage our field staff to accompany our students for their initial registration. The school must be aware of our commitment and dedication to the success of our students' programs. Successful students = happy schools!

ISE currently places students into thousands of schools across the country and our school liaisons, from principals to school boards, from guidance counselors to foreign language teachers, are all essential in ensuring that our students are provided with both an excellent education and an amazing experience!





Host Families

Students

International
Reps

ISE
Headquarters

Field Staff

Schools

Host
Families



Our field staff is tasked with the recruitment of qualified, volunteer host families. Like our student application process, potential host families are thoroughly vetted and screened. Our field staff conducts home visits, interviews, reference and criminal background checks. We always want to ensure that our students are placed into the homes of loving, outgoing, and responsible families. Host families are supported by our field staff to address any issues and to serve as a reliable resource.

Approved families are given proper orientations, informative handbooks outlining our program's rules and regulations, as well as the contact information of our headquarters' support hotline.

Host families are encouraged to treat our students as members of the family rather than as guests. In turn, our students are encouraged to act like members of the family, from completing household chores to celebrating holidays. Host families should be active participants in the student's after school life, encouraging them to try out for sports teams, join clubs and to pursue extracurricular activities.

For host families, this program is not about providing our students with simple room and board, but to provide a caring, nurturing environment. Our programs are just as life changing for host families as they are to our exchange students.

Giving Back



Project HELP

Project HELP, is an ISE initiative that provides our students and field staff with the opportunity to participate and volunteer in local community events.

Every year, our exchange students, host families and field staff participate in volunteer projects across the country. Each year, our students complete more than 30,000 hours of volunteering!

Through Project HELP, ISE is able to express our gratitude to all of the communities that host our exchange students. Additionally, Project HELP fulfills one of ISE's core beliefs, to instill the value of volunteerism into our future leaders of tomorrow!

Through Project HELP, our students have volunteered at soup kitchens, food and clothing drives, disaster relief projects, senior centers, as well as school and faith-based events and much, much more!

H: Health and Human Issues

E: Environment, Education and Emergencies

L: Local events, Festivals and Needs

P: Politics, National Programs and NGO's





Old Rochester Guidance Department Evaluation

June 2021



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Introduction

In March of 2021, the Old Rochester School District contracted with Unique Potential Educational Consulting and Coaching to provide a comprehensive review of the high school's guidance department. The purpose of the review is to evaluate current Guidance programs and services which support students' academic achievement, social and emotional wellbeing, and college and career readiness. In addition, the evaluation is intended to support the guidance counselors and administrators of Old Rochester High School as they work to adopt a clear vision for the future and design systems and protocols needed to realize that vision.

Katie Gray, Director of Unique Potential, and Karen-Marie Harrington, Associate Director, conducted all aspects of this evaluation. Ms. Gray and Ms. Harrington both have backgrounds in school counseling and have worked extensively with school districts throughout Massachusetts and across the country in career development, data-based decision making, school counseling curriculum, systemic change, and local and statewide evaluations of guidance departments.

The Evaluation Process

Unique Potential consultants conducted the guidance department evaluation between March and May 2021. The evaluation employed a mixed method design using qualitative and quantitative data to assess the services and activities of the Old Rochester High School Guidance Counselors and the perception held by stakeholders of the guidance program.

A two-part online survey was administered to guidance counselors and administrators. The first section included 18 items from the *School Counseling Program Implementation Survey*, a validated instrument which measures comprehensive guidance counseling implementation, programmatic orientation, school counseling services, and school counselors' use of technology. The 20 items in the second part of the survey are

based on The College Board's *Eight Components of College and Career Readiness Counseling*, with items culled from McDonough (2005) and Perusse, Poynton, Parzych, & Goodnough (2015). The quantitative survey data were analyzed to determine areas of strength, gaps in services, and discrepancies in perspectives between guidance counselors and administrators.

Individual interviews were conducted with the three guidance counselors, two school social workers, guidance secretary, three school committee members, the principal, and superintendent. Focus groups were facilitated with 9/10th grade students, 11/12th grade students, parents, and Lead Teachers from each academic department. All interviews and focus groups were transcribed and the qualitative data coded to identify themes and trends.

In addition, we examined data posted on the Department of Elementary and Secondary Education's website, including *School and District Report Card* data and *DART Success After High School* data on post-secondary education outcomes. We also conducted a comprehensive document review including:

- School counseling mission statement and program goals
- Curriculum scope and sequence and lessons plans
- Survey data/other data collected and reviewed regularly by counselors
- Counselors' student learning goals
- Counselors' professional practice goals from the last 2 years
- Sample Naviance student accounts
- Sample 504 plans
- List of course changes
- School counseling master calendar
- Job descriptions
- List of colleges that students have attended the last 2 years

Guidance Program Models

The role of school counselors has changed and expanded many times in the profession's history, often in response to broader issues in education and society. For many decades, guidance counselors held a service-oriented position and their work was considered ancillary to the schools' educational mission. In this traditional model of school counseling, guidance counselors operated from a reactive rather than proactive mode to address the immediate needs and concerns of students. Counselors often only worked with some students in the building, typically to assist high achieving students in applying to college or to support struggling students with issues impacting their ability to succeed in school.

Over the past few decades, the profession has shifted to a comprehensive developmental guidance model. This approach addresses students' needs in three domains: academic, social-emotional, and college and career readiness. A comprehensive guidance program serves every student in the building, is data driven, takes a proactive and preventative approach, provides a developmental and sequential program, and supports school improvement. This model calls for school counselors to be skilled in the areas of leadership, advocacy, use of data, collaboration and teaming, culturally responsive practice, and systemic change to foster school success for all students. Research has demonstrated that implementing a comprehensive school counseling program is associated with greater academic performance, better social relationships, improved decision-making and problem solving skills, and a deeper understanding of careers and postsecondary options.

The transition to a new model of school counseling requires an assessment of current practices which support student development across different domains and also a clear appraisal of ways in which the guidance department needs to innovate in order to embrace a new vision for their work.

Findings

Both strengths of the Guidance Department and areas in need of improvement emerged throughout the evaluation process and are detailed below.

Strengths:

Counselors support teachers in assisting students with academic issues.

