

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

**January 19, 2023 – 6:30 p.m.  
MEETING HELD IN HYBRID FORMAT**

**133 Marion Road  
Media Room, Jr. High School  
Mattapoisett, MA 02739**

**District Members Present:** Michelle Smith, Chairperson (in-person), Frances-Feliz Kearns (in-person), Margaret McSweeney (in-person), April Nye (in-person), Matthew Monteiro (in-person), Jason Chisholm (in-person), Rosemary Bowman (remote), Joseph Pires (in-person) and James Muse (remote).

**District Members Absent:** None.

**Union Members Present:** Sharon Hartley, Chairperson (in-person), Anne Fernandes (in-person), Nichole Daniel (in-person), Nichole Nye McGaffey (in-person), Robin Rounseville (in-person), Tiffini Reedy (in-person), Cristin Cowles (in-person), Mary Beauregard (in-person) and Carly Lavin (in-person).

**Union Members Absent:** None.

**Other Staff Members Present:** Michael S. Nelson (in-person), Superintendent of Schools, Diana Russo (remote), Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:31 p.m. by Chairperson Smith and Chairperson Hartley. Chairperson Hartley noted that this meeting is being recorded and that the public has the option to participate remotely via zoom or in person. Chairperson Hartley noted that Public Comment sign-up is available in-person and online.

**CHAIRPERSON'S REPORT:**

**Chairperson Hartley made the following statement:**

*Good Evening Everyone. As we begin this meeting tonight, I am certain that we all share high expectations for this meeting ... that our time together will be characterized by thoughtful discussion, respect and a collaborative spirit that will allow us to provide direction and support for district staff, educators, students, families and our communities.*

*We have important work to complete tonight. Michelle and I worked together with Superintendent Nelson to create our agenda. This agenda contains the items that we were unable to address at our last meeting as well as additional items including a review of new policy items.*

*As we begin our work, thank you for your commitment to our Joint Committee and to our schools.*

**SUPERINTENDENT'S REPORT:**

**Superintendent Nelson made the following statement:**

*Happy New Year – everyone. I can't believe we are approximately at our halfway mark for the 2022-2023 school year. We have a lot of important work for the Joint School Committee to discuss and take action on tonight. As I recently reflected on the first half of the school year – I was excited about all the work that has taken place in our schools, on behalf of our schools, and since returning from school vacation we have started the second half of the school year off strong...*

*This evening I will ask Dr. Fedorowicz – our Asst. Sup. of Teaching & Learning to provide an overview of teaching and learning updates for the Joint School Committee.*

**Dr. Fedorowicz made the following statement:**

*Good Evening,*

*First, in the area of literacy, a lot of forward progress has been made since we met last.*

*District Literacy Team has been meeting twice a month for the L4L grant, with a focus literacy, Tier II and III interventions and assessments. We worked with a coach from DESE on examining schedules to fit the needs of our literacy action plan we are developing with insight into our intervention times. We are continuing this work for the next few months in conjunction with the HILL for Literacy.*

*As it relates to HILL for Literacy, we received the initial Needs Assessment results from the HILL for literacy right before the break and the District Leadership Team just completed the literacy action plan draft which is based on the results of the needs assessment.*

*As we finalize our literacy action plan, we are continuing work with the HILL to examine core literacy programs that are in compliance with the state and science of reading. As of right now this consists of looking at two to three programs this winter and spring in preparation for a new core literacy program. This will also involve examining the appropriate assessments to use in literacy.*

*The work from both L4L and the HILL provides aligned focus areas to create a comprehensive literacy plan that will enhance and align our literacy program and work and meet the needs of our students.*

*A special thank you to the teacher leaders and administrators for their time and commitment to this literacy effort and the amount of work that has gone into this and will continue to go into the literacy program. (L4L: This allows us to dive a bit deeper into the MTSS which compliments the work we are doing with the needs assessment.)*

*Last Friday for our full PD day, we started with guest speaker, Dr. Rob Evans, a psychologist, a former high school and pre-school teacher, and a former child and family therapist presenting best ways educators can deal with educational challenges and maintain energy and resilience. He has consulted to more than 1,700 schools in districts across the country and the author of many articles and four books.*

*The afternoon sessions provided teachers with collaborative time on unpacking the information provided by Dr. Evans to use in the classroom within grade levels and subject areas.*

*Our District Leadership Team, or Instructional Council, has been meeting monthly to review PD offerings and begin developing a Curriculum Review Cycle. Today, we discussed PD feedback results and began planning for PD ideas for next year. I appreciate the feedback and time we are getting from the teacher leadership team.*

*We conducted our 4th Learning Walk as a district leadership team at Rochester Memorial on January 6th. We were able to see some valuable teaching and learning in the classrooms. It provided time for administrators to have productive conversations T&L expectations. Our next learning walk is next Friday at the HS. I want to thank the teachers and administrators for hosting and creating a collaborative atmosphere.*

*For new teacher induction, Dr. Robin Gilpatrick will be providing the second part of a two part series on behavior and classroom management. This will happen at the end of the month.*

*Project 351 had a great kickoff last month where our Director of Guidance, Lauren Millette, joined by two of our juniors at the Celtics training camp to learn the initial playbook of promoting a sense of belonging. Over the next couple of months, training will begin for some of our students at grades 5-8 who will be ambassadors for the program in order to bring the sense of belonging training to our students. This is exceptional because it's the kids that get trained and will train each other. Thank you to Ms. Millette and the juniors that attended this training. It really is an exciting opportunity!*

**Superintendent Nelson made the following statement:**

*Thank you Dr. Fedorowicz. In other news – we are happy to report that we received DESE grants to continue our vacation week acceleration academies in both February and April. I will ask Mr. Davidson, Director of Student Services, to provide an update on the acceleration academy and upcoming Community Talks.*

**Mr. Davidson made the following statement:**

*We are excited to roll out our Math Acceleration Academy during February and April vacation. Students will participate in engaging and dynamic Math lessons that focus on accelerating students' learning in data driven - targeted areas. The Academy will be free of charge for all students who participate. An email notification was sent to our families recently and registration is now open. If you have any questions regarding the Academy you can email or call my office directly.*

*The Community Talks Series: Part six will take place on February 1st at 6:30 p.m. - The presenter is Sarah Ward, a dedicated clinician and passionate lecturer with a proven track record for translating complex ideas into practical strategies that work to improve executive function skills. She will be providing a professional development for our families called "POWERFUL STRATEGIES TO HELP CHILDREN DEVELOP INDEPENDENT EXECUTIVE FUNCTION SKILLS". If you have a question on either of these topics, don't hesitate to reach out to our office.*

**Superintendent Nelson thanked Mr. Davidson. Superintendent Nelson recognized Officer Cardoza for his presence at the meeting and his hard work and commitment to the schools as the appointed School Resource Officer and concluded the Superintendent's report.**

## **I. Consent Agenda**

### **A. Approval of Minutes**

#### **1. Regular Minutes:**

Motion to approve the September 29, 2022 minutes as amended.

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Chisholm

Union, Ms. Daniel

MOTION PASSED

(Union 9:0) (District 8:1 Abstentions: Muse)

ROLL CALL - District (Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Smith: yes)

Motion to approve the November 7, 2022 minutes as amended.

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Rounseville

MOTION PASSED

(Union 9:0) (District 9:0)

ROLL CALL - District (Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes)

## **XI. Executive Session**

Motion to go into executive session at 6:47 p.m. for reasons number two and seven and then return to the regular meeting.

District, Mr. Pires

Union, Ms. Daniel

District, Ms. Nye

Union, Ms. Rounseville

ROLL CALL - District (Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes)

ROLE CALL - UNION: Beauregard: yes, Daniel: ye, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: yes, Rounseville: yes, Hartley: yes)

Motion to come out of executive session 7:16 p.m. to return to the regular meeting.

District, Ms. McSweeny

Union, Ms. McGaffey  
District, Mr. Chisholm  
Union, Ms. Daniel

ROLL CALL-District (Kearns: yes, Nye: yes, McSweeney: yes, Chisholm: yes, Monteiro: yes, Pires: yes, Muse: yes, Bowman: yes, Smith: yes)

ROLL CALL-Union (Beauregard: yes, Daniel: yes, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: yes, Rounseville: yes, Hartley: yes)

## **V. General**

### **A. Approval of Central Office Explanation of Benefits**

#### **Superintendent Nelson made the following statement:**

*The Central Office Explanation of Benefits outlines the employee benefits of non-administrator and non-union personnel that work in Central Office. These positions include business office personnel and secretarial support staff members. This evening I am looking for the Joint School Committee to approve the Central Office Explanation of Benefits with the discussed amendments to be in effect for the 2022-2023 school year.*

#### **Motion to accept the updated Central Office Explanation of Benefits as presented**

**District, Ms. Nye**

**Union, Ms. Fernandes**

**District, Mr. Monteiro**

**Union, Ms. Cowles**

**ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

### **B. Strategic Plan Process and Overview**

#### **Superintendent Nelson made the following statement:**

*When this school year closes – so will our current strategic plan known as Vision2023. During the past five years our schools and its stakeholders have lived Vision2023 day-in and day-out. Vision2023 has provided our school community a shared strategic plan with agreed upon goals and desired outcomes. Ongoing updates have been provided to the Joint School Committee at the beginning and ending of each school year. The work is not yet done and our efforts will continue as we close out Vision2023 this coming June.*

*However, the time is now that our school community begin the Planning for Success process to ensure we have our next strategic plan in place for the beginning of the 2023-2024 school year and beyond. Therefore, I am providing detailed information regarding the Planning for Success model, independent facilitator information, and a tentative strategic planning process timeline in your backup information. In addition, Mr. Barber has submitted a fiscal resource information as well for your review in your backup information.*

*As you view the memo in your backup information, the opening paragraph mirrors some of the comments I just shared with you. In the next section, Planning for Success Overview, I explain Planning for Success is a model developed by the Massachusetts Department of Elementary and Secondary Education. The Plan for Success serves as a road map for ongoing improvement over a determined time period, 3 to 5 years. The Planning for Success model typically has at least six sessions that last approximately three hours and then some additional action planning and school committee event opportunities for input from our stakeholders. In addition, you will see in the next paragraph it talks about the composition of the different action planning teams. You will see that typically it includes at least 25-35 members. Sometimes it's hard for us to stay in those parameters based on our structure here at the school system so we will have to be flexible there but you will also see who would participate in the process. Obviously the administration, teachers, students, support personnel, School Committee representatives, community members, etc. The Leadership Team composition is determined by the superintendent.*

*One of the pieces when talking with Chairpersons this past summer was the desire to have an independent facilitator to help with this important process. Therefore, we were able to find a familiar face to us, Dr. Ruth*



*Gilbert-Whitner who served as a New Superintendent Induction Program coach during my first two years as Superintendent. I included her experience; she is a retired superintendent, an educational consultant, participates again in the Department of Education's New Superintendent Induction Program and most importantly is a trained, documented Planning for Success facilitator. You can find her backup information on the Department of Education's website. She also provided for you some of the most recent work she has done in terms of helping school districts develop strategic plans and I listed those districts for your reference in the backup information.*

*Next is the header titled Sample Schedule for the Planning Process and you will see information about each session and topic. Action Planning is typically started in June and into the summers once we have a plan and the work starts so we can hit the ground running with the Joint School Committee in terms of setting the course in terms of the first year of the plan.*

*I am happy to report that although it says tentative, the dates work for our administrative team and the facilitator. You will also see an Action Planning date and an asterisk where within the first session or two we will develop dates for school community feedback sessions that will typically happen in the evening and we would consider any other options that would provide feedback we may need.*

*There is no action needed by the Joint School Committee tonight – instead this topic is for informational purposes only. Ideally we would be looking for approval of our next strategic plan later this school year or over the summer if need be with the idea being a seamless transition from on strategic plan to the next.*

*In terms of the backup fiscal information, some school districts or organizations choose to partner with an actual agency or organization. Mr. Barber, even though it wasn't required for a bid necessarily for where we are at, he contacted two agencies in which the cost was \$25,000 - \$30,000 and an independent facilitator is less than \$8,500 which is more where our districts are able to afford having an independent facilitator. After consulting with Mr. Barber, you will see we are moving forward with the independent facilitator.*

*At this time will entertain any questions. Thank you.*

### **C. Proposed Superintendent Goals**

#### **Superintendent Nelson made the following statement:**

*Last July – the Joint School Committee formally evaluated the Superintendent of Schools bringing to close my last set of two year goals. As a result, tonight I am presenting to the Joint School Committee new two year goals that have been developed in conjunction with the appointed members of the Superintendent's Goals Sub-Committee that includes representation from all four school committees.*

*In your back up information I have provided you the four developed goals that each include the overarching goal, the associated leadership standards associated with the goals from the Superintendent's Evaluation rubric issued by the Department of Education, the key actions and benchmarks of each goal, and the resources that I believe will be need in terms of reaching each goal. At this time, I will make a brief presentation summarizing the process and goal areas again noting that you have additional backup information.*

*The introduction page indicates that I am presenting goals that will run the course to 2022 – 2024. I would like to take a quick moment to acknowledge the members that have been working with me since the last evaluation cycle; Nichole Daniel from the Marion School Committee, Anne Fernandes from the Rochester School Committee, Sharon Hartley also from the Rochester School Committee, Carly Lavin from the Mattapoissett School Committee, Matthew Monteiro from the Old Rochester School Committee and Michelle Smith representing the Marion and Old Rochester School Committees.*

*The next slide is an overview of the timeline and actually Member Monteiro asked me to spend a little more time talking about this process when we concluded the last evaluation review. You will see that I referenced the November 2022 public meeting which is when I was originally planning to present these goals but here we*

are tonight hopefully able to move forward so that we can officially adopt them so that I have them moving into the second part of this school year.

In June 2023, we would again meet here at the Joint School Committee and I will provide a mid-cycle review to you. Essentially it's a progress report on here is here I am on the adopted goal, here is where I believe the evidence is that supports the work and this is what either is done, in-progress or hasn't started and be able to answer any questions and hear any feedback from the Joint School Committee.

Next in September which is typically your first meeting of the school year, we would again review the Superintendent's timeline knowing that typically in the second year more work is expected and that the committee is ensuring that the goals have on-going evidence and conversations on where we think those goals would at the conclusion of the school year.

Moving towards April of 2024, at the beginning of the month, and remember I will be meeting with the goals subcommittee, but we would talk about what the formal evaluation process will look like collaboratively, in terms of what materials and explanation of the process should be provided to the Joint School Committee. Then we would pick a date typically at the end of the month where I would collect that and have that available for School Committee members to look at.

By the end of May 2024, all School Committee members should submit their evaluations to the sub-committee. And then we would move towards the June 2024 Joint School Committee meeting so that a public final evaluation can happen regarding the two year goals.

The next slide here is showing what I am thinking about when working on my goals which is our mission to inspire all students to think, to learn and to care. I think my goals should be connected to where I was with the last goals that I set, the Vision 2023 current strategic plan and our school improvement plans that should be built in connection with our overarching strategic plan. What goals can I connect with that knowing that at the end of this year we are putting closure on Vision2023 and then also our building base school improvement plans. I looked at what information did I share with the Joint School Committee in September and what goals make sense to me in terms of driving that work forward.

The other two main documents that may look familiar to those that were part of the last process is upon entry into the Superintendent position I completed a Superintendent Entry Plan that is dated November 2020 which was provided to the Joint School Committee and then a findings report at the end of July 2021 which helped me move forward to my second year goals and what I thought were realistic priorities for us to work towards. I considered that information, all of the feedback that was provided by the Joint School Committee and what would make sense to present to all of you tonight.

I think it's important to talk about the three main goals that are the pillars of Vision2023. Yes, there are benchmarks within it, but we are talking about our 21<sup>st</sup> century learning which is our first goal. Our second goal which is social and emotional learning; students learn best when they feel safe. And our third goal which is global citizenship which is our culture, civic responsibility and empathy. I would argue that although they are all separate goals they all interconnect and intertwine with one another.

After I looked at all of that information, I am actually present four goals although I am only required to present two goals to the Joint School Committee to be completed this year and next year. The first goal would be supporting teaching, learning and the sense of belonging. Goal number two is the development on our next strategic plan. Goal number three which is a professional learning goal for me specifically is the completion of the new superintendent induction program which I am in the third and final year of that program. Last but certainly not least goal number four which is a communication enhancement strategy which connects to some of the feedback that I had from the last review of the superintendent's goals.

So as I mentioned, goal number one is supporting teaching, learning and a sense of belonging. The overarching goal reads to work with the leadership council to complete the desired year five outcomes

outlined in the adopted vision2023 strategic plan also supported by the two-year adopted school improvement plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources. You will see the standards that link to the rubric that is at the end of this presentation which is when you are evaluating you will want to reference back those standards and the efforts that I took with my team. You will see the key actions that I will report out on at my mid-cycle report, the benchmarks that I need to do or hit so that I know that I am working towards those key actions and then the resources that are needed to complete this particular goal. Dr. Fedorowicz mentioned the learning walk initiative which really was a big pivot back for us in terms of more teaching and learning, on-going assessment, evaluation, collaboration with the Assistant Superintendent in terms of the literacy work. That has been an on-going conversation and I hope that you see the progress that we have made on the first half of this school year. Hopefully you can connect the conversations we had at the beginning of the year where we were very specific on where we see ourselves at the end of year five in the strategic plan, and at our local school committee meetings in terms of where we see ourselves in our school improvement plan. This goal is how can I support to get to where we want regarding those desired outcomes.