Teacher Leaders feel that Guidance Counselors consistently provide strong support around any academic issues students might present in class. Teachers expressed that Guidance Counselors always welcome contact from teachers, are supportive of teachers during meetings with families, and are very professional with students when discussing problems they might be experiencing with a teacher.

Guidance Counselors collaborate to provide supports for struggling students.

Guidance Counselors are members of the Pathways Program, a multidisciplinary RTI team which includes administrators, social workers, and faculty, and provides advocacy and services for students with specialized needs. Counselors manage all 504 accommodation plans, with 77 active plans this year. They also create Individual Student Support Plans (ISPs) for students in need of extra supports who do not have an IEP or 504 plan.

The Guidance Department is very well resourced.

The American School Counselor Association (ASCA) recommends that schools maintain a student-to-school counselor ratio of 250-to-1. While the national average ratio stands at 464-to-1, guidance counselors at Old Rochester manage a caseload of approximately 235 students. In addition, two Social Workers and a School Psychologist attend to students with greater social emotional or mental health needs. The Guidance Secretary assumes many responsibilities, including making appointments for students to see their counselor, generating e-hall passes, maintaining the guidance website, and scheduling college reps to visit the school. This high level of administrative support enables the Guidance Counselors to spend more time providing direct services to students.

Guidance Counselors created a College & Career lesson for each grade level.

A strong foundation already exists for a college and career readiness curriculum. Counselors have developed lessons on various topics for 9th-12th grade and have experience delivering these presentations to students. Underclassman indicated that the lessons had been very helpful in learning graduation requirements and information about the AP program. Some seniors reported that their guidance counselor was willing to meet with them as many times as necessary to support them in the college application process.

Guidance counselors are not involved in “inappropriate activities”.

ASCA provides a list of duties considered inappropriate for school counselors such as assigning discipline consequences, covering classes when teachers are absent, or coordinating MCAS. Guidance counselors at Old Rochester are not required to perform these administrative and clerical tasks, enabling them to focus on responsibilities considered appropriate to their professional role in the building.

The counselors pivoted to virtual offerings during remote/hybrid learning.

The Guidance Counselors responded to the disruption to school caused by Covid-19 by posting information on the guidance website “Applying to College During a Pandemic.” They reported that they made strong efforts to ensure the academic progress of struggling students and also created video screencasts about different aspects of the college application process. Unfortunately, it appears that many students and families were not aware of the resources that were created during this period of remote/hybrid learning.

The Guidance department manages a large and successful AP Program.

A total of 259 Old Rochester students took Advanced Placement classes this year, with 478 exams administered. DESE’s *School and District Profile Data* from the 2019-20 school year shows that nearly 80% of students in the high school enrolled in an AP course. Nationally, low income students, students of color, and students with disabilities have historically not taken advanced placement courses at the same rate as their White peers. However, nearly 60% of the students considered “economically disadvantaged” and 40% of “students with disabilities” at Old Rochester completed advanced placement coursework. In addition,

100% of students who identify as Hispanic/Latino and almost 73% of students who identify as Multi-race also enrolled in AP classes (only 36% or 4 of the 11 students who identify as Black took advanced placement classes).

Areas for Improvement:

The Guidance Department is lacking leadership.

The department does not have a Guidance Director or someone at the Teacher Leader level to fulfill leadership responsibilities and provide direction for the department. Although the principal has offered the Guidance Director position to current counselors, no one has stepped forward into that role.

The role and responsibilities of the guidance counselor are not clearly defined.

Guidance counselors reported that a job description does not exist for their position. While the Central Administration might have such a description on file, it would likely need to be updated to reflect new duties. Without a clear outline of the responsibilities of the guidance counselor, confusion may result about their unique role in supporting students' development and frustration about whether counselors are meeting those expectations. When we asked stakeholders the question, "How do you think the guidance counselors spend their time?" nearly everyone struggled to answer the question.

Guidance Counselors' use of time does not enable them to serve all students well.

Counselors spend a great deal of time on class scheduling, particularly in processing a high number of schedule changes. Counselors are required to attend the full length of all IEP meetings for special education students, with 83 currently active IEP plans, even though their participation in the meeting is often limited to only reporting a student's class credits. Counselors explained that with the way their time is currently structured they are not able to get to know students well during their first couple of years at the high school. This view was expressed a number of times in interviews and focus groups, "Most of the students don't really have access to their guidance counselor until Junior year except to learn a little bit of Naviance or for course selection."

Gaps exist in delivering a comprehensive college & career readiness curriculum.

Although guidance counselors have developed college and career presentations at each grade level, students reported that there was far too much content delivered in the single session during Freshman and Sophomore years. These presentations were characterized as “information dumps” with little or no time for students to process what they had learned. Numerous students spoke about how they enjoyed taking career Interest Inventories in 10th grade however, there was no opportunity to meet with a counselor to understand how the assessment results linked to possible occupations. “We do a lot of tests and assessment but don’t talk about them afterwards.”

Students also spoke about how there was not sufficient time for exploring new careers and learning about potential jobs. One student explained, “It would be helpful to talk with someone about different jobs. It would bring up more ideas for me about what to go into.” Counselors themselves shared their frustration that limited access to students does not allow them the necessary time to dedicate to career awareness, exploration, and planning. “We’ve all acknowledged that we wish we could do a better job with the career stuff. It would be nice to give more career information. But teachers are reluctant to give up classroom time, so it’s hard.”

In addition, multiple constituents expressed concern that a “huge swath in the middle is not being adequately served” around college and career planning. “We have the top academic performers, the high achieving students who are provided with the necessary supports for post-secondary planning and then those students with transition plans mandated by their IEP who I’m guessing are well served. It’s that middle group who I think we don’t serve well. We’re failing our students who don’t know what the opportunities are.” A staff member commented, “I find that most of the time it’s the high achieving students who get more attention from guidance” and “guidance counselors work on academics and with the college-bound students.”

Stakeholders express strong dissatisfaction around college planning.

A number of students and stakeholders indicated that guidance counselors presented 4-year colleges as the primary post-secondary choice, often to the exclusion of discussing

other education and training options. Survey data showed a difference between administrators' and counselors' perception around the degree to which guidance counselors actively engage non-college-going students in individual future planning. A staff member said that "very little attention is paid to students who might want to just enter the workforce after high school."