Goal number two I won't go into great depth because I think I just did in the previous topic which is to develop the 2023-2028 five-year strategic plan that will carry us forward. Make no doubt about it, that is a lot of work and a lot of meetings on top of a school system that already has a lot of meetings just based off of our natural design but I am proud, as I have mentioned before, that we are not a district that doesn't have a strategic plan or that has a strategic plan and it is on a shelf and not referenced on an on-going basis. I don't think there is really much more information I can share based off of the earlier presentation that I made to regarding the next steps with our strategic planning.

Goal number three is the completion of the New Superintendent Induction Program which is to participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP). Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the new superintendent induction program. You will see that actions include attend all in-person day long sessions, complete all NSIP assignments, and then participating in the consultancy group which actually are other superintendents from the area which is great to be able to establish that type of network. In terms of benchmarks, I will be able to show evidence through the calendars, the worksheets which I provided all in my last evidence cycle. I will also have a letter of assertion from my assigned coach validating that I have completed the program as evidence.

Last but not least, actually I think is a really exciting goal. I talked earlier about how I think it connected some of the feedback that I read through and heard through the last evaluation process, when I think about what we learned through a pandemic and technology and how that could actually influence communication and this goal is exactly that, communication enhancement strategy. to develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and family engagement. I think the first piece is that and I can't believe this is that I am recommending a review and upgrade of our school's website in general. It's been seven to eight years since that template has been updated. Mr. Barber and I in coordination with Erin Bednarczyk have already gotten the ball rolling in terms of what that may look like but I think it's time that we commit to making sure our website is user-friendly and its current in terms of what our technology needs are. The second is to once completing that process which will take some time, is to adopt school-system app to enhance and streamline communication from school to home. I've heard from families and school committee members and students that there is a lot of different places they have to look to make sure that they're not missing something in terms of school happenings and I think that we've seen some models that work where having a school-based app that information can be streamlined and improve that connection between school and home. The next piece which is a little scary to me is to establish a superintendent's office social media account that links to the individual school accounts. I will validate the work that Mr. Devoll in the high school, I feel like they have really enhanced their communication from a social media stand point. I have heard a lot of positive feedback and I think that the system itself can learn from that and the other buildings. We will be looking to have a consistent plan building to building and system wide. And last but not least, coming back to some of the feedback I heard in my evaluation is to create and begin issuing a Central Office newsletter that could also

*share some additional information to school committee members and beyond regarding on-going school happenings. I won't spend time going through the benchmarks and the resources because I think you understand the idea there. I am most excited about goal number four even though the other ones are just as important to me, but I think it's a really appropriate multi next step in terms of the specific goal.*

*Next you will see the superintendent's rubric and you will see in the top row standards I, II, III and IV. Below it lists the different areas. Each goal at the top I actually linked what standards and different indicators that I thought linked to those particular goals.*

*Thank you for the sub-committee who has helped guide this work. They provided me on-going feedback and I think we were able to come to a consensus in terms of the goals that we wanted to bring forward which is nice from my standpoint to come here and say I have unanimous support from the sub-committee in these goals to present to you tonight. I am looking for approval of the goals that I presented to you.*

### **Motion to accept the Superintendent's Goals as presented**

**District, Mr. Pires**

**Union, Ms. Rounseville**

**District, Mr. Monteiro**

**Union, Ms. Daniel**

### **ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

### **D. Approval of 23-24 Calendar**

**Superintendent Nelson made the following statement:**

*This evening I am asking that the Joint School Committee to review the draft 2023-2024 school calendar. Leading up to this meeting, the draft calendar has been shared with the school committees, school councils, and our faculty for feedback. That feedback has been shared with you in its entirety within your backup information. Ultimately the school calendar is approved by the Joint School Committee.*

*Based on the feedback – a second draft calendar has been created for your review and consideration: The school year would officially begin on August 28<sup>th</sup> and 29<sup>th</sup> for faculty. By shifting a professional development day to the beginning of the calendar – it allows professional development front loading for the school year and one less day that students would be out of school once the school year officially begins for students. The students would begin school on August 30<sup>th</sup>.*

*Moving to September- the first Friday (which is the 1<sup>st</sup>) would be a no school day in conjunction with Labor Day weekend. The fourth of September recognizes Labor Day and then on the 20<sup>th</sup> of September our first early dismissal for professional development purposes occurs.*

*In October – we plan to recognize a holiday on the 9<sup>th</sup> and then parent conferences are proposed for the 19<sup>th</sup> and 20<sup>th</sup> for the elementary schools.*

*Next, in November our first full professional development day would be held on the 7<sup>th</sup> (this would be our final full professional development day and would eliminate having students in the school building at Old Hammonds town School when voting is occurring for safety purposes), a holiday is observed on the 10<sup>th</sup> and an early release is scheduled on the 22<sup>nd</sup> of November to begin Thanksgiving break.*

*Moving to December – schools would dismiss early on the 22<sup>nd</sup> – and school vacation would follow.*

*In January – the first holiday of the month would be recognized on the 1<sup>st</sup> and the second holiday is scheduled for the 15<sup>th</sup>.*

*Regarding February, our second early release PD day would occur on the 7<sup>th</sup> and February school vacation would run the week of the 19<sup>th</sup> in conjunction with President's Day.*

*As for March – our third early release day would be held on the 6<sup>th</sup> and the 29<sup>th</sup> (which is Good Friday) is scheduled as no school.*

*The month of April includes no school from the 15<sup>th</sup> to the 19<sup>th</sup> (this week encompasses a holiday and school vacation).*

*In May – the 27<sup>th</sup> is scheduled off to recognize the holiday.*

*Finally – on June 5<sup>th</sup> the final early release PD day would be held. Our last day of school would be the 12<sup>th</sup> if no cancellations are needed. If we are in session due to cancellations – there would be no school on June 19<sup>th</sup> to recognize Juneteenth. The 185<sup>th</sup> day would be the 20<sup>th</sup> of June.*

*At this time, I would recommend that the Joint School Committee discuss the calendar with the goal of approving the 2023-2024 school year.*

Chairperson Hartley opened the floor for questions, comments and discussion regarding the calendar after thanking the staff for hard work and feedback on the calendar to get it to this point.

Question from Ms. Reedy: When I look at the start and end times, Rochester Memorial has five more minutes of school each day, when compared to Center and OHS, which may not sound like much but I did the math, and if my math is correct, it equals 15.4 hours of school additionally each year which comes out to over two extra days of school and so I am just wondering why that is? And if we could have uniformity amongst the three elementary schools?

Superintendent Nelson: That has been the school start and end times, ultimately if I am hearing you correctly for more school, that we have to do from a regulation standpoint is there are a certain number of hours that you need at the elementary and secondary levels. I know that the schedules right now meet that standard so that conversation around start and end times would have to be heard by the school committee.

Ms. Reedy: I don't feel that I could vote on a school calendar where one school has two additional days which doesn't sound like much but as a parent whose child struggled to read those two days are big. I know we lost so much education with Covid already I think that those two days is something we should really look into. And even though it is in compliance, I think it could be well used.

Superintendent Nelson: Rose, I don't mean to put you on the spot, but I can't ignore the fact that you were the long-time principal. Is there a specific reason that comes to mind because those have been the start and end times since I have been here, my nine years.

Ms. Rose Bowman: Those have been the start and end times for decades. Back in the early 90s we may have started school at 8:25am and students were marked late but that changed and so for at least for 25 years it's been start at 8:30am and end at 2:45pm. What I don't know now because I don't know the schedule at Rochester Memorial but there has always been some flex time for dismissal because we use the same buses as the junior and senior high and so their start time is a little later than ours but I can tell you those have been the start and end times for 25 years.

Ms. Daniel: Rochester is your farthest school so if you are using the same buses then that would be my only suggestion for the times.

Ms. Reedy: So I don't know, it's still bell to bell instruction right. So it's not like it's part of this time. Do the students get out of school before 3:00pm to account for the bus or does the bell end at 3:00pm and then the bus starts. So actually time on learn, bell to bell, they are getting more educational opportunities.

Superintendent Nelson: My recommendation is that we are discussing the calendar here and the discussion on the start and end times would be specific to the Mattapoisett school committee.

Ms. Lavin: Ok we will table this at this time.

Ms. Hartley: Any other questions/comments about the calendar?

Ms. Lavin: I will start by saying I really appreciate the effort to take the first draft and absorb the feedback and come back with a draft two. I feel like it is an excellent starting point tonight as opposed to draft one. I have some feedback from our committee member who was not able to arrive tonight and doesn't serve here on this board. She provided her feedback around the view of a working parent and wanted to bring forward for the rest to here. She drew question to the purpose of having Friday, 9/1 off, now that we have two professional development days in the beginning of the week, historically our children have gone to school three days in the first week. I think that is something for us to think about as a committee. Then the other is putting professional development days as early release on Wednesdays from one point of view could be argued as challenging for working parents, as opposed to a Monday or a Friday. There's always trade-offs around the value of that professional development and the value for working parents. Personally I am pleased to see by math before the winter break of Christmas we will have nine full weeks of five days of education which is drastically different then this calendar year when I think we might have had three. I really appreciate the amount of learning that we are seeing here in draft two.

Ms. McSweeney: Carly, I think the conversation about the calendar last year about the Wednesday PD and I brought up that I was a working parent myself and I think the conversation was that Friday professional developments from a professional standpoint weren't as effective as Wednesday. I think the same was for Mondays, that was the feedback I received when I presented the question last year.

Ms. Daniel: I remember that conversation and there was also some conversation around that Mondays and Fridays are days where more staff take that time off. If you take a day, a lot of times it is circled around those so the Wednesday PD was because you had theoretically the most staff.

Ms. Lavin: From my personal thinking on this in agreement with that, I think seeing the professional development full day moved to the beginning of the year it makes it more it more palpable to see a couple early release days during the year.

Ms. Rounseville: I think I remember too, having the half days on Fridays resulted in lower attendance for students as well.

Mr. Monteiro: I am looking at the very end of the calendar and if we are going to go to 185 days where we are going to have a week where we are going to have Monday, Tuesday, day off, Thursday for the last possible days of school, if we could find another day to not have it go that one extra day. I am seeing feedback for Good Friday as a half day or I prefer September 1<sup>st</sup> being a full in school day. As Carly had mentioned, the first near Labor Day, I would advocate for that to be a full day because of the end of the calendar.

Ms. Lavin: Would you consider a full day or a half day on Friday, September 1<sup>st</sup>.

Mr. Monteiro: I would leave that up to the professionals to know how the kids are acting the first week of school.

Ms. Daniel: I would like to propose that 9/1 be a school day as well but maybe an early release day only because past practice has been that they have it off so you may have some families that weigh in on that date.

Mr. Monteiro: I'd be comfortable with that as well.

Ms. Daniel: Then it counts it as a day.

Ms. Reedy: But what is the quality of education that they are going to get? They are just coming from summer break and we have two days of school then already a half day. I agree that it's better than no day but I am a proponent for a full day.

Mr. Monteiro: I agree, I am looking at the end and that this would not be a wasted day.

Ms. Smith: Please go through the chairs to speak. April would like to speak.

Ms. Nye: Do the professional development days in the beginning of the school year have to be back to back like that? Meaning if the new teacher day is the 24<sup>th</sup>, can you do one on the 25<sup>th</sup> and one on the 28<sup>th</sup> and then school start on the 29<sup>th</sup> therefore you are getting your three full days and we are not touching the Friday that has always been part of the four-day weekend.

Superintendent Nelson: They do not have to be in conjunction but I would say based off of the feedback from the faculty that I think their preference was the strongest that they were looking for the school to start whether it be PD or for students, that last week of August.

Ms. McSweeney: I think one of those days is literally all the stuff they have to do like Alice training and things like that and there isn't actually professional planning time for those teachers. So you go into that school year thinking 'cool, I totally know what I am going to do with these kids tomorrow' because I've had one day where I had to learn about lockdowns, fire drills and where I had to do all of the logistical type of things so it's not a day where you can actually plan for the children. May I make a suggestion while we are talking about the calendar in general? That we go through month by month and see if everyone has a comment on that month just to streamline the process because otherwise we might want to talk about the months all over the place.

Ms. Hartley: I think that is a good suggestion. Shall we go back to August?

Ms. Lavin: I think it is appropriate to give the teachers the second PD day and the work we have done with the literacy program.

Ms. Hartley: Are there any further or differing opinion on September?

Ms. Lavin: I would ask that we consider moving that half day to September 27<sup>th</sup> so that its more rolling and get the momentum.

Ms. Nye: I have to be honest but I am in favor of having that Friday off.

Mr. Chisholm: I would agree.

Ms. Nye: We are taking into consideration what the teachers want and I don't think anyone put they want to be in school on that Friday. Historically we have had that Friday off, I understand that we are going to give the additional pd day ahead of time but we are taking away a vacation day that families plan for.

Ms. Reedy: I would like to say that the school councils recommended having school on that Friday and I think from an educational standpoint considering children have lost so much from Covid and we are going to see those losses for years, decades to come, truthfully I think that having two days of school and then a four-day weekend is just incredibly disruptive. And so it makes sense, and I know it's what we've always done but I don't think that's a good enough argument and we have to challenge the status quo if it's not to the benefit of our learners. Personally, I don't think it is. I think it would be more beneficial then June 20<sup>th</sup>.

Ms. Nye: But we are looking at June 20<sup>th</sup> as our worst case scenario also.

Mr. Pires: I agree with having the Friday off. I think first week is an adjustment period and kids are overwhelmed, trying to figure things out. I think a rest period and time to collect their thoughts and gradually start has always worked out well for my kids. It's just nice to have that and then they ease into it.

Ms. Fernandes: I am trying to remember, Sharon and Robin maybe you can help, that its historic no because it's been happening for 10-15 years but prior to that we went to school on that Friday. Do you recall the reasons? I know one of the reasons was we had parents among staff members who were commuting their kids to college when it started a little later than it does now so it was helpful for staff members. I don't know if that's the case or not anymore. Or anyone in the audience might remember? Mr. Devoll?

Mr. Devoll: I have been here since the fall of 2000 and we have done both. Why did we move away from school on that day? Poor attendance. At the high school, staff commute, truthfully many of our staff that live over the bridge and it was very challenging for them to get to and from school on that day. That's where we've been. Those were the two primary reasons.

Ms. Rounseville: Part of the reason as I remember it, was when we started coming to school before Labor Day. That was an adjustment and having that Friday off helped families ease into it.

Ms. Bowman: I agree. We also started school after Labor Day and when the plan was changed, many parents were upset that children were in school before Labor Day and that was the compromise that we made because that was the main concern of the parents at that time.

Ms. Harley: My opinion on the Friday, is based on my work as an early childhood teacher and my work as a Principal of elementary school. I think having consistency is really important to our youngest learners and the number of days is very important for most of our learners. Having a first day of school and one other day versus having three solid days makes a difference for children, it makes a difference for learning, it makes a difference for the startup of school.

Ms. Smith: Any comments questions on October.

Ms. Reedy: I have a question. Are all of these the typical release time or at Center we had a couple of early release days that were different times.

Superintendent Nelson: That is specific to your school and contractual obligations.

Ms. Reedy: I guess that goes back to my original question, how can we vote on the calendar if we don't know the times?

Ms. Nye: All your voting on is if you will be in school or not, not times. The times are contractual. A day of school or not.

Ms. Smith: Any questions, comments or concerns around November.

Ms. Lavin: As a parent I don't really like the second week of November but I am asking you to really hear Superintendent Nelson and the early release. We don't really have another option.

Ms. Smith: Any questions, comments or concerns around December.

Ms. Cowles: In regards to December, I don't know if there is a way to find another day in school but I would propose having the 22nd off. The Christmas holiday is so short we could extend it an extra day.

Mr. Chisholm: Would that be creating the same problem with September 1st? Now trying to find two days.



Ms. Cowles: If we can consider it as we go through the rest of the calendar. I understand it's a balance.

Ms. Smith: Any questions, comments or concerns for January.

Ms. McSweeney: I have a question about January as it relates to February. We have no PD in January and we have PD in February plus February vacation so I am interested in having a conversation about moving the PD somewhere in January.

Ms. Nye: That is a good idea.

Ms. Daniel: I agree.

Mr. Monteiro: I noticed on draft one there is a PD day on January 12th so I suggest that as a four day weekend. But it's a Friday so moving the Friday to 12th of January. Or the day after the 16th.

Ms. McSweeney: PD is going to need to be on Wednesday.

Ms. Lavin: We could move the February PD to January 12th.

Mr. Nelson: I would not recommend it. We take professional development very seriously and half PD days on Mondays or Fridays that would be my consistent recommendation.

Ms. Lavin: I think it's important to be aware that there are already four day weeks in January.

Ms. Nye: I think it should be at the end of the week.

Ms. Cowles: I would propose the 16th.

Ms. McSweeney: I think it also helps when PD days are consistent for planning purposes.

Ms. Nye: The 16th would be the same problem as the 12th with it coming off of a long holiday. It is not a good idea for attendance.

Ms. Cowles: I guess we need to balance the kids being in school for a full week versus getting the teachers to show up for a PD.

Ms. Nye: It's not just the teachers, it's the kids too, the families.

Mr. Chisholm: Maybe it will help if we just agree that PD days should always be on Wednesdays so as to not create the same problem.

Ms. Lavin: I would prefer Wednesday January 31st.

Ms. Smith: Ok February?

Ms. Lavin: Assuming we move the PD day, then it's just vacation.

Ms. Smith: March?

Ms. Rounseville: We are struggling looking for days. To me, Good Friday is an obvious one.

Ms. Lavin: And we have school council who have all said that as well.

Ms. Kearns: I would support the kids being in school on Good Friday as well.

Ms. Daniel: I think it would be hard to justify school on Good Friday but have September 1st off.