Within the college search and application process there appears to be limited exploration and information presented about different kinds of post-secondary education, such as colleges outside of the Northeast, community colleges, technical schools, or colleges with a specialized mission. Teachers reported hearing recent graduates complain that "Guidance never told me about trade schools. They never talked about different careers that didn't need a Bachelor's degree." A school committee member said, "I've heard from constituents that students are not being introduced to Historically Black Colleges and Universities." However, counselors shared that while they believe community college is an excellent choice for many students they felt they were discouraged from guiding students towards that option. "When we wanted to list the percentage of students going to community college we were told to take that data off." "There were comments from the school committee not to advertise that students were going to BCC."

A parent expressed that she "wished there were more opportunities for students to explore beyond their comfort zone when looking at colleges." A review of colleges recent Old Rochester graduates have attended illustrates a somewhat narrow geographic range, with a great majority of students attending schools within eastern Massachusetts. Teachers, students, and parents anecdotally reported that many students transfer to a different school after their first year at college, suggesting a poor fit. In addition, DART data demonstrates that only two-thirds of Old Rochester graduates finish college within 6 years.

The perceived pressure to attend competitive 4-year colleges might explain the very high number of course changes at Old Rochester. A review of these changes reveal that most are towards a less rigorous course level, suggesting that students may not originally be placed in the class most appropriate for them. The responsibility for course mismatches and directing students towards 4-year colleges does not lie solely within the guidance

department. As a teacher explained, “The guidance counselors are probably bombarded with parents with unrealistic expectations.” The strong emphasis on rigorous course taking and college as the only acceptable post-secondary option speaks to broader expectations within the school and the larger community, however we felt it was important to make note of these issues within the context of designing a more comprehensive college and career readiness program.

Insufficient use of Naviance for college and career exploration and planning.

Guidance counselors currently deliver presentations to students on using Naviance, an online platform for academic planning and college and career research, including instruction on how to establish their personal Naviance account. When students participating in focus groups were asked who had used their Naviance account since the counselor-led presentation, not one student raised their hand. “We had a Naviance group meeting but we didn’t look deeply into things to individually look at options.” “I don’t know how to use Naviance; we needed more time to learn about it.” When asked if it would be helpful to have more instruction on how to use Naviance for college and career planning, all of the students replied yes. The counselors acknowledged that there are many Naviance elements that they have not explored and that they do not use the software’s reporting features in the program.

Lack of data use and advocacy efforts.

The Old Rochester guidance counselors report very little data use in their practice. Both counselor and administrator survey data indicated that guidance counselors did not engage in tasks such as “analyzing student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps” or in “using data for school improvement”. Counselors said that while they are familiar with the DART and Early Warning Indicator (EWI) data posted on the DESE website “they aren’t something we utilize.” Guidance counselors explained that they do not have access to student socioeconomic data (subsidized lunch status is often used as a proxy for low SES) and rely on fee waivers for SAT/ACT tests to identify which students are low income. They also do not have data on which students were first-generation college-going. Research unequivocally

demonstrates that both of these groups of students need greater supports to successfully transition to post-secondary education. Without a data-based decision making process informing their work, guidance counselors are not able to effectively determine student and schoolwide needs and intervene with appropriately tiered interventions to support emotional wellbeing and college and career readiness.

Stakeholders across focus groups spoke about an upsetting racial incident last spring when a student used a racial slur against another student, “sparking outrage”. It was explained that students then created “Black at Old Rochester” and “LGBT at Old Rochester” Twitter hashtags and the district launched an anti-racism initiative to address these concerns. It is noteworthy that during individual interviews none of the guidance counselors mentioned this incident or the subsequent reactions in the community. In one of the focus groups a student of color expressed that she had experienced racial bias by her guidance counselor.

Need for innovation and greater use of technology.

There was a perception among some groups of stakeholders that guidance counselors were “stuck using systems developed years ago”. Many students and parents complained about “the Yellow Sheets” and how it seemed that these hard copy forms need to be filled out and returned in person for any requests for services from the guidance office. Not having electronic forms available for students and parents/caregivers to process common requests leads to inefficiency within the department and issues of accessibility for the school community.

Guidance Counselors are not actively involved in social emotional development.

A repeated concern that emerged across focus groups involves the high levels of stress experienced by many Old Rochester students. One of the social workers conducted a survey among students that revealed “we have very high functioning kids who are falling apart.” It was also reported that the school nurse discovered cutting and other self-harming behaviors in students, often attributed to the academic pressures they felt at school.

There was widespread consensus that “any social emotional issues are handled by the social workers.” Parents, students, and staff do not consider these concerns within the

domain of the guidance counselor. A staff member commented, “There is even a push from Guidance Counselors themselves that students should see a Social Worker instead of them.” If a student’s issues rise to the need for clinical support, it is appropriate for a social worker to provide services. However, guidance counselors could take a more active role with those students experiencing issues related to motivation, depression, and anxiety and in developing schoolwide tier one interventions to help prevent issues escalating to a crisis level. As a school social worker commented, “If an SEL curriculum was delivered I think we’d have less presenting issues.”

A range of perspectives exists among stakeholders about guidance counselors.

Within interviews and focus groups, some stakeholders conveyed positive opinions about the guidance counselors and the ways in which they support students. Staff and administrators described the guidance counselors as “well intentioned” and as “good people who care about the kids.” Students’ comments included: “I go to the Guidance Office a lot. It’s an open door policy”, “Over the past 3 years they’ve gone the extra mile for me. I’m a school choice student and I chose to come to Old Rochester because of the Guidance Counselors and how they help students through the college process”, and “I go to Guidance a lot to ask what I need to be doing now for the college process. They’ve been helpful in planning my schedule.”

However, many comments were not as favorable. Students across the grades expressed frustration that guidance counselors do not take a more proactive role in meeting with them. “We met a lot this year, but it was me making the appointments to talk about college. I had to reach out to her; she didn’t reach out to me.” “I did pretty much everything on my own. We didn’t get any instruction on applying to college.” “I felt like I couldn’t rely on Guidance. I can’t trust them to get documents and transcripts to college by the deadline. They need to reach out to us more instead of us having to reach out to them.”

When parents were asked to rate their child’s guidance counselor on a scale of 1-5, all present responded with scores of “1”. They spoke of counselors not able to assist students in choosing classes because “I haven’t yet met your son” (a second semester sophomore), of

their child not even being able to name their guidance counselor, and of frustrations that counselors did not contact students during remote learning to check on how they were holding up academically and emotionally through the pandemic. Similar to student feedback, parents said that guidance counselors are only responsive when it is they who reach out to the counselor and often only if the school principal is cc'd on an email.

Some stakeholders spoke about how the “counselors are in their office all the time” and how the guidance department “is a very closed system. They are very separate from staff as well.” One commented that guidance counselors are always the first educators out of the building each day. This range of perspectives likely relates to misunderstanding and misperception about the role of the guidance counselor. Counselors seem aware of the conflicting viewpoints about their performance and issues of role ambiguity. When asked how they believe parents perceive them, a guidance counselor responded, “Some think we’re doing a great job, others think we should be like Tabur Academy, offering a concierge service. They don’t always understand that we’re not just doing the college piece, that it’s a multi-faceted job.”

Recommendations

In many respects the Old Rochester Guidance Department's services and activities are aligned with a well organized, traditional guidance counseling model. This perspective was expressed by both the principal and superintendent. "The guidance counselors are doing what we ask them to do. If we want the counselors to do things differently, those tasks need to be articulated."

It is our belief that challenges in today's society require guidance counselors to move beyond traditional methods to adopt innovative, proactive, and data-driven approaches to meet the needs of all students in the school. Our recommendations are grounded in the school counseling research base and best practices advocated by the American School Counselor Association (ASCA); its statewide affiliate, the Massachusetts School Counselor Association (MASCA); the CollegeBoard; and the Education Trust's Transforming School Counseling Initiative. Our recommendations are also informed by our own work with guidance departments in establishing a comprehensive model of school counseling focused on supporting students' academic, career and social emotional development.

#1: Hire a Guidance Director

It is strongly recommended that a Guidance Director position at Old Rochester High School be created to provide leadership in the development and effective delivery of a comprehensive guidance and counseling program and to ensure that the goals of the guidance department are integrated with the educational mission of the school. The Guidance Director should be a member of the Administration Team and will supervise the guidance counselors, social workers, and guidance secretary. To lead the department and administration in moving from a more traditional, service-oriented delivery system we suggest prioritizing the following tasks:

- Create an updated job description for the role of Guidance Counselor, emphasizing the knowledge, skills, and qualities necessary for supporting 21st Century learning and career development. A job description will provide clarity about the tasks and

responsibilities for stakeholders across the school community and will also aid in the evaluation of the guidance counselor's performance by determining whether counselors are meeting expectations.

- Establish an Advisory Council composed of a diverse group of members which represent various perspectives of the guidance department, including teachers, administrators, community members, parents/caregivers and students to review and make recommendations about guidance program activities and results.
- Support continuous counselor-specific professional development to strengthen skills around Naviance, data use, advocacy, culturally responsive practices and leadership.
- Reduce required participation in special education IEP meetings and instead gather necessary information through electronic forms when possible as part of a larger effort to redistribute how guidance counselors use their time.
- Collaborate with the middle school Guidance Leader around transition planning, career development, and importance of 8th grade course selection.
- Develop a clear referral process for students to see a social worker.
- Team with administrators, teachers and guidance counselors to create the systemic changes outlined in the recommendations that follow.
- Collaborate with the administrators and guidance counselors to develop specific, data-driven guidance department goals such as "Increase by 10% the number of colleges attended by Old Rochester graduating seniors". Review goals annually.

#2: Develop a comprehensive College, Career, and Civic Readiness program

Comprehensive guidance programs assist all students in making informed academic choices that lead to greater educational and career options; encourage self-awareness of interests, values, and skills; promote exploration of various career options and the post-secondary pathways needed to reach those careers; and support the development of career readiness skills such as decision making and social-emotional learning. When counselors provide a sequenced and developmental guidance curriculum, students learn to make

informed decisions about their future throughout their high school years instead of waiting until the end of Junior year to begin post-secondary planning.

It should be noted that while this evaluation entailed a holistic review of the guidance department, a robust assessment of Old Rochester's high school's college and career program was emphasized throughout the process. The guidance department has established some of the necessary foundational elements to support students in post-secondary planning, such as creating a guidance curriculum across grade levels and meeting individually with 11 and 12th graders to discuss the college application process. However, based on feedback from stakeholders, it is evident that significant shifts are needed to deliver a more comprehensive college and career readiness program which meets the needs of all students, including:

- Begin the college and career planning process at Old Rochester in 9th grade. Students interviewed in focus groups unanimously expressed that they wish career exploration and post-secondary planning had begun earlier in high school. Develop a personalized 4-year plan with students that outlines the high school courses they might take and extracurricular opportunities that will help them achieve their post-secondary goals.
- Integrate college and career readiness into Bulldog Block once a week. Dedicating a weekly block throughout the year would provide the necessary time and access to students to cover the many topics related to career exploration and post-secondary planning and would involve all educators in this process.
- Have guidance counselors oversee the implementation of the college and career readiness curriculum, including writing lessons for teachers to deliver in Bulldog Block, supporting teachers in facilitating discussions around various lesson topics, and taking the lead in delivering lessons that require specialized skills and knowledge.
- Consider expanding the scope of the curriculum to include civic engagement, a priority of the district's strategic plan, and also social emotional learning. Research has demonstrated a link between strong social emotional skills and postsecondary success and accumulating evidence indicates how civic education and career readiness align.