Ms. McSweeney: We consistently talk about moving forward in our inclusiveness of our calendar. We talk about this a lot and talk about accepting people where they are and yet we still have a religious holiday on our calendar. I know last year it was 'we have staff that have to take it off' but we are talking about school culture and the culture we want to create in the school. The culture we want to create is not that we are Christian centered. We see everybody, we value everybody, take your religious holidays but our school calendar shouldn't be built around them.

Ms. Reedy: I also think wherever we can add a school day in the middle of the school year versus at the end of the year, it is more beneficial for student learning. If we move up our last day in June but add September 1st and March 29, I think that the quality of educational hours would be better. I feel like the last few years of my daughter's education, June has been a wash. So anything we can add before June would be beneficial to the children's education.

Mr. Chisholm: I could see myself being ok with March 29th being a school day but I still have a hard time with September 1st not being a day off. I would need to hear more from the teachers, I am not convinced that those couple of days the first week of school really make that big of a difference coming off of summer break. That is a long weekend but I am still having a hard time with September 1st.

Ms. Lavin: I understand your point but having multiple kids, getting them rolling is a herculean effort. I think the idea of going to school and having the Friday for our earliest learners is beneficial to them. It's hard to rationalize the Friday.

Ms. Hartley: It's still a long weekend.

Mr. Chisholm: I understand. It's not a hard line for me. It's an adjustment either way. I can see two sides to it. I see benefits either way.

Ms. Nye McGaffey: I agree Jason. You are having a hard time selling me on September 1st. Notoriously they have been off and when you look at the staff feedback, staff is willing to work on Good Friday but you will have a hard sell on the Friday before Labor Day.

Mr. Chisholm: If the educators are saying, yes I know it's parents. I am in a fortunate situation, where I am the one that goes out to work and my wife has the hard job of the kids schedule. I am sensitive to that we don't have to scramble for coverage. I just think that if teachers are saying they would prefer. As a parent, whether its three or four days I don't think that it will make that big of a difference.

Ms. Lavin: We have historically gone back in August but the kids always had three days. Now we are proposing two days by putting the PD days before school. I think that having the three days then the long weekend is best. I am in support of having school on March 29th.

Ms. Reedy: We don't know why the teachers are saying that they don't want to be in school on the Friday. I think it would be beneficial if they said these kids aren't going to learn or this is going to be the day they are going to be here but no quality education will be happening. I understand they are saying no school Friday but what is the reason behind it.

Ms. Smith: I heard before maybe a half day on the first, and perhaps maybe a compromise would be a half day on the 29th as well. Think about that for a moment and then we can go back to that after going through the rest of the calendar. Carly it is two days before school which is better than the PD during the school year.

Ms. Lavin: Yes, I agree, I was pointing out the pattern that the kids typically had three school days that first week.

Mr. Pires: Mr. Devoll, how far back have we gone on having Good Friday off?

Mr. Devoll: It has gone back and forth. We always hope it will be with a vacation. We have not been consistent.

Mr. Pires: Do you get a strong sense that families are going to need it off?

Mr. Devoll: From my seat in my building, I think the sense is that families are going to do what they need to do that day, whether its students come in for a portion or stay the whole day. We are there to educate and families take care of themselves.

Ms. Smith: Mr. Devoll, what is the impact if we had a half day as opposed to no school day.

Mr. Devoll: Personally for me, I would agree with the sentiment of a non-June day versus a June day is of value. There is a lot of learning that happens on a half day.

Ms. McSweeney: March is the only uninterrupted month in the school calendar if we have school on Good Friday.

Ms. Smith: April, May, June - no discussion. Ok it appears if I am correct Diana, we are talking about September 1st, March 29th.

Ms. Russo: Yes, also moving the half day in September and in February.

**Motion to accept the updated 23-24 School Calendar with the following amendments:**

**September 1st is a 1/2 day instead of no school.**

**September 20th early release day for faculty professional development is moved to September 27<sup>th</sup>.**

**February 7th early release day for faculty professional development is moved to January 31<sup>st</sup>.**

**March 29th is a full day of school instead of no school.**

**District, Ms. Beauregard**

**Union, Ms. Lavin**

**District, Mr. Monteiro**

**Union, Ms. Rounseville**

**ROLL CALL:**

**5:4 DISTRICT: Kearns: yes, McSweeney: yes, Nye: no, Monteiro: yes, Chisholm: yes, Bowman: no, Pires: no, Muse: yes, Smith: no**

**7:2 UNION: Beauregard: yes, Daniel: no, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: no, Rounseville: yes, Hartley: yes**

**MOTION PASSED**

**VI. New Business**

**D. Policy Review**

**JIC – Student Discipline**

**Superintendent Nelson made the following statement:**

*This policy was reviewed by the Joint School Committee on September 29th and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25th and reviewed and addressed the questions/feedback and it is recommending the policy for final approval.*

**Motion to accept the updated policy JIC – Student Discipline as presented**

**District, Ms. Nye**

**Union, Ms. Nye McGaffey**

**District, Ms. Kearns**

**Union, Ms. Beauregard**

**ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

### **JB-Equal Education Opportunities**

**Superintendent Nelson made the following statement:**

*This policy was reviewed by the Joint School Committee on September 29<sup>th</sup> and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25<sup>th</sup> and reviewed the recommended changes and it is recommending the policy for final approval.*

**Motion to accept the updated policy JB – Equal Education Opportunities as presented**

**District, Ms. Kearns**

**Union, Ms. Nye McGaffey**

**District, Mr. Monteiro**

**Union, Ms. Beauregard**

**ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

### **Section D – Fiscal Management**

**Superintendent Nelson made the following statement:**

*These policies were reviewed by the Policy Sub-Committee on December 21st and they are being recommended for final approval. The following policies are included in Section D.*

DB-1 Regional School District Annual Budget

DB-1-R Budget – Apportionment of Expenses for Regional School Districts

DBC Budget Deadlines

DBD Budget Planning

DBG Budget Adoption Procedures

DBG-1 Regional School Budget Adoption Procedures

DBJ Budget Transfer Authority

DBJ-1 Regional School District Budget Transfer Authority

DD Grants, Proposals and Special Projects

DGA Authorized Signatures

DGA-1 Regional School District Authorized Signatures

DH Bonded Employees and Officers

DH-1 Regional Districts Bonded Employees and Officers

DI Fiscal Accounting and Reporting

DIE Audits

DIE-1 Regional School District Audits

DJ Purchasing

DJE Procurement Requirements

DK Payment Procedures

DK-1 Regional School District Payment Procedures

KCD Public Gifts to Schools

**Motion to accept the updated policy Section D – Fiscal Management as presented**

**District, Ms. Nye**

**Union, Ms. Nye McGaffey**

**District, Ms. Kearns**

**Union, Ms. Rounseville**

**ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

## **JH -Student Absences and Excuses**

### **Superintendent Nelson made the following statement:**

*This policy was reviewed by the Policy Sub-Committee on October 25th and December 21st and they are being recommended for final approval. Adopting this policy would mean that we would be deleting policy JE Attendance Policy and update each student handbook accordingly.*

### **Motion to accept the updated policy JH - Student Absences and Excuses and rescind JE - Attendance Policy as presented**

**District, Ms. Nye**

**Union, Ms. Nye McGaffey**

**District, Mr. Monteiro**

**Union, Ms. Rounseville**

### **ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

## **BEDH – Public Comment at School Committee Meetings**

### **Superintendent Nelson made the following statement:**

*The last policy that we have referred from the policy subcommittee is BEDH but we have received additional feedback and suggestions so my recommendation would be to refer it back to the policy subcommittee.*

### **Motion to refer policy BEDH – Public Comment at School Committee Meetings back to the Policy Subcommittee**

**District, Mr. Monteiro**

**Union, Ms. Nye McGaffey**

**District, Ms. Kearns**

**Union, Ms. Lavin**

### **ROLL CALL:**

**9:0 DISTRICT: Kearns: yes, McSweeny: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: MOTION PASSED (no roll call needed all members present)**

## **VIII. Future Business**

### **A. Timeline**

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

Joint School Committee

March 30, 2023

- Budget Update (March)
- Approval of School Committee Dates (March)
- Professional Development Plan Approval (March)
- Superintendent's Mid-Cycle (June 2023)

### **Mr. Pires asked to address the committee:**

*I would like to take a moment to make a couple comments and clear the air a little bit. I am speaking to the community as well. My message and my position have always been the same. I care about the children here and I care about all of their safety.*

*In regards to racism, as we know, I am a minority. Sometimes I have to say that, over say it, because I think some people here look at me and think not. My kids are minorities. They were raised here, most of them were born here, except my son. I have always spoken positively about their experience here, the great experience they had and the administration did an outstanding job throughout the elementary school, junior high and the high school.*

*I always taught them to be strong and confident. I have never taught them to be vulnerable or to be a victim. They never had that message. There have been no broken records.*

*In most cases they have had a positive experience. There have been a couple of issues and we worked through them. Sometimes the outcome isn't always what we want, but we get through it. It's never affected them long term. In each incident, there has never been retaliation, there has never been justice and there has never been getting even. I can honestly say this, on both sides of the equation when working with children, it has to be a win-win. There can't be shaming, there can't be smearing, and there can't be looking to go after a family because a child made a mistake. The outcome should be positive on both sides.*

*Throughout the two or three years, I've been patient, we have gone through a lot. This administration has gone through a lot. In regards to the pandemic, I am so proud of how they handled the situation. I do not know how they did it day to day, but we got there.*

*Here we are today, we are still working through some of the committees and dealing with....We had our equity meeting yesterday, which I thought was really productive, but now I am at the point where we need to make some changes. I think some of the changes need to come from another perspective. My job is to do what is right. I feel as though I am doing my job and sometimes you have to speak out when children aren't treated fairly and faculty isn't treated fairly.*

*I want to say that everybody should have a fair shot and have a fair opportunity. I think that's what equity is. Everybody wants that opportunity to reach their full potential without the expense of not having another child given that opportunity.*

**Mr. Pires asked Superintendent Nelson:** *What is the relationship between Tri-Town Against Racism and the school district?*

**Superintendent Nelson made the following statement:** *What do you mean by relationship?*

**Mr. Pires stated:** *Is it a partnership, is it an agreement? I am being asked that and I didn't have a solid answer.*

**Superintendent Nelson made the following statement:**

*Tri-Town Against Racism, any parent that has reached out to me directly, they are their own organization. They are not affiliated with the School District. We have partnered with them on specific topics from time to time, but there is no formal written agreement to answer your question directly between the School District or Tri-Town Against Racism.*

**Mr. Pires stated:** *My question was partly derived from some of the feedback I got. That feedback is something that some of us may not want to accept but it is what feedback is, it's what is going on.*

**Mr. Pires asked Superintendent Nelson:** *What data is shared between the school and some of the town residents are part of this club, call this special interest group what personal data is shared?*

**Superintendent Nelson made the following statement:** *None. And I have answered those questions as well. The data collection or reporting form that the Tri-Town Against Racism has announced publicly so I don't mind stating that, they oversee and operate that separately with their organization. We do not share student data, to answer your question, in any format.*

**Mr. Pires asked Superintendent Nelson:** *Lastly, the demonstration with the smearing and attacking and all of that, that brought out a lot of concerned parents that if something happens within the school, is it kept privately and is it dealt with privately or is that brought out to the Tri-Town Against Racism. That was a major concern.*

**Superintendent Nelson made the following statement:** *As I have stated, whether it's in individual conversations or I don't mind doing so publicly, or in conversations that I have had with other community members, we follow our School Committee / Joint School Committee approved policies and procedures regarding any type of incidents. We do not share information with anyone that we are not obligated or legally supposed to.*

**Mr. Pires stated:** *Finally, this was brought out by members and I believe by some of our faculty; The fact that we have people sitting on this Board that are also residing on this special interest group, in some cases, presents a conflict of interest. The question is who is the loyalty to? Is the loyalty to the special interest group or is the loyalty to the constituents and the general population of our community? I think that needs to be addressed.*

**Superintendent Nelson made the following statement:** *I am not sure if that is a question for me but I think that if you had concerns regarding the responsibility for actions of any community member there are different agencies that oversee that. That is not the role of the Superintendent. I don't feel comfortable addressing that.*

**Mr. Pires continued:** *I appreciate that I probably should have not addressed you with that I should have just spoken to the general public. The concern was, are people coming into this with biases, an agenda, and or thought process on how to handle a situation instead of coming here with independent thought, critical thinking and really looking at the people that are in the community and appearing for what their feelings are. I think part of this is why we are in the position we are in now where out of that feedback was 'my needs are not being met, my child's needs aren't being acknowledged' so we are just trying to solve the situation.*

**Chairperson Smith:** *Joe I appreciate your comments but we need to stick with the agenda.*

**Mr. Monteiro:** *This is not the first time we have had a lengthy discussion or monologue from a member of our committee or various committees where it's not on the agenda and it has not gone through the chair. It has happened a lot and it's been the same person. And it needs to stop.*

#### **OPEN COMMENTS:**

Chairperson Hartley read the following statement:

*Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

#### **Mr. Nate Stewart from Marion made the following statement:**

*Good evening, I am here tonight in support of Joe Pires. As you may or may not know, Joe was subject to a vicious and cowardly social media op-ed attack from fellow board member Frances Kearns. I was particularly shocked when I read Frances' rant attacking Joe's character, insinuating that he was not an actual minority. My first thought after reading the post was, how are these rude people supposed to work on a board together. My second thought was surely there must be some sort of repercussions for her repeated and baseless assaults on fellow board members. In my opinion, Frances Kearns violated her fiduciary duty of care and her fiduciary duty of loyalty under the Mass Educational Reform Act of 1993. The duty of care requires an adherence to a standard of reasonable care while performing any acts that could foreseeably harm others. Frances' defamatory words and baseless claims were meant to paint a false narrative and rile people up. The duty of loyalty requires board members act in the best interest of children, parents and taxpayers. Clearly creating a dysfunctional board environment, not to mention voting to require our children to continue to wear*

*face masks when three quarters of parents, faculty and administration wanted them to be removed is not acting in her constituents' best interest. I am asking the Joint School Committee to take action to remove Frances Kearns. Thank you.*

**Ms. Kathleen LeClair from Mattapoisett made the following statement:**

*I just want to bring up the issue of, a very serious issue that we have in the school that I have been talking to my teenagers about the vaping problem. We are hearing a lot of talk about creating safe spaces, we need certain books in the library to have safe spaces. Superintendent Nelson talked about the SEL program to create a safe space. We don't have a safe space because our children are purchasing and using vape products right here on school premises. I feel pretty strongly that we can all come together as a community. Let's offer our help, parents what can we do because these substances have serious physical and mental health repercussions for our children so if we are going to talk about creating a safe space and having a safe environment, let's have some really serious common sense conversations about it. We are here to help as a community, what you guys need, but something has to be done about it. Thank you.*

**Ms. Karen Thomas from Rochester made the following statement:**

*During this school year I have attended several school committee meetings and heard at these meetings that members want to work together. We talk about the discussion of equity, we talk about treating people fairly and I was really kind of appalled with your school committee members comment about other people can't even say something in this committee. That makes me sick. I was a manager for many years, we could talk amongst each other so Joe wants to talk and you shut him down. Recently I read an article, 'It Was Just a Matter of Time' by David Ehrens posted on social media by two spouses of school committee members. And then again by school committee member Frances Kearns. I am all for freedom of speech but this article contains such derogatory and unsubstantiated information about other school committee members, specifically Joe Pires and Anne Fernandes who I very much support. It's very unethical spreading this hate on social media. This article represents one side of someone's opinion and the information is not factual. How can elected officials that we have elected? I've lived in this community over 30 years, I am a tax payer, and you are spreading this kind of information? Elected officials speaking such animosity towards other members and still you tell me you are going to work together as a team? Oh my god, how can decisions be made without biased and in a fair and equitable manner. It really makes you pause and wonder what decisions are you really making for all the people and the children. Thank you.*

**Motion to adjourn meeting at 9:24 p.m.**

**District, Mr. Chisholm**

**Union, Ms. Lavin**

**District, Mr. Monteiro**

**Union, Ms. Reedy**

**9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes**

**9:0 UNION: (no roll call needed all members present)**

Submitted by,  
Melissa Wilcox



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

**January 19, 2023 – 6:30 p.m.**

**Zoom link:**

<https://oldrochester-org.zoom.us/j/92373281849?pwd=NTlvZ0h2UUtgWGlvT0JjZWJwQWNZdz09>

Meeting ID: 923 7328 1849

Passcode: 266006

*This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

**TIME: 6:30 p.m.**

**MEETING TO ORDER**

**RECOGNITION**

**CHAIRPERSON’S REPORT**

**SUPERINTENDENT’S REPORT**

**I. Consent Agenda**

**A. Approval of Minutes**

**1. Regular Minutes: September 29, 2022 and November 7, 2022**

**2. Executive Session Minutes: September 29, 2022**

**II. Old Business**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**XI. Executive Session**

**V. General**

**A. Approval of Central Office Explanation of Benefits**

**B. Strategic Plan Process and Overview**

**C. Proposed Superintendent Goals**

**D. Approval of 23-24 School Calendar**

**VI. New Business**

**A. Curriculum**

**B. Business**

**C. Personnel**

**D. Policy Review**

**VII. School Committee**

**A. Reorganization (Union #55 Only)**

**VIII. Future Business**

**A. Timeline**

**B. Future Agenda Items**

**IX. Open Comments**

**X. Information**

**XI. Executive Session**

**ADJOURNMENT**

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

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

**FROM:** Michael S. Nelson, Superintendent of Schools

**DATE:** January 17, 2023

**SUBJECT:** Agenda Items

The following items are on the agenda of January 19, 2023

**I. Consent Agenda**

**A.1. Approval of Minutes- Regular Minutes**

Recommendation

That the School Committees review and approve the minutes of September 29, 2022 and November 7, 2022. Please refer to “JSC 01192023 September Minutes” and “JSC 01192023 November Minutes”.