- Expose students to a broader range of jobs and careers. With additional time for lesson delivery in Bulldog Block, guidance counselors could help students to understand how results of their interest and values assessments connect to possible future occupations. In addition, it is recommended that efforts be made to bring in a more diverse group of people to speak with students about their careers, possibly pulling from New Bedford or other neighboring communities.
- Provide more information on the wide array of postsecondary options, including the military, certificate programs, technical schools/colleges, community colleges, public and private institutions, Historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and colleges outside of the Northeast so that students are making more informed decisions about their future plans.
- Increase the amount of time devoted to teaching students about the various features in Naviance such as exploring careers or career cluster groups; learning more about different majors, degrees, financial aid, and college admission information; using criteria to narrow college search results; creating resumes; and developing automated lists to organize the college search and application process. In addition, parents/guardians need instruction on how to set up Family Connection accounts in Naviance.
- Expand service and work-based learning opportunities such as job shadowing, internships, and summer jobs to maximize experiences outside of the classroom setting. These experiences enable students to learn more about possible careers and help develop skills they will need in post secondary education and the world of work such as punctuality, professionalism and communication.

#3: Transition the guidance department to a programmatic approach

Transitioning from a service-oriented guidance department to a comprehensive and developmental orientation situates guidance counselors' duties within a programmatic framework. This framework articulates the sequenced and preventative activities, interventions, and services to address all students' academic, social-emotional, and college

and career readiness needs. Current programmatic models advocated by ASCA and MASCA structure the delivery of a school counseling program across four component areas: individual planning, responsive services, guidance curriculum, and system support. Organizing the guidance department within a coordinated program model moves the work of the guidance counselors from an ancillary role to that of a leadership team member within the school and ensures that the program serves all students. We recommend:

- Shift how guidance counselors spend their time. The culture of seeing students individually and waiting until the end of junior year to begin post-secondary planning must change in order for every student to benefit from the guidance program.
- Consider adopting the ASCA National Model or closely related MA Model for Comprehensive School Counseling Programs 3.0 which organizes guidance counselors work across three domains: academic, personal/social, and college/career. These domains promote mindsets and behaviors that enhance students' learning process and create a culture of college and career readiness for all students.
- Create a developmental, 9-12th grade guidance curriculum to deliver Tier I universal level lessons that address academic, social-emotional, and career development. This curriculum should consist of structured lessons that follow a scope and sequence of competencies to help students attain the knowledge, habits of mind, and skills needed for social emotional development, college and career readiness, and civic engagement.
- Provide leadership in coordinating with other educators to deliver a comprehensive guidance curriculum during Bulldog Block.
- Integrate the work of the guidance counselors into the district's strategic plan and school improvement plan to ensure systemic change.
- Refine the guidance department's mission and vision statements to define the objectives of the guidance counseling department, outline the path that counselors will take to reach the objectives, and articulate what students will know, understand, and be able to do as a result of participation in the guidance programming.

- Increase outreach and communication to families so they feel partners in future planning efforts such as a Parent/Caregiver Night at each grade level and training in Naviance.
- Share results of the guidance program regularly with families, faculty, administration, and school committee so that the important role counselors play in academic achievement and school improvement is understood throughout the community.
- Facilitate the 8th grade orientation to discuss academic and extracurricular opportunities with students and parents and to introduce counselors to families.

#4: Strengthen advocacy & leadership skills among guidance counselors

The new vision of school counseling involves guidance counselors' commitment to equity, advocacy, leadership, teaming, and collaboration. These principles include advocating to remove systemic barriers that hinder student success, ensuring equitable student access to resources necessary to meet their needs, working to close achievement gaps among marginalized students, and connecting the school counseling program to the academic mission of schools. An essential element of school counselor advocacy and leadership involves using data to inform practice, and we recommend that guidance counselors:

- Examine student outcome and perception data and adjust practices as needed. For instance, the Senior Exit survey could be analyzed to identify areas graduating students felt were in need of improvement.
- Monitor individual student progress by running grade reports frequently throughout the term to ensure that struggling students receive necessary supports in a timely manner. As a teacher pointed out, "I know the grade in my class but unlike the counselors I can't see how the student is doing in their other classes." Guidance counselors are in a unique position to see a holistic perspective of the student across their academic and social emotional development.
- Collect and analyze data that measures results of the program and demonstrates how the program supports achievement and college and career readiness.

- Encourage using data for student advocacy efforts such as identifying students who feel marginalized at the high school, adopting a systemic perspective to addressing barriers to academic success, and building awareness of issues related to educational equity and access.

#5: Increase technology use throughout the Guidance Department

Digital tools can expand the counselors reach and efficiency in serving all students in the building. When counselors know how to use technology to their advantage they can maximize their time and increase their ability to connect with students, families, and faculty. Technology can also assist in program management of the guidance department. Suggestions for integrating technology within the guidance department include:

- Use the school's text messaging system to issue reminders and send announcements to students and parents/caregivers about deadlines for scholarship applications or registration dates for SAT/ACT tests.
- Determine processes currently conducted during in-person meetings that could shift to an electronic system. For instance, the guidance department recently created a GoogleForm for listing 504 accommodations; a similar process could be established for the SRS meeting which guidance counselors attend for 90 minutes biweekly.
- Replace the hard copy versions of the Yellow Sheets and excused absences form with an electronic version. Determine if other forms can also be digitized.
- Provide more timely information on the guidance website to increase access to information and resources for the larger school community. For example, the website could list hyperlinks to the FAFSA.
- Consider using platforms such as Dropbox, GoogleDrive or EZ Analyze to more efficiently conduct guidance program management tasks.
- Provide professional development to guidance counselors to improve their digital literacy skills. Because technology is constantly evolving, all educators need regular training on innovative and appropriate ways to use various platforms.

Conclusion

In our experience we have found that true systemic change within a school, such as transforming a guidance counseling department, is a multi-year process which requires a commitment from all stakeholders. The administration at Old Rochester appears ready to support the shift towards implementation of a proactive, data-driven, culturally responsive guidance program that benefits all students. School committee members, parents, and staff also all spoke enthusiastically about restructuring the guidance department and counselors' use of time. The guidance website states:

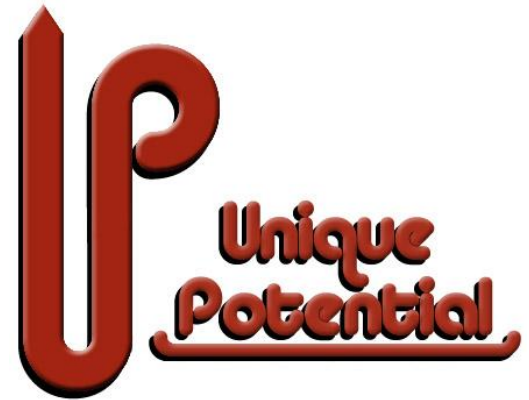
The department is committed to advocating for all students, and providing a comprehensive guidance curriculum as an integral part of education for students on all levels. Counselors provide students with the necessary tools to support their educational, social-emotional, and career interests through individual, small group, and classroom experiences. Counselors promote responsible, active citizenship and lifelong learning.

This mission statement demonstrates that the guidance department is philosophically aligned with the recommendations detailed in this report. It is hoped that they are ready to also embrace changes to practice that will enable them to better support all students in reaching their academic, social-emotional, and post-secondary goals.

The Old Rochester High School is to be commended for taking the bold step to explore a new vision of the role of guidance counselor. We appreciate the opportunity to learn about your school community and to offer suggestions to support your goals. We would like to thank all of the school staff, administrators, school committee members, parents, and students who participated in this evaluation process. The Old Rochester community has been welcoming towards us, generous with their time, and candid with their comments. Throughout this report we strive to capture the range of thoughts and perspectives represented across stakeholders. We wish to express special appreciation to Aimee Fox, Administrative Assistant to the Principal, who kindly scheduled (and rescheduled) all of the interviews and focus group sessions and also Kelly Bertrand, Guidance Secretary, for collecting and organizing hundreds of pages of guidance materials for our document review.

Old Rochester High School Guidance Department Evaluation

Spring 2021



Introductions



Katie Gray

Background in school counseling, administration, consulting, and as a university adjunct faculty member.



Karen-Marie Harrington

Background in school counseling, career development, research & evaluation, consulting, and university teaching.

Evaluation Goals

Assess how current guidance programs and services align with best practices in the field

Adopt a clear vision for the future of the department

Recommend strategies and protocols to realize that vision

Comprehensive Developmental School Counseling Programs

- Address students' needs across academic, social-emotional, and college/career readiness domains
- Serve all students
- Use data-based decision making
- Provide a developmental and sequential programmatic approach
- Support school improvement
- Call for school counselors to develop skills in leadership, advocacy, data, collaboration, culturally responsive practices, and systemic change

Data Analysis

QUALITATIVE:

Focus Groups & Interviews

- Three Guidance Counselors
- Two Social Workers
- Three School Committee Members
- Old Rochester Principal
- Superintendent
- 9th/10th Grade Students
- 11th/12th Grade Students
- Parents
- Department Lead Teachers

QUANTITATIVE:

DESE and Survey Data

- School and District Report Card data from DESE website
- DART Success After High School post-secondary education outcomes data
- Survey response data from guidance counselors and administrators

Document Review

- School counseling mission statement and program goals
- Curriculum scope and sequence and lessons plans
- Data collected and reviewed regularly by counselors
- Counselors' student learning goals
- Counselors' professional practice goals
- Sample Naviance student accounts
- Sample 504 plans
- List of course changes
- School counseling master calendar
- Job descriptions
- List of colleges students have attended over the last 2 years

Guidance Department Strengths

- Counselors support teachers in assisting students with academic issues
- Guidance Counselors collaborate to provide supports for struggling students
- The Guidance Department is very well resourced
- Guidance Counselors created a College & Career lesson for each grade level
- Guidance counselors are not involved in “inappropriate activities”
- The counselors pivoted to virtual offerings during remote/hybrid learning
- The Guidance department manages a large and successful AP Program

Recommendations

1

Hire a Guidance Director

2

Develop a comprehensive College, Career, and Civic Readiness program

3

Transition guidance department to a programmatic approach

4

Strengthen guidance counselors' advocacy & leadership skills

5

Increase technology use throughout Guidance Department

Hire a Guidance Director

- Create an updated job description
- Establish an Advisory Council
- Support continuous counselor-specific professional development
- Reduce required participation in special education IEP meetings
- Collaborate with the middle school Guidance Leader
- Develop a clear referral process for students to see a social worker.
- Develop specific, data-driven guidance department goals

Develop a Comprehensive College, Career, and Civic Readiness program

- Begin the college and career planning process in 9th grade
- Integrate college and career readiness into Bulldog Block once a week
- Have guidance oversee the implementation of C&CR curriculum
- Expand the scope of the curriculum to include civic engagement
- Expose students to a broader range of jobs and careers
- Provide more information on the array of postsecondary options
- Teach students about the wide range of features available in Naviance
- Expand service and work-based learning opportunities

Transition the guidance department to a programmatic approach

- Shift how guidance counselors spend their time
- Adopt the ASCA National Model or MA Model for Comprehensive School Counseling Programs
- Create a developmental, 9-12th grade guidance curriculum
- Coordinate with educators to deliver guidance curriculum during Bulldog Block
- Integrate the department's work into the district's strategic and school improvement plans
- Refine the guidance department's mission and vision statements
- Increase outreach and communication to families
- Regularly share results of the guidance program regularly
- Facilitate the 8th grade orientation to the high school

Strengthen advocacy & leadership skills among guidance counselors

- Examine student outcome and perception data and adjust practices as needed
- Monitor individual student progress by running grade reports frequently throughout the term
- Collect and analyze data that measures program results and demonstrates how the program supports achievement and college and career readiness
- Encourage using data for student advocacy efforts such as identifying students who feel marginalized at the high school, adopting a systemic perspective to addressing barriers to academic success, and building awareness of issues related to educational equity and access

Increase technology use throughout the Guidance Department

- Use the school's text messaging system to issue reminders and send announcements to students and parents/caregivers
- Determine processes currently conducted during in-person meetings that could shift to an electronic system
- Replace the hard copy versions of the Yellow Sheets and excused absences form with an electronic version
- Provide more timely information on the guidance website to increase access to information and resources for the larger school community
- Provide professional development to guidance counselors to improve their digital literacy skills

IT'S A PROCESS,
IT'S A PROCESS,
IT'S A PROCESS;
CHANGE TAKES TIME.