**A.2. Approval of Minutes- Executive Minutes**

Recommendation

That the School Committees review and approve the minutes of September 29, 2022. These will be brought to the meeting.

**XI. Executive Session**

Recommendation

That the School Committees go into executive session for reason number seven (7) to comply with the provisions of any general or special law or federal grant-in-aid requirements, and reason number two (2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

**V. General**

**A. Approval of Central Office Explanation of Benefits**

Recommendation

That the School Committees review and approve the Central Office Explanation of Benefits.

**B. Strategic Plan Process**

Recommendation

That the School Committees hear from Administration regarding the process and overview for the new Strategic Plan. Please refer to “JSC 01192023 Strategic Plan Process”.

**C. Proposed Superintendent Goals**

Recommendation

That the School Committees review and approve the Superintendent Goals for 2022-2024. Please refer to “JSC 01192023 Proposed Superintendent’s Goals 22-24 Overview” and “JSC 01192023 Superintendent’s Goals 22-24 Presentation”.

**D. Draft School Calendar**

Recommendation

That the School Committees review and approve the school calendar for the 2023-2024 school year. Please refer to “JSC 01192023 School Calendar Drafts REVISED” and “JSC 01192023 23-24 School Calendar Feedback”.

## VI. New Business

### D. Policy Review

#### Recommendation:

That the school committee review and approve the following policies:

**JIC – Student Discipline** – includes a reference to recently issued federal guidance pertaining to student discipline and Section 504 of the Rehabilitation Act of 1973, ensuring that students are effectively supported when responding to a behavior that is based on a student’s disability that could lead to student discipline, and a legal reference to Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School.

- Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School
- Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and
- Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

**JB - Equal Educational Opportunities** - to include the expanded definition of race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles, and the correlating legal reference to Acts of 2022, Chapter 117.

- **JIC – Student Discipline** – This policy was reviewed by the Joint School Committee on September 29<sup>th</sup> and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25<sup>th</sup> and reviewed and addressed the questions/feedback and it is recommending the policy for final approval. “Please refer to JSC 01192023 JIC Student Discipline MASC – NEW”
- **JB-Equal Educational Opportunities** – This policy was reviewed by the Joint School Committee on September 29<sup>th</sup> and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25<sup>th</sup> and reviewed the recommended changes and it is recommending the policy for final approval. Please refer to JSC 01192023 JB Equal Educational Opportunities REVISED”.

- **Section D Fiscal Policies**

**MASC Policy Newsletter Recommendation:** *Increased scrutiny of district finance policies stemming from state review for Elementary and Secondary Schools Emergency Relief grant funding for capital uses, as well as ongoing questions arising regarding the role of the School Committee in grant approval and signature of warrants, has led to this review and update of district finance policies. In the process, we have also clarified language in several locations, ensured proper legal citation, and added further appropriate cross-referenced policies. MASC’s designation of a -1 policy is one specifically for regional districts. A municipal school district should consider the policy without –1 as their template; regional school districts those with -1 a template.*

These policies were reviewed by the Policy Sub-Committee on December 21<sup>st</sup> and they are being recommended for final approval. Please refer to JSC 01192023 Section D Fiscal Policies REVISED”. The following policies are included in Section D.

**DB-1 Regional School District Annual Budget**

**DB-1-R Budget – Apportionment of Expenses for Regional School Districts**

**DBC Budget Deadlines**

**DBD Budget Planning**

**DBG Budget Adoption Procedures**

**DBG-1 Regional School Budget Adoption Procedures**

**DBJ Budget Transfer Authority**

**DBJ-1 Regional School District Budget Transfer Authority**

**DD Grants, Proposals and Special Projects**

**DGA Authorized Signatures**

**DGA-1 Regional School District Authorized Signatures**

**DH Bonded Employees and Officers**

**DH-1 Regional Districts Bonded Employees and Officers**  
**DI Fiscal Accounting and Reporting**  
**DIE Audits**  
**DIE-1 Regional School District Audits**  
**DJ Purchasing**  
**DJE Procurement Requirements**  
**DK Payment Procedures**  
**DK-1 Regional School District Payment Procedures**  
**KCD Public Gifts to Schools**

- **JH Student Absences and Excuses Policy**

This policy was reviewed by the Policy Sub-Committee on October 25<sup>th</sup> and December 21<sup>st</sup> and they are being recommended for final approval. Adopting this policy would mean that we would be deleting policy JE Attendance Policy Please refer to “JSC 01192023 JH Student Absences and Excuses Policy” and “JSC 01192023 JE Attendance Policy”.

- **BEDH – Public Comment at School Committee Meetings Policy**

This policy was reviewed by the Policy Sub-Committee on December 21<sup>st</sup> and they are being recommended for final approval. Please refer to “JSC 01192023 BEDH Public Comment at School Committee Meetings Policy”.

## **VIII. Future Business**

### **A. Timeline**

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

#### **Joint School Committee**

March 30, 2023

- ❖ Budget Update (March)
- ❖ Approval of School Committee Dates (March)
- ❖ Professional Development Plan Approval (March)
- ❖ Superintendent’s Mid-Cycle (June 2023)

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

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

**September 29, 2022 – 6:30 p.m.  
MEETING HELD IN HYBRID FORMAT  
133 Marion Road  
Media Room, Jr. High School  
Mattapoisett, MA 02739**

**District Members Present:** Michelle Smith, Chairperson, Frances-Feliz Kearns (in-person), Margaret McSweeney (in-person), April Nye (in-person), Matthew Monteiro (in-person), Jason Chisholm (via zoom), Rosemary Bowman (in-person) and Joe Pires (in-person).

**District Members Absent:** James Muse.

**Union Members Present:** Sharon Hartley (in-person), Chairperson, Anne Fernandes (in-person), Nichole Daniel (in-person), Nichole Nye McGaffey (in-person), Robin Rounseville (in-person), Tiffini Reedy (in-person), Cristin Cowles (in-person), Mary Beauregard (in-person) and Carly Lavin (in-person).

**Union Members Absent:** None.

**Other Staff Members Present:** Michael S. Nelson (in-person), Superintendent of Schools, Diana Russo (via zoom), Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:30 p.m. by Chairperson Smith and Chairperson Hartley. Chairperson Hartley noted that this meeting is being recorded and that the public has the option to participate remotely via zoom or in person. ***Please note that due to a malfunction ORCTV was not able to access the video footage for this meeting.***

**CHAIRPERSON'S REPORT:**

**Chairperson Hartley made the following statement:**

*Welcome everyone to our first meeting of this new school year. Each new year is a new beginning... It's like a chapter in a book, waiting to be written. We know that the best way to predict the future is to create it. And that's why --- in the Responsive Classrooms throughout our schools--- Teachers and students begin each year with their hopes and dreams. You may have been in some of our schools and seen the students' wonderful hopes and dreams posted on bulletin boards. Take a moment now to think about -to envision - your hopes and dreams- for our schools, for our staff, for our students this year. I'd like to share three of my hopes and dreams for our schools for this year...I hope we work hard, play hard, learn from our struggles and feel success every day. I hope that, whenever we are faced with a problem—a challenge--, we work together to find solutions. And my final hope is based on the work of revered school principal, renown author and researcher, Roland Barth. He said: "After a lifetime of residence in different sorts of schools, I am convinced that the nature of the relationships among the adults who inhabit a school has more to do with the school's quality and character, and with the accomplishments of its pupils than any other factor." And so, I hope that school leaders and all the staff members in all our schools and parents of students in our schools and we, as school committee members, develop and maintain strong relationships in order to make a difference for our students. Here's to a great new year for the Old Rochester Regional School District!*



Chairperson Smith welcomed everyone back and thanked everyone for all their work expressed that she looks forward to a positive school year.

#### **SUPERINTENDENT'S REPORT:**

##### **Superintendent Nelson made the following statement:**

*Good Evening everyone – tonight marks the first Joint School Committee meeting of the 2022-2023 school year. At this point we are closing in on having 21 school days in the book and are about to finish our 5<sup>th</sup> school week of the year. Needless to say – we have been busy. It has been great settling in our students the past month as we gear up for what we envision to be a very enjoyable school year. Since starting the school year I have enjoyed welcoming back our students, families and staff members. It has been great visiting the schools, observing arrivals and dismissal times, and seeing the students and faculty in the classrooms enjoying teaching and learning. Our extracurricular activities and athletic teams are in full swing and all of our schools busy with student happenings. This school year – I enjoyed attending the open houses for our six schools and interacting with our students' families. It is truly amazing to see the strong family turnouts we have here in the Tri-Town whenever we hold family engagement activities. School certainly feels a lot like it did pre pandemic – while taking what we learned from the last two and half years and moving forward even stronger. Our focus this year is really to reengage in all the aspects of teaching and learning and the joy that comes with it. I wanted to share with the Joint School Committee that I am in the process of drafting superintendent goals that will guide my work for the next two years. This committee will need to convene to approve them at a later date, but I will work with the superintendent's goals sub-committee before bringing them forward. Also, last year this body asked to start the review process of the school calendar earlier in the school year – therefore we will bring the initial draft of the 2023-2024 school calendar to the next Joint School Committee meeting to discuss.*

**OPEN COMMENTS: Please note that the three residents who made comments during the open comments were sent an email requesting they send us their comments. Ms. Karen Thomas, Ms. Misty King and Ms. Melissa Goneau all made comments.**

##### **Ms. Karen Thomas emailed me her comments and they were the following:**

*To Ensure Transparency Make Available to the Community: - All instructional resources listed fully on the district web pages, - Resources to include makeup of families, gender preferences, Social Emotional Learning (SEL), Culturally Responsive Teaching, racial teaching, resources used as part of responsive classroom Members of the community would like to be represented in curriculum decisions and choices including materials and resources. Possibly have curriculum days. If there is a plan for students identified with gender dysphoria, post the protocol/policy Community members would like to be included in the vetting of library books related but not limited to sexual education, sexual narratives, gender resources, gender narratives, and political resources. Setup meetings to approve the media in the library. This would help to avoid banned books that are currently available in the ORR school library.*

#### **I. Consent Agenda**

##### **A. Approval of Minutes**

###### **1. Regular Minutes:**

Motion to approve the June 27, 2022 minutes as amended

District, Ms. McSweeney

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Daniel

**MOTION PASSED**

(Union 7:2 Abstentions: Nye McGaffey, Beauregard) (District 5:3 Abstentions: Nye, Kearns, Bowman)

## **V. General**

### **A. Strategic Plan Update**

#### **Superintendent Nelson made the following statement:**

*At our final Joint School Committee Meeting of the 2021-2022 school year – I provided documentation of our Year 4 outcomes related to the current Vision2023 Strategic Plan. Tonight The Leadership Council will review Year 4 and present the desired Year 5 outcomes to all of you – no action is required tonight by the Joint School Committee – instead this is simply informational. As a reminder, we are in the final year of our approved strategic plan. Certainly, since this plan's adoption approximately 4 years ago – the pandemic has impacted our thinking and priorities. During the presentation the administrator group that leads each strategic plan goal will provide an overview of where we have been and where are going with this work. In closing, I would like to thank The Leadership Council for their dedication to this work and all the other staff members and community members who have contributed to the progress we have made as a school community. I'm excited about this year and the future. This year not only will be close out Vision 2023, but we will also carry out the final year of our two-year school improvement plans in the four district. Later this school year, I will work with the four chairpersons to determine a process to build out next strategic plan with community stakeholders.*

The Leadership Team presented “Vision 2023 Overview Year 5”. Please refer to Attachment A.

### **B. Substitute Compensation Schedule Update**

#### **Superintendent Nelson made the following statement:**

*The past two years our Assistant Superintendent of Finance & Operations and our HR Manager have made proposals for substitute rates to stay as competitive as possible in the region. This evening we are asking the Joint School Committee to review and approve the proposed substitute rates. Attracting and retaining substitutes continues to be an ongoing effort in all our schools. We believe our operating budgets can support the proposed substitute rates. I will note that if the market changes or we need to revisit our rates I will bring this topic back to the Joint School Committee to ensure we have adequate coverage needs in our school buildings.*

Mr. Barber presented the following details:

#### **Substitute Eligibility Requirements and Compensation Schedule FY23 Eligibility:**

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

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

#### **Compensation:**

- Per-diem Substitute:

Instructional Assistant	\$100/daily rate
Non-Certified Teacher	\$110/daily rate



Certified Teacher	\$130/daily rate
Nurse	\$140/daily rate
Cafeteria, Clerical & Custodial	MA Minimum Hourly Wage

- Long-Term Substitute: If vacancy is greater than 20 consecutive days in same position

Instructional Assistant	Step 1
Non-Certified Teacher	Bachelors Step 1
Certified Teacher	Bachelors Step 1
Cafeteria, Clerical & Custodial	Step 1

- Long-term substitutes, working in the regional school district will be eligible for full benefits after 60 consecutive days, as stated in the current Educator's agreement between ORR School Committee and ORR Educators Association.

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

Motion to approve the Substitute Compensation Schedule as presented

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Monteiro

Union, Ms. Fernandes

MOTION PASSED

(Union 9:0) (District 8:0)

## **VI. New Business**

### **D. Policy Review**

#### Recommendation:

Superintendent Nelson reported to the school committee that the policy sub-committee met on September 14<sup>th</sup> and reviewed the following policies: **JIC–Student Discipline, JICA-Student Dress, AC- Non Discrimination Including Harassment and Retaliation, AC-R-Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation, GBA–Equal Employment Opportunity, GCF-Professional Staff Hiring, JB-Equal Educational Opportunities, and JFBB – School Choice.** Superintendent Nelson explained that these policies had all been revised by MASC to include new language in response to recent updates in federal law, new guidance issued at the federal level, and recent action taken by the 192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117 (\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), MASC Field Staff have updated the following policies to reflect the new requirements and guidance. He also explained that **JIC – Student Discipline** is a new policy that includes a reference to recently issued federal guidance pertaining to student discipline and Section 504 of the Rehabilitation Act of 1973, ensuring that students are effectively supported when responding to a



behavior that is based on a student's disability that could lead to student discipline, and a legal reference to Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School.

- Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School
- Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and
- Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

Superintendent Nelson reported that these policies were sent to all school committee members for feedback and we did receive some feedback on Policy JIC Student Discipline and Policy JB Equal Education Opportunities, therefore he suggested that these policies be brought back to the policy sub-committee for further discussion. Superintendent Nelson also reported to the school committee that Policy JFBB-School Choice had a minor suggested change and thought it was one the committee could review and could potentially approve. He suggested that the committee approve the remainder of the policies at once unless anyone had any opposition. There was no opposition.

**Motion to approve the JICA - Student Dress, AC- Non Discrimination Including Harassment and Retaliation, AC-R-Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation, GBA – Equal Employment Opportunity and GCF- Professional Staff Hiring**

District, Mr. Monteiro

Union, Ms. Rounseville

District, Ms. Kearns

Union, Ms. Lavin

MOTION PASSED

(Union 9:0) (District 8:0)

The Superintendent reported that the change to the School Choice Policy was the following, from *“except if there is a lack of funding in the program”* to *“unless there is a lack of funding”*.

**Motion to approve JFBB School Choice Policy as amended**

District, Ms. McSweeney

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Rounseville

MOTION PASSED

(Union 9:0) (District 8:0)

## **VII. School Committee**

### **A. Reorganization:**

Superintendent Nelson asked for nominations for chairperson for the Massachusetts Superintendency Union #55 School Committee for the 2022-2023 school year. Ms. Daniel nominated Ms. Hartley and Ms. Rounseville seconded the motion. Ms. Hartley accepted the nomination. Mr. Nelson asked if there were any other nominations, there were none. MOTION PASSED 8:1 (Fernandes: Abstained)

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

Ms. Hartley asked for nominations for Vice- Chairperson for the 2022-2023 school year.

Ms. Lavin nominated Ms. Cowles, Ms. Reedy seconded the motion, Ms. Cowles accepted. Ms. Hartley asked if there were any other nominations, there were none. MOTION PASSED 9:0

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

Ms. Fernandes expressed her concern for the open comments shared tonight and suggested that an individual committee be created to discuss developmentally inappropriate books and that the committee should look at forming a group and also next steps.

## **XI. Executive Session**

Motion to go into executive session at 8:24 p.m. for reason number three and seven and to come out and return to the regular meeting.

District, Ms. McSweeney

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Daniel

ROLL CALL-District (Kearns: yes, Nye: yes, McSweeney: yes, Chisholm: yes, Monteiro: yes, Pires: yes, Bowman: yes, Smith: yes)

ROLL CALL-Union (Beauregard: yes, Daniel: yes, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: yes, Rounseville: yes, Hartley: yes)

Motion to come out of executive session 8:32 p.m. and continue the regular meeting

District, Ms. Kearns

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Lavin

ROLL CALL- District (Kearns: yes, Nye: yes, McSweeney: yes, Chisholm: yes, Monteiro: yes, Pires: yes, Bowman: yes, Smith: yes)

ROLL CALL-Union (Beauregard: yes, Daniel: yes, Nye McGaffey: yes, Lavin: yes, Reedy: yes, Cowles: yes, Fernandes: yes, Rounseville: yes, Hartley: yes)

Motion to adjourn meeting at 8:33 p.m.

**District, Mr.**

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye

MOTION PASSED

Submitted by

Diana Russo





# Contents



2023 Vision Overview



21st Century Learning



Social and Emotional Learning



Global Citizenship



Questions





# 2023 Vision Overview

**Old Rochester Regional School District**  
MA Superintendency Union # 55

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## Vision 2023:

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

*If We.....*

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

*AND*

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

*And*

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

*Then We Will...*

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

**Old Rochester Regional School District**

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# 21st Century Learning

**Old Rochester Regional School District**  
MA Superintendency Union # 55

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## 21st Century Learning Team Members:

### Chairperson:

Silas Coellner - Principal - ORRJHS

### Team Members:

Shari Fedorowicz - Assistant Superintendent of Teaching and Learning

Doreen Lopes - Early Childhood Coordinator

Marla Sirois - Principal - Sippican Elementary School

Linda Ashley - Principal - Center School

**Old Rochester Regional School District**  
MA Superintendency Union # 55

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## 21st Century Learning Year 4 Review:

Strategic Initiatives	Strategic Outcomes	4th Year
<b>Core Subjects</b> - Enhance all curricula by embedding them with 21st-century skills and themes.	Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.	<ul style="list-style-type: none"> <li>The project Based Learning template was reviewed with staff to ensure that PBL units were planned and documented consistently throughout the district</li> <li>Teacher teams planned and implemented at least two units that were standards based and provided opportunities for students to collaborate</li> <li>Examples of units included: Sled Race Challenge, Engineering Compost Bins, ABCs of the Revolution, Best Part About Me, Water Cycle Graphic Novel Published, Civics Action Projects and Mass Hire Project</li> </ul>
<b>Life and Career Skills</b> - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.	Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.	<ul style="list-style-type: none"> <li>Principals provided professional development at staff meetings to re-establish common language around Creativity, Collaboration, Communication, and Critical Thinking</li> <li>The Leadership Council - starting the second half of the school year - conducted learning walks using the Culturally Responsive Look-For's and Kaleidoscope tool through Responsive Classroom.</li> </ul>
<b>Learning and Innovation</b> - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).	Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).	<ul style="list-style-type: none"> <li>Professional Development from ATLAS consultancy was provided district wide</li> <li>After the PD, time was provided for teachers to discuss and assess next steps needs for their grade level/departments</li> <li>Professional development time was given by grade level/department to teachers for curriculum writing</li> <li>The district through the office of teaching and learning is ready to move forward with establishing a curriculum review cycle</li> </ul>
<b>Technology</b> - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.	Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.	<ul style="list-style-type: none"> <li>1:1 Devices - Google Classroom - Google Education Suite - IXL Jamboards - Interactive Display Boards - Interacting with Simulations - Building Apps on Glide - Creating Digital Songs - Creating Graphic Art on Canva - Coding Projects - 3-D Printing Media Production</li> </ul>

**Old Rochester Regional School District**  
MA Superintendency Union # 55

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### Strategic Initiative:

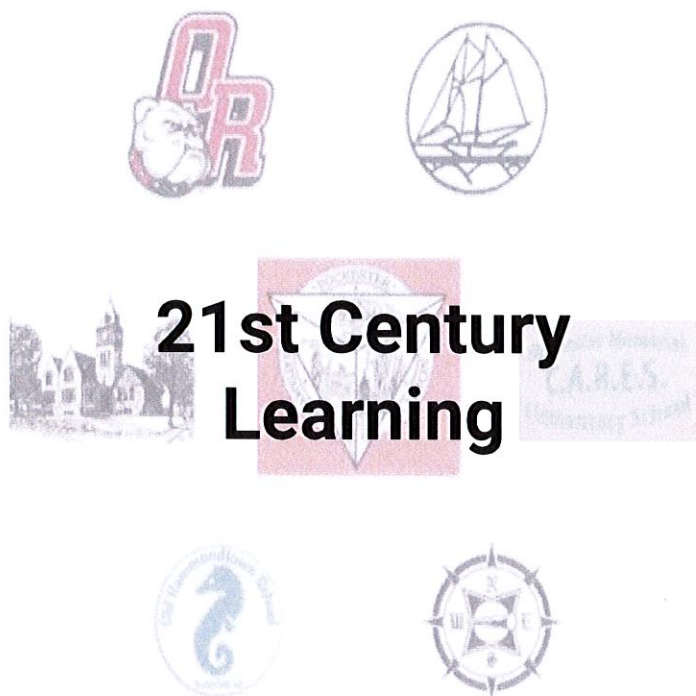
**Core Subjects** - Enhance all curricula by embedding them with 21st-century skills and themes

### Year 5 Expected Outcome:

- Assemble a Curriculum Team to develop a comprehensive curriculum review plan PreK-12 that will lead us into the next 5 year strategic plan.
- Develop a Curriculum Review Plan which will include a multi-year review of specific content areas utilizing the DESE Curriculum Implementation Guide aligned with MA State Frameworks and DESE Culturally Responsive Teaching and Leading.
- Gather tools and resources to determine consistency and alignment of grade level and content area curriculum, instruction, and assessments for best practices and designs for curriculum writing.

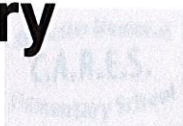
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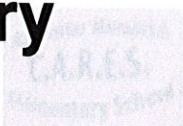




# 21st Century Learning



# 21st Century Learning



## Strategic Initiative:

**Life and Career Skills** - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.

## Year 5 Expected Outcome:

- Revisit Project Based Learning with faculty
- Provide review training on the PBL 'Project Overview Template'
- Assess and document that PBL are aligned to the 'Project Overview Template'
- Ensure leading or guiding questions of PBL aligned to real life problem-solving issues
- Publish PBL finished projects including 'Project Overview Template' and 'Rubric' for accessibility to all staff

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## Strategic Initiative:

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

## Year 5 Expected Outcome:

- Conduct District-wide Administrative Learning Walks to look for evidence of the 4Cs (collaboration, creativity, communication, and critical thinking/ problem-solving) in the classroom
- Create best practices and designs for curriculum writing ensure the 4Cs will be reviewed for application, coverage and consistency

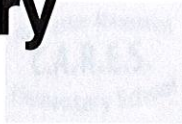
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## 21st Century Learning



### Strategic Initiative:

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

### Year 5 Expected Outcome:

- Maintain momentum with technology instructional initiatives as a result of ongoing 1:1 district-wide
- Continue to embed Digital Literacy standards in the K-12 grade level and content area curricula for best practices in teaching and learning
- Implement staff and student use of Promethean Boards during instructional learning and presentations
- Assess instructional technology used by students throughout the district

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## Social Emotional Learning

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## Social Emotional Learning Team Members:

### Chairperson:

Charles West - Assistant Principal - Rochester Memorial School

### Team Members:

Kelly Chouinard - Assistant Principal - ORRJHS

Peter Crisafulli - Assistant Principal - Sippican Elementary School

Lauren Millette - Director of Guidance - Old Rochester Regional HS/JHS

Michael S. Nelson - Superintendent of Schools

## Social Emotional Learning Year 3 Review:

Strategic Initiatives	Strategic Outcomes	4th Year
Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.	Relationships - Students are invested in their learning and feel they are valued members of their learning communities.	<ul style="list-style-type: none"> <li>HS continues to implement SEL lessons through Bulldog Block. CASEL competency weaknesses identified in 9th grade.</li> <li>The district continues to train new staff in Responsive Classroom practices with the goal of 100% trained staff.</li> <li>JHS continues to use RC in their advisory program. Feedback through survey and student reporting has allowed jhs to adjust lessons based on needs of the students.</li> <li>District administrative staff participated in a refresher training for the Kaleidoscope Tool, which will enable future assessment of RC teacher practices.</li> <li>Panorama survey data continues to be utilized in all schools and is one way to measure student/staff connectedness. This type of Panorama survey data helps direct adjustment to practice toward meeting School Improvement Plan goals, as well as District Strategic Plan goals.</li> <li>Student engagement practices continue to be at the forefront of our goal to build a sense of belonging for our student population.</li> </ul>
Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.	Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.	<ul style="list-style-type: none"> <li>All District schools have agreed to utilize the same incident reporting system, which will be in Powerschool.</li> <li>The plan is to pilot the system consistently across grade levels beginning in September of 2022.</li> <li>In addition to the reporting system, the discipline response plan identifies tiers of intervention prior to administrator referral and punitive discipline measures.</li> <li>Restorative discipline and CASEL are both currently embedded in use district-wide but will continue to be utilized and updated in alignment with best practices.</li> <li>Elementary schools will align codes of conduct using DESE's current language as it relates to discipline.</li> <li>Secondary schools are currently aligned but will update language as necessary to more closely mirror DESE recommendations.</li> </ul>
Partnerships - Enhance family and community engagement opportunities, communication, and practices.	Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.	<ul style="list-style-type: none"> <li>All schools in the district engaged in multiple family engagement opportunities during this school year.</li> <li>These activities ranged from musical events to cultural opportunities. Families were allowed to have increased access to the events in the school.</li> <li>District Administration was able to take a closer at the DESE Family Engagement Framework and are in the process of developing a more formal family engagement philosophy.</li> </ul>
Safety and Security - Identify and enhance effective and comprehensive safety and security measures.	Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.	<ul style="list-style-type: none"> <li>Health and Safety procedures were updated through the District MERP.</li> <li>Cameras and alarm system upgrades at HS, OHS and RMS.</li> <li>Phone systems have been updated at all district buildings.</li> <li>All in-house ALICE district trainers were recertified in ALICE procedures (spring 2022).</li> <li>ALICE procedures and drills were conducted at the HS &amp; JHS (staff and students). Procedure and drills were conducted for the staff at all elementary schools.</li> </ul>



# Social and Emotional Learning



# Social and Emotional Learning



## Strategic Initiative:

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

## Year 5 Goal:

- Ongoing/annual training for all eligible district staff in Responsive Classroom. RC practices will continue to be utilized throughout PK-8 classrooms across the district. SEL programming will be utilized at the High School during Bulldog Block.
- Student feedback will be gathered bi-annually through Panorama surveys and/or building based surveys to gauge engagement and sense of belonging. Data will be used to identify strengths and areas of need.
- District Administrators will continue to utilize the Kaleidoscope (RC) tool in elementary schools and JHS to monitor and ensure best practices of Responsive Classroom implementation across all grade levels.
- School SEL teams will identify at-risk students and will create an intentioned plan to support these students.

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## Strategic Initiative:

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

## Year 5 Expected Outcome:

- All classrooms and other learning settings will routinely establish clear behavioral expectations on an annual or as needed basis.
- Consistent and aligned incident/discipline data collection methods are fully implemented through PowerSchool extension. Training for administrators and teaching staff will occur.
- The District will adopt an established and consistent discipline philosophy that will be modeled and utilized in each school.
- Building-based behavioral interventions and discipline practices will be guided by [CASEL competencies](#) and restorative practices.
- Common student handbook language related to school behavioral expectations and discipline practices.

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# Social and Emotional Learning



## Strategic Initiative:

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

## Year 5 Expected Outcome:

- The district will adopt a collaborative and inclusive family engagement philosophy that will be modeled and utilized in each school. The DESE Family Engagement frameworks will be used in guiding the development of this philosophy.
- Specific family engagement practices and opportunities will be established at the district, building and classroom level. Parental and community involvement will continue to be the primary focus of family engagement.
- All schools will communicate identified family engagement opportunities with their school communities and stakeholders in a timely manner during the course of the school year.
- Teachers will continue to demonstrate best practices in regularly communicating and engaging with families and use a variety of strategies to support every family to participate actively and appropriately in the education of their children.

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# Social and Emotional Learning



## Strategic Initiative:

**Safety and Security** - Identify and enhance effective and comprehensive safety and security measures.

## Year 5 Expected Outcome:

- All district buildings will have current and operational crisis plans, which incorporate research-based best practices. These plans will be shared with building staff.
- The district will integrate school safety software that enables schools to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families
- All buildings will conduct annual student and staff Alice safety trainings over the course of the 2022-2023 school year.
- Review and analyze school safety Panorama data for all stakeholders, identify strengths and areas for improvement, implement at least one action item to address areas of improvement during the course of the 2022-2023 school year. CPI Safety Training will continue to be provided to identified staff in each building.

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# Global Citizenship

## Global Citizenship Team Members:

### Chairperson:

Michael Devoll - Principal - ORRHS

### Team Members:

Vanessa Harvey - Assistant Principal - ORRHS

Derek Medeiros - Principal - Rochester Memorial School

Kevin Tavares - Principal - Old Hammondtown School

Craig Davidson - Director of Student Services



## Global Citizenship Year 3 Review:

Strategic Initiatives	Strategic Outcomes	4th Year
Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.	Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.	<ul style="list-style-type: none"> <li>Identified/Re-engaged members of the district Social Studies/Civics curriculum team through the Office of Teaching and Learning.</li> <li>Department Coordinators shared exemplar lessons with educators regularly. Examples included: Culturally diverse toys-Early Childhood; Inquiry and Investigation in Art History; Genetically modified crops in agriculture; Women's Rights in Turkey; Critical Lens Theory- ELA; Harlem Renaissance during the Great Gatsby; Race in Latin America; Cultural views of heroism-Latin</li> </ul>
Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.	Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.	<ul style="list-style-type: none"> <li>District professional development: <i>Connecting 21st Century Learning, Project Based Learning and Social Emotional Learning</i>, as well as <i>Social &amp; Emotional Learning &amp; Global Citizenship</i></li> <li>Building based PD focus on <i>Culturally Responsive Look Fors/Teaching</i></li> <li>Social &amp; Emotional Learning &amp; Global Citizenship</li> <li>World Language teachers used applications such as <i>conjuguemos</i>, <i>gimkit</i>, and <i>duolingo</i> to assist student connections in the global society</li> <li>Partnering with the school-based organizations (Gender Sexuality Alliance and Cultural Club), staff have participated in several trainings to create a more inclusive learning environment for all.</li> <li>Handbook updates have been made to include more inclusive language for students, families, and caregivers.</li> </ul>
Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.	Civic Literacy and Citizenship - An updated social studies and civics curriculum for preK-12, aligned to the state frameworks and learning standards is adopted and implemented.	<ul style="list-style-type: none"> <li>Identified/Re-engaged members of the district Social Studies/Civics curriculum team through the Office of Teaching and Learning.</li> <li>Members of the district SS/Civics team created a draft of this curriculum. It will be reviewed with the Office of Teaching and Learning in a timely manner as it effects fall report cards.</li> <li>8th grade has completed a transition to a full year civics curriculum that is ongoing in its development</li> <li>Community Service Club civics projects. For example: High School Knitting Club donates what they make to the New Bedford Women's Shelter.</li> <li>9-12 Social Studies courses embed lessons on the Constitution, the Bill of Rights, and amendments as well as court cases that have influenced our society. Local History elective exposed students to local government and its operation.</li> <li>The life sciences and environmental sciences class have updated curriculum to incorporate lessons on how to be better citizens with respect to the earth, including renewable resources, climate change, and recycling.</li> </ul>
Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.	Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.	<ul style="list-style-type: none"> <li>Entries in the TTAR Art Show</li> <li>In the high school environmental and genetics courses, teachers have incorporated lessons that have students research both sides of ethical issues, such as gene editing and climate change</li> <li>Building-based student offerings: Jamele Adams (grades 7-12) and TTAR open dialogue on equity/empathy</li> <li>Bulldog Block staff created offerings for students: <i>Black History in Music, Unsung Heroes of the Civil Rights Movement, Notable African Americans From Greater New Bedford</i></li> <li>Cultural Proficiency teams were established and met monthly</li> <li>Otha Day SchoolBeats/FamilyBeats Drum and Rhythm event</li> <li>Teachers21 Training</li> <li>District Equity subcommittee</li> </ul>

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### Strategic Initiative:

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

### Year 5 Expected Outcome:

- Academic content area units will be reviewed to include lessons and/or learning experiences for global/multicultural learning with links and resources to integrate into curriculum.
- Work toward integrating a sense of belonging through classroom group work and communication.

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### Strategic Initiative:

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

### Year 5 Expected Outcome:

- Content area units that include experiences for global/multicultural learning will be reviewed and digital tools will be embedded into those lessons.
- Clear behavioral expectations will be communicated and visible in learning settings to encourage strong ethical behavior and tolerance.



### Strategic Initiative:

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

### Year 5 Expected Outcome:

- Utilizing the new curriculum review plan, the PreK - 12 vertical team will reconvene to review and continue to update the Civics and Social Studies curriculum.
- Civics and Social Studies curriculum will ensure that the curricula is taught with needed resources and continues to align with the new MA State Frameworks.





# Global Citizenship

## Strategic Initiative:

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

## Year 5 Expected Outcome:

- Old Rochester Regional School District and Superintendency Union #55 will provide building-based and district-wide opportunities that foster students' sense of belonging within our school community.
- Conduct a series of multicultural awareness community events for students, parents and staff that brings in the perspective of empathy and open-mindedness.



## Questions?

# APPENDIX

## Strategic Initiatives:

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



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

**November 7, 2022 – 6:30 p.m.**

**MEETING HELD IN HYBRID FORMAT**

**133 Marion Road  
Media Room, Jr. High School  
Mattapoisett, MA 02739**

**District Members Present:** Michelle Smith, Chairperson, Frances-Feliz Kearns (in-person), Margaret McSweeney (in-person), April Nye (in-person), Matthew Monteiro (in-person), Jason Chisholm (via zoom), Rosemary Bowman (in-person), Joe Pires (in-person) and James Muse (remote).

**District Members Absent:**

**Union Members Present:** Sharon Hartley (in-person), Chairperson, Anne Fernandes (in-person), Nichole Daniel (in-person), Nichole Nye McGaffey (in-person), Robin Rounseville (in-person), Tiffini Reedy (in-person), Cristin Cowles (in-person), Mary Beauregard (in-person) and Carly Lavin (in-person).

**Union Members Absent:** None.

**Other Staff Members Present:** Michael S. Nelson (in-person), Superintendent of Schools, Diana Russo (via zoom), Administrative Assistant to the Superintendent, Administrative Team, staff members, parents, community members and members of the press.

Meeting was called to order at 6:32 p.m. by Chairperson Smith and Chairperson Hartley. Chairperson Smith noted that this meeting is being recorded and that the public has the option to participate remotely via zoom or in person.