MEMORANDUM OF UNDERSTANDING

Between the Old Rochester Regional School District, the Town of Rochester, the Town of Marion and the Town of Mattapoisett, made as of September __, 2021

WHEREAS, the Towns of Rochester, Marion and Mattapoisett are members of the Old Rochester Regional School District (“District”), pursuant to an agreement (“Agreement”) approved by the three towns in accordance with Massachusetts General Laws Chapter 71, §14B;

WHEREAS, the Towns of Rochester, Marion and Mattapoisett and the District School Committee (“the Parties”) wish to have certain agreements between them that are not contained in the Agreement, and therefore not requiring formal amendment of the Agreement by the District School Committee and the Town Meetings of the three members pursuant to Section VII of the Agreement;

NOW THEREFORE, the Parties agree to the below terms of this Memorandum of Understanding and such agreement is certified by the District School Committee and the Boards of Selectmen of Rochester, Marion and Mattapoisett:

1. The District School Committee agrees to have an annual audit of District finances conducted by a certified independent auditor. Upon receipt of any such audit report, the Committee shall provide copies of such reports to the Board of Selectmen of each member town.
2. The District School Committee agrees to develop a five-year capital project plan for anticipated buildings, grounds and equipment needs, and to update such plan on an annual basis. The Committee shall annually provide such plan to the Board of Selectmen of each member town, preferably prior to or contemporaneously with the District’s annual budget assessment for the upcoming fiscal year.
3. The audits and capital plans described in Sections 1 and 2 above shall be provided to the Board of Selectmen of each member town on an annual basis, by submitting said audits and plans to the Town Administrator of each member town as soon as practicable after said documents are completed.
4. This Memorandum of Understanding shall be in effect until such time as the Parties agree to amend or rescind the Memorandum.
5. The Parties agree that this Memorandum shall be subject to a review every five (5) years by a subcommittee appointed by the Boards of Selectmen of each member town and the District School Committee, such subcommittee to consist of two (2) representatives from each member town and two representatives of the Committee, in order to determine if any amendments to this Memorandum are legally required or advisable. The subcommittee may, but is not required to, include one or more members of said Boards of Selectmen and District School Committee. The subcommittee shall meet in accordance with the Open Meeting Law and shall submit a memorandum of recommendations to the three Boards of Selectmen and the District School Committee.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT COMMITTEE

ROCHESTER BOARD OF SELECTMEN

MARION BOARD OF SELECTMEN

MATTAPOISETT BOARD OF SELECTMEN

File: BEDH-E - GUIDELINES FOR PUBLIC COMMENT

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

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

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

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

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

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

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

1. Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.
3. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
4. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker.

August 30, 2021



Dear School Committee,

I hope that the summer break has provided you with time for family, rest and relaxation. This letter serves as an overview of the summer initiatives that took place and also a brief look ahead at the upcoming 21-22 academic year.

Educators were provided opportunities over the summer to sign up for self-paced, online professional development courses through The Education Collaborative. Three courses are available through the 21/22 school year:

- Strategies to Enhance Learning for English Language Learners in the classroom
- Engaging all Students with Differentiated Instruction
- Connecting Behavioral Health and Social Emotional Learning to be Successful in the Classroom

In addition, teachers were given opportunities over the summer to build curriculum in Atlas and plan lessons for diverse learners grades Pk-12. Additionally, a week-long Accelerated Learning Academy, held August 16 was held. It was designed to accelerate student learning through engaging, standards-aligned lessons that meet the needs of each student.

As we look ahead to the 2021-2022 school year, we will refer to the following two documents as guides to understanding planning, implementing and constant reassessment of student progress. MA DESE provided the documents, [Acceleration Roadmap for Classroom teachers](#) and [Acceleration Roadmap for leaders](#), as guides for educators with three main priorities in mind:

1. Foster a sense of belonging and partnerships among students and families
2. Continuously monitor students' understanding
3. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.

The following Teaching & Learning initiatives are planned for the 21/22 school year:

- Provide acceleration opportunities for students in grades Pk-12.
- Strengthen opportunities for teachers to implement 21st Century Learning, Global Citizenship strategies and Social Emotional Learning.
- Strengthen K-12 learning opportunities for students in all content areas.
- www.ixl.com will be provided to all grade 3 through 10 students.
- Provide opportunities to support Mass Literacy and the creation of a K-12 Literacy Plan.
- Provide teacher leadership opportunities for collaboration among educators in their building and districtwide.

The following Professional Development initiatives are planned for the 21/22 school year:

- Educators will have access to experts in project based learning focusing on writing across content areas.
- Educators will have the opportunity to reflect on student performance using data across grade levels.
- Educators will have opportunities to learn new strategies to support reading in early literacy grades.
- Educators will continue learning about strategies for Global Citizenship and Social Emotional Learning.

The Accelerated roadmap aligns with the mission of Old Rochester Regional School District Massachusetts School Superintendency Union No. 55 to *inspire all students to think, to learn, and to care*. As a school community we constantly strive to work together to support all students.

Best wishes for a safe and healthy school year,

Jannell Pearson-Campbell

Assistant Superintendent of Teaching and Learning



Old Rochester Regional High School
135 Marion Road
Mattapoisett, Massachusetts 02739

Phone 508-758-3745 Fax 508-758-3167 Web page www.olderochester.org/hs

*"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."*

Michael Cabot Devoll, M.Ed.
Principal

Vanessa M. Harvey, M.Ed.
Assistant Principal

September 5, 2021

High School student enrollment, through 9/5/21: 680

School Choice: 75

Grade 9: 156

Grade 10: 148

Grade 11: 175

Grade 12: 195

18-22 Year Old: 6

2020 Enrollment: 717

New Staff:

Caroline Cervera, Latin Teacher

Kylie Faison, Paraprofessional

Lynette Lord, Athletics Secretary

Marybeth Mathieu, Paraprofessional

Sertac Ozdogru, Long Term Sub Mathematics

Jessica Teixeira, Paraprofessional

Zachary Tilden, Paraprofessional

Jessica Trombly, Paraprofessional

Victoria Tutino, Special Education

ORRHS Student Athletes Named Player of the Year in the New Bedford Standard Times!