**Superintendent Nelson requested that Chairperson Smith and Chairperson Hartley allow item V. General A. Open Meeting Law Complaints be moved to the top of the agenda, he explained that attorney Peter Sumners was present to discuss these with the school committee. Chairperson Smith and Chairperson Hartley both agreed and there were no objections from either side.**

**V. General**

**A. Open Meeting Law Complaint**

**Superintendent Nelson made the following statement:**

*Recently the Joint School Committee received two open meeting law complaints, one complaint relates to a member of the MA Union Superintendency Union #55 School Committee and one complaint relates to a member of the Old Rochester Regional School Committee. Both complaints site their roles as members of the Joint School Committee. As a result, this public body is required to follow the response procedures as outlined by the Attorney General's Division of Open Government. These procedures and obligations include: That the Chairpersons disseminate the complaints to the members of the public body (which has been done), The public body must meet to review the complaint within 14 business days, knowing this body was not set to meet until tonight, November 7<sup>th</sup> my office requested an extension per the instructions and we were granted one until November 9<sup>th</sup>. The public body after review, must respond in writing to the complainant within 14 business days or within the scope of the extension and provide a copy of the complaint and response to the Attorney General. Tonight, I am recommending that the Joint School Committee delegate their*

*responsibility to respond to legal counsel, Attorney Sumners from Murphy, Lamere and Murphy, who are the appointed attorneys for the School Committee. Mr. Sumners is here this evening to explain the response process. I am asking that the committee vote to delegate their responsibility to respond to the presented open meeting law complaints to legal counsel.*

Attorney Sumners explained that he agrees with Superintendent Nelson that as a committee you have an obligation to respond in writing to an open meeting law complaint. He also explained that the Open Meeting Law does allow you to delegate the responsibility to an individual including your legal counsel. Mr. Sumners noted that there were two similar open meeting law complaints filed with the Old Rochester Regional School Committee as well as the Rochester School Committee and both of those committees delegated their response to legal counsel, for Old Rochester he explained he would be the Representative and for Rochester it would be Attorney Blair Bailey. He explained that neither himself or Attorney Bailey identify any Open Meeting Law violations based on our reading of the Attorney General's determinations concerning social media posts, therefore that will be the general response, obviously with more specific detail, that would be sent on the school committee's behalf. He explained that he's happy to answer any questions.

Motion to delegate their responsibility to respond to the presented open meeting law complaints to Attorney Sumners

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Chisholm

Union, Ms. Daniel

ROLL CALL:

8:1 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: abstain, Muse: yes, Smith: yes

8:1 UNION: Fernandes: abstained MOTION PASSED (no roll call needed all members present)

### **OPEN COMMENTS:**

Chairperson Hartley read the following statement:

*Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 15 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

### **Ms. Rhonda Baptiste from Rochester made the following statement:**

*My name is Rhonda Baptiste and I live at Walnut Plain Road in Rochester, I am also the Director of Community Engagement for Tri-Town Against Racism and I'm here tonight just to share the discriminatory incidents that have been reported to Tri-Town Against Racism. We created a mechanism of reporting. There are some community members who didn't believe there was an issue in our community or that there wasn't any change necessary or an action that needed to be taken, so in response to that TTAR created a mechanism where community members could discriminatory incidents that happen throughout the community. Tonight I'm going to report on the incidents that were school related. There were fourteen incidents total, twelve of them were school related, ten of those incidents happen since school started at the end of August, five incidents at the Jr. High School*

*and five happened at the Old Hammondtown School and two incidents happened at the High School. Nine of the incidents involved racism, two involved homophobia and transphobia, two involved disabilities and two involved general appearance. When someone files an incident they can check off more than one discriminatory category, here are some of the incidents that were reported. A student was called a burned nugget on two separate occasions, a student was called the N word on three separate occasions, a student was asked for an N word pass, comments were made to a student about hair texture, she was told that her hair was struck by lightning. There were also homophobic and transphobic comments made to students such as “a monkey and what is that? Referring to a trans student and “Oh my God he might break me in reference to non-binary student. I plan on reporting these and any others at the Equity Sub-Committee in January. Thank you.*

**Mr. Art Leclair, from Mattapoisett made the following statement:**

*I’m more concerned about the books, when my kids were in school if they brought books like that to school they would probably get kicked out of school. I see too many problems with these books, not that I want to ban them, but what should happen is parents should know what kids want to read, it’s the parents job to bring up the children, not the school’s not the school committee not the teachers, it’s the parents duty to bring up the children, if the child wants to read a book, no problem send home a note to the parents before they read it, if the parents sign and says it’s ok, then it’s ok, but just to let any kid come and take a book out because he’s a student here I don’t agree with, it’s not the way it should be, parents should be discussing with their children what they should be reading.*

**Ms. Alison Noyce from Rochester made the following statement:**

*I’ve lived here for 25 years we’ve raised four children in the Tri-Town and now they are raising our six grandchildren in the Tri-Town. I went to a school committee meeting where the letter I’m about to read first read, I later learned that the complaint that prompted that was withdrawn. On October 27<sup>th</sup> I attended a gathering about “what are your children learning in school?” the discussion however did not match the title, when I arrived this was on every chair, controversial apparently, and the entire conversation was about books and so it was surprising to me, so I asked about it and I was told that the intent of the meeting had been changed to what was going on in our libraries since this matter is far from settled I thought it was important to share this letter again.*

*“As members of the Old Rochester Regional School District community, we are speaking out against the efforts to suppress, demonize and ban books from our district’s school libraries. These attempts target books by and about LGBTQ+, Black people, Indigenous people and people of color. These groups are underrepresented in books in our schools, despite recent school district efforts to provide greater access to books which reflect the diverse makeup of our community. These achievements should be celebrated, not impeded. A parent has a right to decide which books their own children may read, but no single parent or community member has that right over another’s child. Access to books and information is integral to a healthy democracy, economic growth and a more compassionate society. Engaging in reading builds empathy. When kids read books centered on someone different from them, they learn to see others as fully human. Recognizing the humanity of others creates a community of compassion and prevents hatred, cruelty, bullying and bigotry. When our young scholars, who are minorities in their communities, read books elevating characters like them, they feel validated and seen. They receive the message: You matter. Attempts to ban books highlighting underrepresented kids sends them the message: You shouldn’t exist; your story doesn’t matter and we don’t want our kids to empathize with you. This is a dangerous message which can result in grave consequences, like depression, self-harm and suicidal ideation. No child should feel like they are unworthy and undeserving of love and respect. We hope for a positive future, free from fear and prejudice; where all of us work together and support each other to create and foster a diverse community built on common ground. Sharing our unique stories and identities is the best way to build that common ground. We stand with our dedicated educators, teachers, librarians and*

*all those who seek to better the lives of our kids. Education should be about expanding minds and broadening perspectives, not narrowing thoughts.*

**Ms. Vanessa Miller from Marion made the following statement:**

*I'm one of those parents who is concerned about the books that are in the library, it's not so much about race, I myself am a minority I'm Mexican and I disagree with having those books that have sexual content in the school libraries, my heritage my culture, it does not go with my culture it's really anti-Mexican. My kids are already taking out books for black history month, Hispanic history month, that's not a problem, but we do have a problem with sexual explicit books and that's what we are against, we are not about books against other ethnicities so I just wanted to say that.*

**Ms. Kate Hartley from Marion made the following statement:**

*I'm a lifelong Tri-Town resident I live in Marion, graduate of Old Rochester, as is most of my family. What I'd like to start off by saying is that this book ban is not about protecting our kids from harmful data, images, documents, pornography, what this book ban is an attempt to pull queer literature and queer pop culture out of our schools, which is one of the only places that some kids can access literature that make it easier to access books that represent how they are growing up. What I can say is that the books that are offered in the library that are required reading contain things like, alcoholism, addiction, adultery, child abuse, domestic abuse, racism including but not limited overarching themes and also specific use of the N word, classism, gender equality, sexism, sexual violence, including but not limited to sexual harassment, sexual abuse, incest and rape. Political reform resist in self-harm and suicide. These books are already in our libraries, they are already required reading, the thing is if your kid is looking for that information if your child is queer they are going to find it, would you not rather them find it in a place that is safe. On top of that I believe you spoke to suicide to self-harm, so facts from the Trevor Project which is a very well-known supportive trans group that deals with children and youth who are considering suicide, suicide is the second leading cause among youth 10 to 24, with LGBTQ are at a significantly increased risk. LGBTQ youth are four times more likely to attempt suicide, 1.8 million youth consider suicide a year and one attempt happens every 45 seconds. 45 of LGBTQ youth seriously consider suicide, and again LGBTQ of color are extremely higher risk than that. One of the things that combats all those issues is affirming spaces, lower rates of suicide and self-harm, if you have kids who are living in a community that is safe that affirms their gender their sexuality they are going to be safer they are going to be happier, this is a dangerous move.*

Chairperson Smith noted that an email was received from Kathleen LeClair and that it would be entered into the minutes of the meeting. Below is the content of the email from Ms. LeClair. *Many members of the community have expressed their opposition to sexually explicit materials being included in the school library. The response to opposition and concerns has been "The books are staying", end of conversation. The 2022/2023 Student Handbook states that Possession of Pornography, including sexting, is considered a category one violation and will result in the administration taking certain actions as punishment for the violation. In the interest of all students, faculty and community members, we would like to make a formal request to the administration and the Board to provide us with clarification and a detailed description on what exactly they consider would be categorized as "Pornography" and punishable under these violations. Further, the Sexual Harassment Policy in the student handbook states, "while it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that are inappropriate and that, **if unwelcome**, may constitute sexual harassment". Among the examples listed is: "Displaying sexual objects, pictures, cartoons". The policy further states: "The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, **whether intended or not**, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female or nonbinary students or employees also may constitute discrimination, harassment and/or*

*sexual harassment." The administration and Board have been on notice for many weeks now that certain parents, community members, students and faculty are NOT comfortable with the sexual nature of the material being included in the Public School Library. The inclusion of these books has resulted in creating a school and work environment that is hostile, many students, staff, parents and community members are offended by the content of the materials but are afraid to speak out. Our concerns are being dismissed as homophobic, transphobic and bigoted and there is an attempt to silence our voices with intimidation and bullying tactics. Despite the vitriol, we state again, our concern is first and foremost, the well-being of the children in our community, the staff that we entrust them with every day and the future of our public school education system. The reluctance of the administration and the board to address these concerns is in clear violation of the District's Sexual Harassment Policy. It is the fiduciary duty and obligation of the Board to ensure that all policies are enforced and followed to the rule of law and that they represent the whole community and not a single constituency. We understand that there has been a request for a Special Hearing on this matter. Given the serious nature of these violations of policy and the potential exposure to the district these violations have created, it would be advisable to respond to this request and schedule this Special Hearing sooner rather than later. Sincerely Kathleen LeClair*

At this time the open comment time on the agenda was over. Chairperson Smith thanked everyone for their comments and asked that if anyone was leaving if they could do it in an orderly way so that the meeting could continue.

At this time several attendees in the audience started speaking out of turn and were asked to be removed by the chairperson. Due to the disorderly conduct of the public the meeting was adjourned due to a safety concern. The rest of the agenda items were not reviewed or discussed.

Motion to adjourn meeting at 7:59 p.m.

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Reedy

9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes

8:1 UNION: Nye McGaffey apposed MOTION PASSED (no roll call needed all members present)

Submitted by

Diana Russo



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

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

[www.oldrochester.org](http://www.oldrochester.org)

**Phone: 508-758-2772**  
**Fax: 508-758-2802**

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

**Sharlene Fedorowicz, Ph.D**  
Assistant Superintendent of Teaching & Learning

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

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

January 19, 2023

**SUBJECT: STRATEGIC PLAN - PLANNING FOR SUCCESS MODEL**

Dear Joint School Committee Members,

When this school year closes – so will our current strategic plan known as Vision2023. During the past five years our schools and its stakeholders have lived Vision2023 day-in and day-out. Vision2023 has provided our school community a shared strategic plan with agreed upon goals and outcomes. The work is not yet done and our efforts will continue as we close out Vision2023 this coming June. However, the time is now that our school community begin the Planning for Success process to ensure we have our next strategic plan in place for the beginning of the 2023-2024 school year and beyond. Therefore, below I am providing detailed information regarding the Planning for Success model, independent facilitator information, and a tentative strategic planning process timeline.

**Planning for Success Overview**

Planning for Success is a model developed by the Massachusetts Department of Elementary and Secondary Education. The Plan for Success serves as a road map for ongoing improvement over a determined time period, 3 to 5 years. The planning process includes six sessions of approximately three hours per planning session. The planning process takes place over a two to three month period of time to ensure that input from stakeholders is inclusive and comprehensive. Although the protocols are similar for each school system, sessions are adapted to address each school district's areas of strength and areas for growth with a student-centered perspective. After the plan is completed, the leadership team develops and monitors annual action plans to ensure that the objectives, initiatives, and intended outcomes are addressed and achieved.

The full Planning Team typically includes 25 to 35 members of the school community (administrators, teachers, students, support personnel, School Committee representatives, community members, etc.). The Leadership Team composition is determined by the superintendent.

**Planning for Success Independent Facilitator Background Information**

Dr. Ruth C. Gilbert-Whitner

Recent Experience: Educational Consultant, New Superintendents Induction Program (NSIP) coach, Planning for Success facilitator, NEASC chair/co-chair, former superintendent: Whitman-Hanson Regional School District.

Planning for Success Experience: Bridgewater-Raynham Regional School District, North River Collaborative, Dennis-Yarmouth Regional School District, Mashpee Public Schools, Foxborough Public Schools, Accept Educational Collaborative, Blue Hills Vocational Technical High School, Avon Public Schools, Duxbury Public

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.

Schools, Rockland Public Schools, Bi-County Education Collaborative, Marblehead Public Schools, Waltham Public Schools (in progress), West Bridgewater Public Schools (in progress), and Oxford Public Schools (in progress).

### **Sample Schedule for the Planning Process**

**Session I** - Envisioning the Future with the Full Planning Team

**Session II** - The Planning Process: Strengths, Weaknesses, Opportunities, and Threats with the Leadership Team

**Session III** - Synthesizing Common Vision Themes with the Full Planning Team (This session occurs 2-4 weeks after Session I to provide time for visioning sessions and data collection)

**Session IV** - Data and Root Cause Analysis for drafting strategic objectives and initiatives with the Full Planning Team

**Session V** - Drafting Strategic Objectives, Initiatives, and Intended Outcomes with the Leadership Team

**Session VI** - Quality Plan Review – Finalize Strategic Objectives, Initiatives, and Intended Outcomes Mission, Vision, Core Values, and Theory of Action with the Full Planning Team

### **Action Planning**

### **Tentative Schedule for the Planning Process**

**Session I** - March 1, 2023 9:00 a.m. to 12:00 noon Leadership Team and Planning Team

**Session II** - March 13, 2023 9:00 a.m. to 12:00 noon SWOT w/Leadership Team

**Session III** - March 17, 2023 9:00 a.m. to 12:00 noon Leadership Team and Planning Team

**Session IV** - March 24, 2023 9:00 a.m. to 12:00 noon Leadership Team and Planning Team

**Session V** - April 28, 2023 9:00 a.m. to 12:00 noon Leadership Team

**Session VI** - May 18, 2023 9:00 a.m. to 12:00 noon Leadership Team and Planning Team

**Action Planning** - June 9, 2023 9:00 a.m. to 12:00 noon Action Planning w/ Leadership Team

*\*1-2 evening events will be offered to the school community to provide feedback into the strategic planning process.*

Respectfully submitted,



Michael S. Nelson, Superintendent of Schools



**Old Rochester Regional School District  
Massachusetts School Superintendency Union #55**

# Memo

**To:** School Committee Members of Old Rochester Regional School Committee & Massachusetts Superintendency Union #55 School Committee

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

**Cc:** Michael S. Nelson, Superintendent of Schools

**Date:** November 7, 2022

**Re:** Strategic Plan

We have been working diligently to gather information on behalf of Superintendent Nelson and our School Committees for the Strategic Plan of the Old Rochester Regional School District & Massachusetts School Superintendency Union. With communications that we have had on behalf of the school committee, we have received verbal estimates from contracted vendor organizations (2) and individual contractors (2).

Considering the above referenced information:

- The two (2) potential contracted vendors that work with Districts have provided verbal estimates ranging from \$20,000 to \$35,000.
- The two (2) individuals with broad ranges of experience for the purpose of this scope of service were under \$8,500.

These estimated amounts would be contingent on the specifications that align with the Planning for Success Model.





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Assistant Superintendent of Finance & Operations

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

## Superintendent's Proposed Goals: 2022-2024

*Name: Michael S. Nelson, M.Ed.*

*Title: Superintendent of Schools*

<b>Leadership Goal</b> <b>Student Learning Goal</b>	<b>Leadership Goal</b> <b>District Improvement Goal</b>
<b>SMART Goal 1 –</b> <b>Supporting Teaching, Learning, and Sense of Belonging:</b>  To work with the Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources.  <b>Standard I:</b> Instructional Leadership <b>Standard II:</b> Management and Operations <b>Standard III:</b> Family and Community <b>Standard IV:</b> Professional Culture	<b>SMART Goal 2 –</b> <b>Developing the 2023-2028 Five Year Strategic Plan:</b>  Oversee and facilitate the engagement of school community stakeholders in the development and adoption of a new five year strategic plan (2023-2028) – utilizing the Planning for Success Process.  <b>Standard I:</b> Instructional Leadership <b>Standard III:</b> Family and Community Engagement <b>Standard IV:</b> Professional Culture
<b>Key Actions</b>  1. Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon “Look Fors” to calibrate teaching & learning expectations system-wide.  2. Collaborate with the Assistant Superintendent of Teaching & Learning and appropriate building administrators to complete a Literacy Needs	<b>Key Actions</b>  1. Engage with an independent facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system’s next strategic plan.  2. Work with Leadership Council to create a full planning team for Planning for Success sessions.