Maggie Brogioli, Girls Volleyball

Michael Skip Holmes, Boys Swimming

Meg Horan, Girls Basketball

Ryan Quinlan, Boys Lacrosse

Jen Williams, Girls Track

Maddie Wright, Girls Lacrosse

Upcoming Dates:

9/23: Open House, 6:30 p.m.

10/7: ORR Athletic Booster Club Meeting, 6:30 p.m.

Respectfully submitted,



Old Rochester Regional High School
135 Marion Road
Mattapoisett, Massachusetts 02739

Phone 508-758-3745 Fax 508-758-3167 Web page www.oldrochester.org/hs

*"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."*

Michael Cabot Devoll
Principal
Old Rochester Regional High School

Old Rochester Regional Jr. High School
Principal's Report

September 15, 2021

CURRENT ENROLLMENT:

Grade 7 -	193	(# includes 10 School Choice Students)
Grade 8 -	<u>216</u>	(# includes 13 School Choice Students)
Total:	409	

STAFF CHANGES:

New Hires:

Mary Caine – Special Education Teacher - Life Skills
Crystal Gendreau – Special Education Teacher – Grade 8 Green Team
Collin Melo – Paraprofessional
Caitlin Roberts - Paraprofessional
Kathryne Perrill – Receptionist

Resignations:

Joanna Buckley – Special Education Teacher - Life Skills
Rubab Rashid – Special Education Teacher – Grade 8 Green Team
Morgan Matthews – Paraprofessional

Retirements:

Patricia Costa – Receptionist
Kathy Bobrowiecki – Paraprofessional

FALL AFTERSCHOOL ACTIVITIES:

Field Hockey	-	Tuesdays
Jazz Band	-	Tuesdays
Volleyball	-	Tuesdays
Ping Pong	-	Wednesdays
X-Country	-	Tues/Wed/Thurs

RECENT EVENTS:

08/24/21 Re-opening Q&A session for parents by zoom

08/25 & 08/27 Parent tours were held in four different sessions

08/27/21 Grade 7 Student Orientation – 95% of grade 7 students attended this orientation led by Carol Herrmann and Carla Cafarella. There were over 15 volunteer staff members that made this event a success. Grade 9 student volunteers provided tours and assistance navigating the school for the 7th graders. Students received their schedules, learned how to open lockers, participated in a scavenger hunt, and met students from each of

the towns. The students were excited to be back in the building, asked great questions and felt more comfortable coming school on the first day

09/10/21-9/23/21

Booster Bash Fundraiser - Kick-off assemblies were held for each grade on Friday 9/10. The assembly was full of fun and prizes. Booster is our annual fundraiser to support student activities. Funds are used for guest speakers, field trips, student supplies, etc..

UPCOMING EVENTS:

09/16/21 Open House – parents will have the opportunity to go to their student's classrooms, meet the teachers and get a quick overview of each class.

09/21/21 Picture Day - Student/staff photos by LifeTouch

Old Rochester Regional School Committee Subcommittee 2021-2022 (voted on _____)

Chairperson	VACANT
Vice Chairperson (ACTING CHAIRPERSON)	Heather Burke
Treasurer	VACANT
School Committee Secretary	Diana Russo
Recording Secretary	TBD
Budget Subcommittee	Heather Burke James Muse VACANT VACANT
Educational Council	Frances Kearns Michelle Smith Joseph Pires
Sole Signatory	James Muse VACANT
SMEC	Suzanne Tseki
Sick Leave Bank	Suzanne Tseki Heather Burke VACANT
School Physician	Dr. Reynolds/Dr. Mendes
PCC	Michael Nelson
Sick Leave Bank (Dist. Wide Non-Union Employees)	VACANT
Standing Committee on Graduation Requirements	Entire Committee
Policy Sub-Committee	Joseph Pires Frances Kearns Margaret McSweeney
MASC Delegate/Legislative Liaison	VACANT
Tri-Town Educational Foundation	Suzanne Tseki
Town Relations	James Muse Michelle Smith Joseph Pires
Communication Committee	Heather Burke Joseph Pires Suzanne Tseki
Superintendent's Goals Sub Committee	VACANT Michelle Smith
Facilities Sub Committee	VACANT

Anti-Racism Sub-Committee

Frances Kearns
Joseph Pires

Frances Kearns
Margaret McSweeney
Joe Pires



Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Food Service Director's Report: Aug/Sept 2021

ORR School

Directors Update:

- DESE provided all Directors an update on the USDA School Meal Flexibilities:
 - ◆ USDA has granted us the ability to provide **All** students with a Free Reimbursable Breakfast & Free Reimbursable Lunch for this academic year. Extra items will be available for purchase this year (limited snacks, beverages and second entrees)
- New Point of Sale System, Titan – cloud based technology that has live data and transactions, id/barcode scanners to eliminate pin pad touchpoints. Temporary student id's will be provided by Lifetouch Portraits, permanent ones will follow.
- New <https://family.titank12.com/> – Lower parent transaction fee \$1.95 per family transaction, parents can monitor child's account purchases, add funds, set up automatic payments, transfer money from one child's account to another, apply for Meal Benefits and reprint important letters they have received.
- Food and Nutrition Website – featuring an Interactive Menus, Menu Mobile App, Online Meals Application, Nutrition Education for parents, students, and staff and more. Very important to check often for updates.
- Nation –wide supply chain disruptions and price increases are having an impact on our program. Changes to posted menus may happen without notice. Please have patience and understanding. We will ensure that all students are provided a well-balanced, nutritious meal.
- District wide, all of our cafeteria staff will be engaging in professional development training prior to student's arrival. Training will consist of a updated meal patterns, new point of sale training, bar code scanning and more.

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: jillhenesey@oldrochester.org

<https://www.facebook.com/ORRnutrition4kids>



Facilities Director's Report: September 2021

Jr/Sr High Schools (Main Campus)

- Conducted annual air quality testing of facility.
- HVAC Assessment scheduled.
- ANSUL (kitchen fire suppression system) including kitchen hood system was inspected and certified.
- The annual certification of fire extinguishers and fire pump/ sprinklers has been completed.
- Our boilers have all been cleaned, serviced and inspected.
- All SAIL program furniture and equipment returned to the elementary schools.
- Occupancy Permit issued.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-998-3724 x1954 Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

#WEareOR