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

<p>Assessment utilizing an outside consultant to drive future decision regarding literacy programming.</p> <ol style="list-style-type: none"> <li>3. Work with the Director of Student Services to explore the need for explicit social emotional student programming at both the elementary and secondary level (i.e. Junior High School) to support the Responsive Classroom (i.e. Fly Five) approach in our classrooms.</li> <li>4. Establish an adopted comprehensive curriculum review cycle and plan, supported by the efforts of the Instructional Council and teachers.</li> <li>5. Collaborate with the Leadership Council to develop extended day learning opportunities for students in alignment with student achievement data and learning needs.</li> <li>6. Ensure technology integration in the classroom through hardware resources, software resources, and professional development offerings.</li> </ol>	<ol style="list-style-type: none"> <li>3. Create multiple school community stakeholder opportunities to provide voice and feedback regarding the strategic direction of the school-system (i.e. open forums, town halls, etc.).</li> <li>4. Review the school-system's overall mission statement.</li> <li>5. Develop a school-system theory of action to realize the mission of our school-system.</li> <li>6. Provide regular updates on the strategic planning development process to the school committees.</li> <li>7. Create a series of strategic objectives, strategic initiatives, and outcomes for the next five years.</li> </ol>
<p><b>Benchmarks</b></p> <ol style="list-style-type: none"> <li>1. Learning Walk calendars and collected data in relation to the "Look Fors."</li> <li>2. Literacy Needs Assessment Report &amp; Action Plan.</li> <li>3. Recommendation for explicit social emotional programming.</li> <li>4. Curriculum review cycle adopted and published.</li> <li>5. Extended day programming schedules.</li> <li>6. Professional Development Agendas &amp; Survey Feedback.</li> <li>7. Strategic Plan and School Improvement Plan(s) presentations.</li> </ol>	<p><b>Benchmarks</b></p> <ol style="list-style-type: none"> <li>1. Create calendar of strategic plan development events.</li> <li>2. Collected school community stakeholder feedback.</li> <li>3. Capture data sets that drive strategic planning.</li> <li>4. Approval by the Joint School Committee of the five year strategic plan at the conclusion of the 2022-2023 school year.</li> <li>5. Action planning to begin the next strategic plan work during summer of 2023.</li> </ol>

<b>Resources</b> <ul style="list-style-type: none"> <li>● Vision 2023 Strategic Plan</li> <li>● School Improvement Plans</li> <li>● MA State Standards Alignment/Curriculum</li> <li>● Common Assessments</li> <li>● Professional Development Plan</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>● Vision 2023 Strategic Plan Outcomes</li> <li>● Stakeholder Feedback</li> <li>● Student Achievement Data</li> <li>● School Improvement Plans</li> </ul>
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<b>Leadership Goal</b> <b>Educator Professional Practice Goal</b>	<b>Leadership Goal</b> <b>District Improvement Goal</b>
<b>SMART Goal 3 –</b>  <b>New Superintendent Induction Program Completion:</b>  To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP).  Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the New Superintendent Induction Program.  <b>Standard I:</b> Instructional Leadership <b>Standard II:</b> Management and Operations <b>Standard IV:</b> Professional Culture	<b>SMART Goal 4 –</b>  <b>Communication Enhancement Strategy:</b>  To develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and family engagement.  <b>Standard II:</b> Management and Operations <b>Standard III:</b> Family and Community Engagement <b>Standard IV:</b> Professional Culture
<b>Key Actions:</b> <ol style="list-style-type: none"> <li>1. Attend all in-person day long sessions.</li> <li>2. Complete all NSIP assignments.</li> <li>3. Participate in all Consultancy Group sessions facilitated by NSIP coach.</li> <li>4. Meet regularly with assigned NSIP coach.</li> </ol>	<b>Key Actions:</b> <ol style="list-style-type: none"> <li>1. Review and upgrade the school-system’s website.</li> <li>2. Adopt a school-system mobile app to enhance and streamline communication from school to home.</li> <li>3. Establish a Superintendent’s Office social media account that links to the individual schools’ accounts.</li> <li>4. Create and begin issuing a Central Office Newsletter regarding school happenings.</li> </ol>

<p>5. Share examples of lessons, skills, and strategies from NSIP training with the Central Office Leadership Team and the Leadership Council as appropriate.</p>	
<p><b>Benchmarks</b></p> <ol style="list-style-type: none"> <li>1. Calendar documents attendance and contact with superintendent coach (process).</li> <li>2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).</li> <li>3. Leadership tools and resources utilized by NSIP program shared at Leadership Council meetings.</li> <li>4. Completion of the three year NSIP program.</li> </ol>	<p><b>Benchmarks</b></p> <ol style="list-style-type: none"> <li>1. Launch an upgraded school-system website utilizing a new template.</li> <li>2. Begin offering a school-system APP that will streamline communication from school to home.</li> <li>3. Establish and regularly utilize social media to share communication from the Superintendent's Office.</li> <li>4. Distribution of regularly issued Central Office newsletters.</li> </ol>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• New Superintendent Induction Program</li> <li>• Superintendent NSIP Coach</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Blackboard Tools &amp; Services</li> <li>• School Website</li> <li>• SMORE Newsletter Tool</li> </ul>

# SUPERINTENDENT'S GOALS 2022-2024



MICHAEL S. NELSON  
SUPERINTENDENT OF SCHOOLS

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

# Superintendent's Goals Sub-Committee

Nichole Daniel, Marion School Committee

Anne Fernandes, Rochester School Committee

Sharon Hartley, Rochester School Committee

Carly Lavin, Mattapoisett School Committee

Matthew Monteiro, Old Rochester School Committee

Michelle Smith, Marion & Old Rochester School Committee

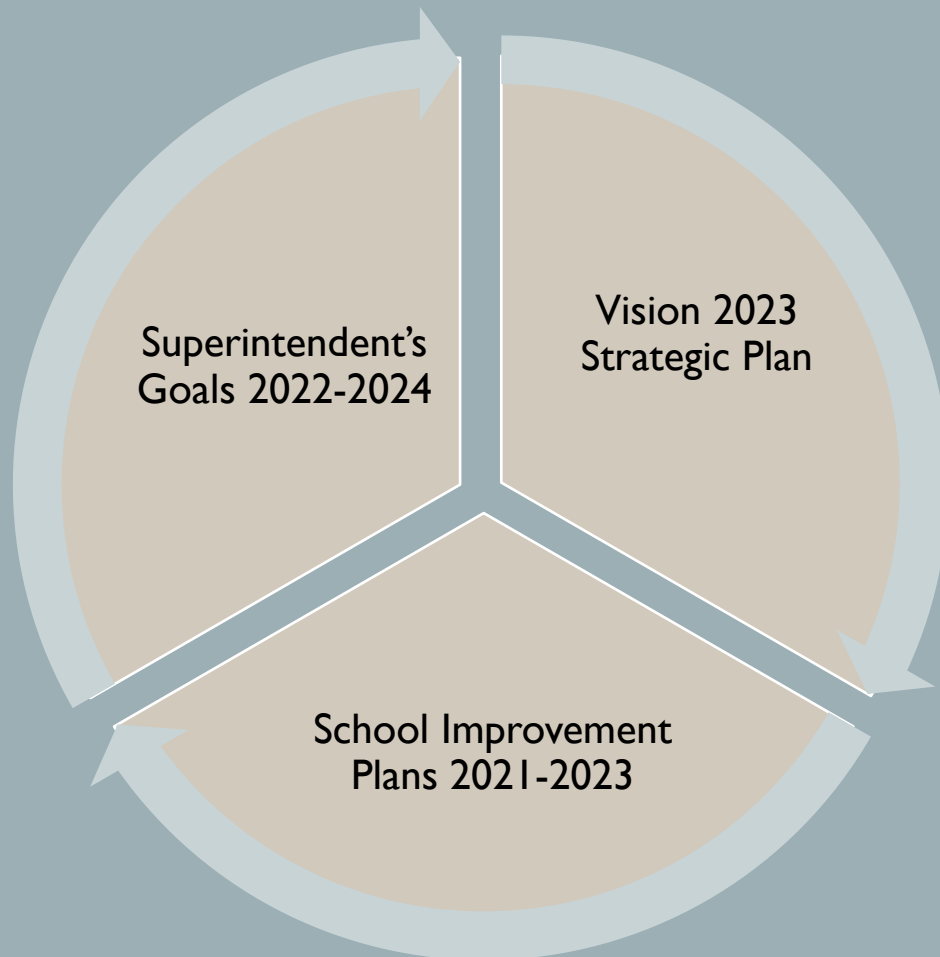
*\*\*\*Assisted in goal development through feedback meetings.\*\*\**

## Superintendent's Evaluation Timeline

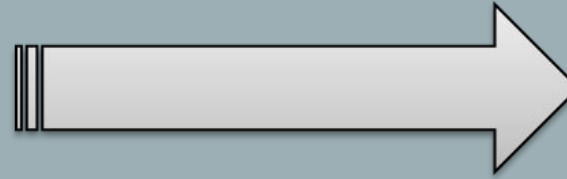
Date	Description
November 2022 - Public Meeting	Superintendent Evaluation Process for FY23 & FY24 is Reviewed and Approved
June 2023 – Public Meeting	Superintendent Mid-Cycle Review Occurs
September 2023 – Public Meeting	Review Superintendent's Evaluation Timeline
April of 2024 Beginning of the Month	Committee Members are Provided Superintendent Evaluation Materials and Explanation of Process
End of the Month	Evidence/Supporting Materials are Provided to Committee Members by Superintendent
By May 2024	All Committee Members Submit Evaluations to Sub-Committee
By May 2024	Superintendent, Sub-Committee/Chairs Review Materials and Prepare Final Evaluation
June 2024	Sub-Committee/Chairs Review Final Evaluation with Superintendent
June 2024 - Public Meeting	Superintendent's Evaluation Occurs



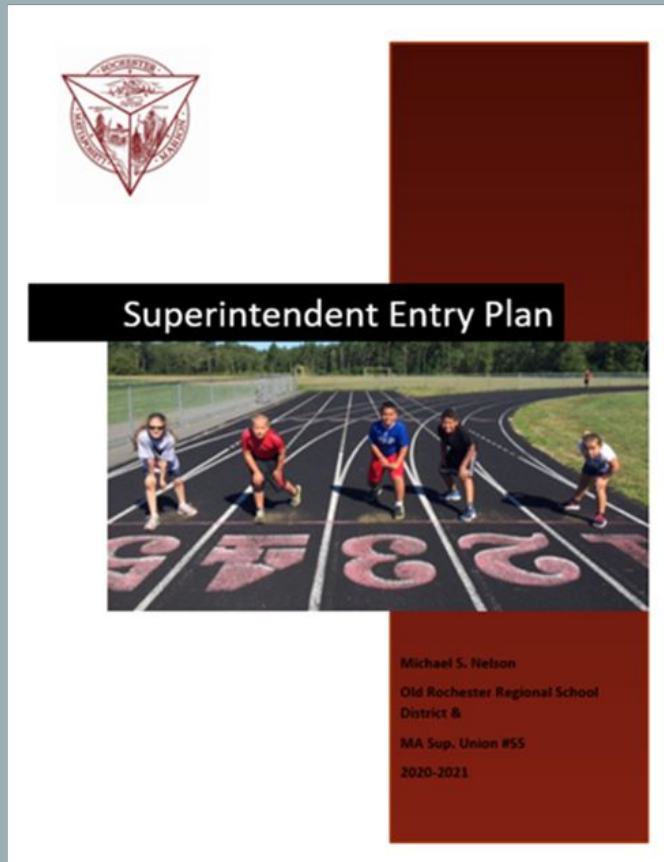
# MOVING OUR MISSION FORWARD: TO INSPIRE ALL STUDENTS TO THINK, TO LEARN, AND TO CARE.



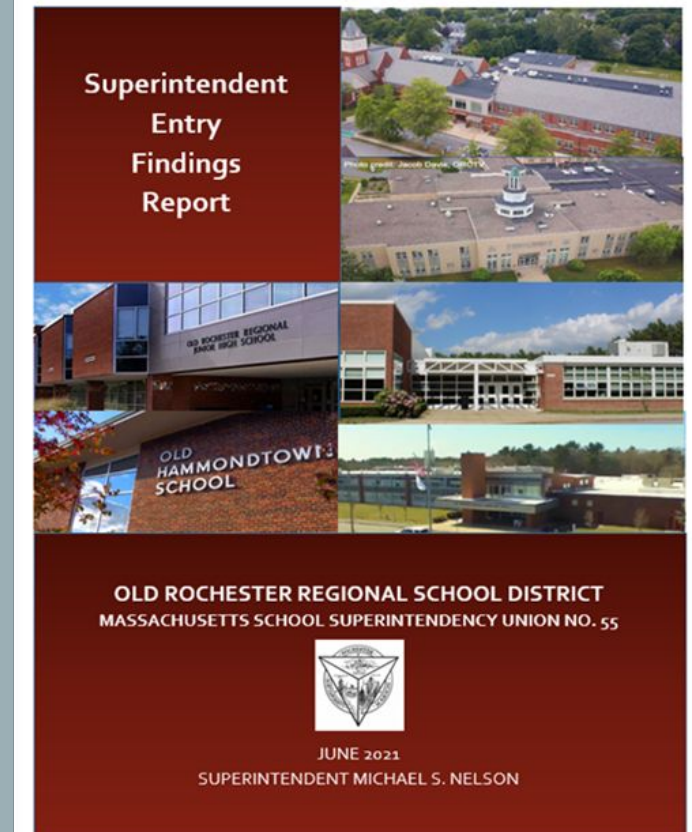
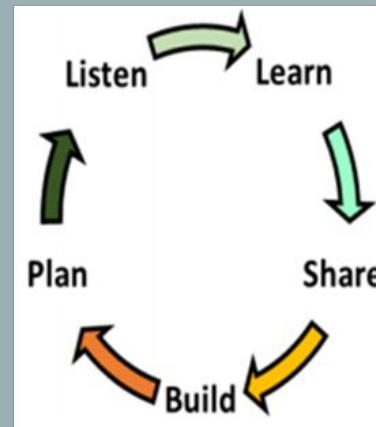
# SUPERINTENDENT ENTRY PLAN November 2020



# SUPERINTENDENT ENTRY FINDINGS REPORT July 2021



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





# VISION 2023

## YEAR 5 OF 5

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





# SUPERINTENDENT'S GOALS 2022-2024

Goal 1: Supporting Teaching, Learning, and Sense of Belonging

Goal 2: Developing the 2023-2028 Five Year Strategic Plan

Goal 3: New Superintendent Induction Program Completion

Goal 4: Communication Enhancement Strategy

# GOAL 1: SUPPORTING TEACHING, LEARNING, AND SENSE OF BELONGING

**TO WORK WITH THE LEADERSHIP COUNCIL TO COMPLETE THE DESIRED YEAR FIVE OUTCOMES OUTLINED IN THE ADOPTED VISION 2023 STRATEGIC PLAN ALSO SUPPORTED BY THE TWO-YEAR ADOPTED SCHOOL IMPROVEMENT PLANS. ADDITIONALLY, TO FACILITATE LEADERSHIP CAPACITY THROUGH ACADEMIC AND SOCIAL EMOTIONAL SUPPORTS AND RESOURCES.**

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

## Key Actions

- Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon “Look Fors” to calibrate teaching & learning expectations system-wide..
- Collaborate with the Assistant Superintendent of Teaching & Learning and appropriate building administrators to complete a Literacy Needs Assessment utilizing an outside consultant to drive future decision regarding literacy programming.
- Work with the Director of Student Services to explore the need for explicit social emotional student programming at both the elementary and secondary level (i.e. Junior High School) to support the Responsive Classroom (i.e. Fly Five) approach in our classrooms.
- Establish an adopted comprehensive curriculum review cycle and plan, supported by the efforts of the Instructional Council and teachers.
- Collaborate with the Leadership Council to develop extended day learning opportunities for students in alignment with student achievement data and learning needs.
- Ensure technology integration in the classroom through hardware resources, software resources, and professional development offerings.

## Benchmarks

- Learning Walk calendars and collected data in relation to the “Look Fors.”
- Literacy Needs Assessment Report & Action Plan.
- Recommendation for explicit social emotional programming.
- Curriculum review cycle adopted and published, professional development agendas, & survey feedback.
- Extended day programming schedules.
- Strategic Plan and School Improvement Plan(s) presentations.

## Resources

- Vision 2023 Strategic Plan
- School Improvement Plans
- MA State Standards Alignment/Curriculum
- Common Assessments
- Professional Development Plan



## GOAL 2: DEVELOPING THE 2023-2028 FIVE YEAR STRATEGIC PLAN

**OVERSEE AND FACILITATE THE ENGAGEMENT OF SCHOOL COMMUNITY STAKEHOLDERS IN THE DEVELOPMENT AND ADOPTION OF A NEW FIVE YEAR STRATEGIC PLAN (2023-2028) – UTILIZING THE PLANNING FOR SUCCESS PROCESS.**

STANDARD I: INSTRUCTIONAL LEADERSHIP  
STANDARD III: FAMILY AND COMMUNITY ENGAGEMENT  
STANDARD IV: PROFESSIONAL CULTURE

### Key Actions

- Engage with an independent facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system's next strategic plan.
- Work with Leadership Council to create a full planning team for Planning for Success sessions.
- Create multiple school community stakeholder opportunities to provide voice and feedback regarding the strategic direction of the school-system (i.e. open forums, town halls, etc.).
- Review the school-system's overall mission statement.
- Develop a school-system theory of action to realize the mission of our school-system.
- Provide regular updates on the strategic planning development process to the school committees.
- Create a series of strategic objectives, strategic initiatives, and outcomes for the next five years.

### Benchmarks

- Create calendar of strategic plan development events.
- Collected school community stakeholder feedback.
- Capture data sets that drive strategic planning.
- Approval by the Joint School Committee of the five year strategic plan at the conclusion of the 2022-2023 school year.
- Action planning to begin the next strategic plan work during summer of 2023..

### Resources

- Vision 2023 Strategic Plan Outcomes
- Stakeholder Feedback
- Student Achievement Data
- School Improvement Plans

## GOAL 3: NEW SUPERINTENDENT INDUCTION PROGRAM COMPLETION

***TO PARTICIPATE AND COMPLETE YEAR THREE OF THE M.A.S.S. NEW SUPERINTENDENT INDUCTION PROGRAM (NSIP). DEVELOP SKILLS IN STRATEGY DEVELOPMENT, DATA ANALYSIS, AND INSTRUCTIONAL LEADERSHIP BY ACTIVELY ENGAGING IN THE THIRD AND FINAL YEAR OF THE NEW SUPERINTENDENT INDUCTION PROGRAM.***

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

### Key Actions

- Attend all in-person day long sessions.
- Complete all NSIP assignments.
- Participate in all Consultancy Group sessions facilitated by NSIP coach.
- Meet regularly with assigned NSIP coach.
- Share examples of lessons, skills, and strategies from NSIP training with the Central Office Leadership Team and the Leadership Council as appropriate.

### Benchmarks

- Calendar documents attendance and contact with superintendent coach (process).
- Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).
- Leadership tools and resources utilized by NSIP program shared at Leadership Council meetings.
- Completion of the three year NSIP program.

### Resources

- New Superintendent Induction Program
- Superintendent NSIP Coach
- Leadership Team Meetings

## GOAL 4: COMMUNICATION ENHANCEMENT STRATEGY

***TO DEVELOP A COMMUNICATION ENHANCEMENT STRATEGY THAT WILL UPGRADE THE STUDENT AND FAMILY COMMUNICATION PLATFORMS UTILIZED BY THE SCHOOL-SYSTEM TO STRENGTHEN STUDENT AND FAMILY ENGAGEMENT.***

STANDARD II: MANAGEMENT AND OPERATIONS  
STANDARD III: FAMILY AND COMMUNITY ENGAGEMENT  
STANDARD IV: PROFESSIONAL CULTURE

### Key Actions

- Review and upgrade the school-system's website.
- Adopt a school-system APP to enhance and streamline communication from school to home.
- Establish a Superintendent's Office social media account that links to the individual schools' accounts.
- Create and begin issuing a Central Office Newsletter regarding school happenings.

### Benchmarks

- Launch an upgraded school-system website utilizing a new template.
- Begin offering a school-system Mobile APP that will streamline communication from school to home.
- Establish and regularly utilize social media to share communication from the Superintendent's Office.
- Distribution of regularly issued Central Office newsletters.

### Resources

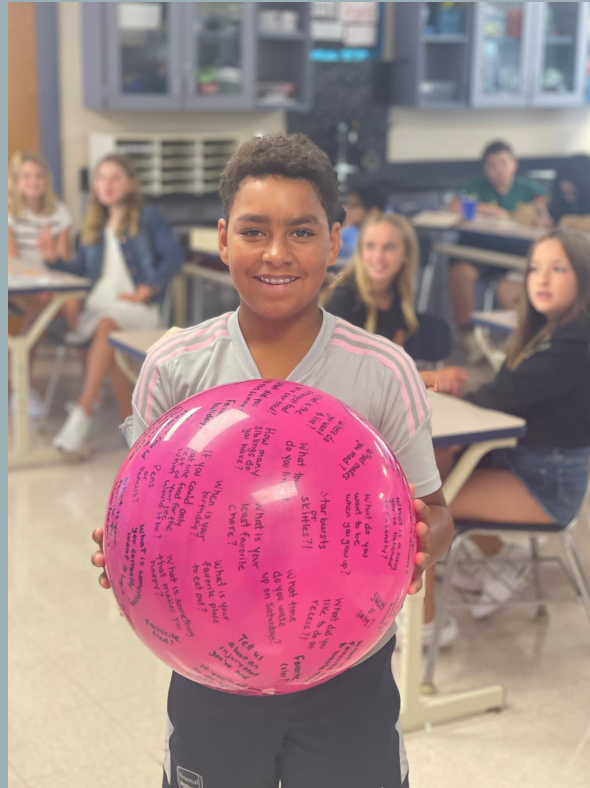
- Blackboard Tools & Services
- School Website
- SMORE Newsletter Tool

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





Thank you!





OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
**DRAFT #1 SCHOOL CALENDAR 2023-2024**

July 2023					August 2023					September 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	7	8	9	10	11	4	5	6	7	8
10	11	12	13	14	14	15	16	17	18	11	12	13	14	15
17	18	19	20	21	21	22	23	24	25	18	19	20	21	22
24	25	26	27	28	28	29	30	31		25	26	27	28	29
31					NT- New Teacher Orientation									
					TM-Teachers Meeting					No School				
					@ OPENING DAY - ALL SCHOOLS					X - Prof. Dev. Early Release ALL SCHOOLS				
					6 days					19 days				25 days accrued
October 2023					November 2023					December 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			[1]	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
P- Early Dismissal Parent Conf.					[ ]-Professional Development Full Day					E- Early Dismissal for Students & Teachers				
MATT, ROCH. AND MARION K-6					Vacation									
21 days				46 days accrued	17 days				63 days accrued	16 days				79 days accrued
January 2024					February 2024					March 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2					1
8	9	10	11	[12]	5	6	7	8	9	4	5	6	7	8
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22
29	30	31			26	27	28	29		25	26	27	28	29
[ ]-Professional Development Full Day					Vacation					No School				
20 days				99 days accrued	X - Prof. Dev. All Schools Early Release					X - Prof. Dev. All Schools Early Release				
					16 days				115 days accrued	20 days				135 days accrued
April 2024					May 2024					June 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3					
8	9	10	11	12	6	7	8	9	10	3	4	5	6	7
15	16	17	18	19	13	14	15	16	17	10*	11	12	13	14
22	23	24	25	26	20	21	22	23	24	17**	18	19	20	21
29	30				27	28	29	30	31	24	25	26	27	28
Vacation										* 180th Day				
17 days				152 days accrued	22 days				174 days accrued	X - Prof. Dev. All Schools Early Release				
										6 days				180 days accrued
<b>Holidays - No School for Students and Teachers</b>					<b>Early Dismissal Times (CODES X D P)</b>									
7/4 - Independence Day					Start & End Times:					ORR Jr. High & Sr. High School 11:30 a.m.				
9/4 - Labor Day					ORR Jr. High School					Center & Old Hammonds Town Schools 12:20 p.m.				
10/9- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School 12:20 p.m.				
11/11 - Veterans Day					ORR High School :					Rochester Memorial School 12:30 p.m.				
11/23 - Thanksgiving Day					7:30 to 2:03 p.m.									

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
DRAFT #2 SCHOOL CALENDAR 2023-2024**

July 2023						August 2023						September 2023					
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F	
3	4	5	6	7		7	8	9	10	11		4	5	6	7	8	1
10	11	12	13	14		14	15	16	17	18		11	12	13	14	15	
17	18	19	20	21		21	22	23	24	NT	25	18	19	20	X	21	22
24	25	26	27	28		28	29	30	31			25	26	27	28	29	
31						NT- New Teacher Orientation						No School					
7/4 - Independence Day						TM-Teachers Meeting @ OPENING DAY - ALL SCHOOLS						9/4 - Labor Day X - Prof. Dev. Early Release ALL SCHOOLS					
21 days						2 days						19 days 21 days accrued					
October 2023						November 2023						December 2023					
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F	
2	3	4	5	6				1	2	3						1	
9	10	11	12	13		6	[7]	8	9	10		4	5	6	7	8	
16	17	18	19	20	P	13	14	15	16	17		11	12	13	14	15	
23	24	25	26	27		20	21	22	E	23	24	18	19	20	21	22	E
30	31					27	28	29	30			25	26	27	28	29	
10/9- Columbus Day						[ ]-Prof. Dev. Day 11/10 - Veteran's Day						12/25- Christmas					
P- Early Dismissal Parent Conf. MATT, ROCH. AND MARION K-6						E- Early Dismissal for Students & Teachers						E- Early Dismissal for Students & Teachers					
21 days 42 days accrued						Vacation 11/23 Thanksgiving						Vacation					
21 days 42 days accrued						18 days 60 days accrued						16 days 76 days accrued					
January 2024						February 2024						March 2024					
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F	
1	2	3	4	5					1	2						1	
8	9	10	11	12		5	6	7	X	8	9	4	5	6	X	7	8
15	16	17	18	19		12	13	14	15	16		11	12	13	14	15	
22	23	24	25	26		19	20	21	22	23		18	19	20	21	22	
29	30	31				26	27	28	29			25	26	27	28	29	
1/1- New Year's Day						Vacation 2/19 - Presidents' Day						3/29 - Good Friday					
1/15 - Martin Luther King, Jr. Day						X - Prof. Dev. All Schools Early Release						X - Prof. Dev. All Schools Early Release					
21 days 97 days accrued						16 days 113 days accrued						20 days 133 days accrued					
April 2024						May 2024						June 2024					
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F	
1	2	3	4	5				1	2	3		3	4	5	X	6	7
8	9	10	11	12		6	7	8	9	10		10	11	12	*	13	14
15	16	17	18	19		13	14	15	16	17		17	18	19		20	**
22	23	24	25	26		20	21	22	23	24		24	25	26	27	28	
29	30					27	28	29	30	31							
Vacation						5/27 - Memorial Day						* 180th Day					
4/15- Patriots' Day												** 185th Day 6/19 - Juneteenth					
17 days 150 days accrued						22 days 172 days accrued						8 days 180 days accrued					
Start & End Times:											Early Dismissal Times (CODES X E P)						
ORR Jr. High School											ORR Jr. High & Sr. High School 11:30 a.m.						
7:20 a.m. to 2:04 p.m.											Center & Old Hammondtown Schools 12:20 p.m.						
ORR High School :											Sippican School 12:20 p.m.						
7:30 to 2:03 p.m.											Rochester Memorial School 12:30 p.m.						
Center School & OHS :											Telephone Numbers						
8:30 a.m. to 2:45 p.m.											Superintendent's Office 508-758-2772						
Sippican School:											Old Rochester Regional High School 508-758-3745						
8:40 a.m. to 2:57 p.m.											Old Rochester Regional Junior High School 508-758-4928						
Rochester Memorial School:											Sippican School 508-748-0100						
8:40 a.m. to 3:00 p.m.											Center School 508-758-2521						
											Old Hammondtown 508-758-6241						
											Rochester Memorial School 508-763-2049						
											<a href="http://www.oldrochester.org">www.oldrochester.org</a>						

	<b>Marion</b>	<b>Mattapoisett</b>	<b>Rochester</b>	<b>Old Rochester</b>
<b>School Council</b>	<p>August 29<sup>th</sup> too early.  Can a March vs February/April vacation be considered (this would be helpful to gain days AND help families with child care issues AND support families time since even HS kids could get a break from sports in March)  Could going to school half day before Thanksgiving and Good Friday count as school days (gaining two days)  Could PD days be Early Release days instead of not having school those days.</p>	<p>Start during the last week of August as we have done in the past. August 24 is too early to start school. Keep the opening Teacher Meeting and Opening Day the same as in the past.  Make November 22, 2023 an early release dismissal for students and teachers.  Make March 29, 2024 (Good Friday) a full day or an early release dismissal for students and teachers.</p>	<p>Start the last week of August similar to the traditional first week of school so the TM day would be the 28th and the first day for students would be the 29<sup>th</sup>.  Make Wednesday November 22<sup>nd</sup> a half day of school rather than a full day off.  March 29<sup>th</sup> shall be a school day and not a day off in observance of Good Friday.</p>	<p>Met on January 18<sup>th</sup> and were favorable to the 2<sup>nd</sup> version.</p>
<b>School Committee</b>	<p>Shared at local school committee meeting.</p>	<p>Shared at local school committee meeting.</p> <p>Moving first day of school to August 28<sup>th</sup> for teachers, August 29<sup>th</sup> for students and having school on 9/1, 3/29.</p>	<p>Shared at local school committee meeting.</p> <p>Had formatting suggestions.</p>	<p>Shared at local school committee meeting.</p>
<b>The Leadership Council</b>	<p>Concerns about the early start. Everyone agreed with the draft #2 and were supportive of the two days of professional development at the beginning of the year. Administration also felt that holding the PD day on the election day each year supports school safety at OHS and would also allow specialists to attend PD opportunities with other surrounding communities.</p>			



**Staff Survey (prepared by staff)**

In the proposed calendar school is scheduled to start for staff on August 23 <sup>rd</sup> and students on August 24 <sup>th</sup> : Marion	Marion 94% not acceptable 6% acceptable	Mattapoisett 65% not acceptable 35% acceptable	Rochester 67.7% not acceptable 32.3% acceptable	ORR 79.8% not acceptable 20.2% acceptable
Currently we have one day without students before school.	Marion 38.7% one day is acceptable 38.7% two days is necessary	Mattapoisett 68.4% one day is acceptable 15.8% two days is necessary	Rochester N/A	ORR 39.8% one day is acceptable 49.4% two days is necessary
Friday before Labor Day is a non-school day for students and teachers	Marion 71% I support having Friday before Labor Day as a non-school day 12.9% We should have school on 9/1/23	Mattapoisett 70% I support having Friday before Labor Day as a non-school day 20% We should have school on 9/1/23	Rochester 71% I support having Friday before Labor Day as a non-school day 25.8% We should have school on 9/1/23	ORR 59% I support having Friday before Labor Day as a non-school day 30.1% We should have school on 9/1/23
Wednesday before Thanksgiving 11/22 is a non-school day for students and teachers	Marion 58.1% I support having this day be a non-school day 38.7% We should have school (early release) on 11/22	Mattapoisett 10% I support having this day be anon-school day 90% We should have a school (early release) on 11/22	Rochester 38.7% I support having this day be anon-school day 61.3% We should have a school (early release) on 11/22	ORR 36.5% I support having this day be a non-school day 62.4% We should have school (early release) on 11/22
Good Friday 3/29 is a non-school day	Marion 46% no school/work on 3/29 32% come to school/work on 3/29	Mattapoisett 5 staff want 3/29th to be an early dismissal. 9 staff want it to be a full school day	Rochester 32.3% This is acceptable 67.7% This is not acceptable	ORR 40.4% support having a non-school day 59.6% support having an early release day

## **STUDENT DISCIPLINE – NEW POLICY**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **Suspension**

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

#### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

#### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or

property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **In School Suspension – not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

### **Principal's Hearing – Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.



The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### **Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall

have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

## **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

## **Academic Progress**

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

## **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC – August 2022

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H ¾; 76:17  
603 CMR 53.00  
[Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School](#)  
[Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and  
[Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's \(IDEA's\) Discipline Provisions.](#)

## **File: JB - EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to ~~race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.~~ their \*race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

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

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

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

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

SOURCE: MASC – August 2022

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal ~~Employment Opportunity~~Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

603 CMR 26:00, 603 CMR 28.00

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

Acts of 2022, Chapter 117 (\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and



protective hairstyles.)

~~BESE regulations 603 CMR 26:00~~

~~BESE regulations 603 CMR 28:00~~

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

## **SECTION D - FISCAL MANAGEMENT**

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**DK-1 REGIONAL SCHOOL DISTRICT PAYMENT PROCEDURES**

## **KCD PUBLIC GIFTS TO THE SCHOOLS**

## REGIONAL SCHOOL DISTRICT ANNUAL BUDGET

The annual budget is the financial expression of the goals to the School Committee in meeting the needs of all students.

The budget then requires an orderly and cooperative effort by the Committee, the staff, and the regional community to achieve the goals of the district.

Public school budgeting is regulated and controlled by legislation, state regulation, regional agreement, and local Committee policy. The operating budget will be prepared and managed in line with the above.

In developing a budget, care shall be taken to make the documents associated with the budget clear and understandable to School Committee members, to municipal officials of Finance Committees of member communities, and to the general public.

At the discretion of the Finance ~~Policy~~ Subcommittee, an informal public information meeting may be held to solicit input from the general public. In accordance with the District Agreement, a public hearing shall be heard prior to the adoption of the Final Operating and Maintenance Budget by the District Committee. The Superintendent and members of the Finance ~~Policy Subc~~ Committee will make every effort to fully inform all member communities and their officials of the budget plans of the District.

The budget shall be in compliance with the foundation budget. It is acknowledged that the foundation budget reflects the minimum recommended spending for a District, and excludes transportation costs, debt service costs, and costs associated with the acquisition of fixed assets. The aforementioned items must, therefore, be budgeted in addition to the foundation budget, and funds to support those expenditures must be raised from the member communities, after the use of any offsetting revenues received from the state.

Assessments to member communities shall be made in compliance with the foundation budget, which may, in certain instances, differ from the apportionment under the District Agreement. When there is a conflict, state law shall prevail. In assessing for expenditures which are excluded from the foundation budget, the District Agreement shall determine the apportionment of assessments after the District Committee has applied all applicable state aid. The District Agreement notwithstanding, there shall be no requirement for the annual operation and maintenance budget for the District to be adopted prior to the receipt of funding estimates from the state.

The Superintendent will serve as budget officer but ~~they~~ may delegate portions of this responsibility to members of their staff, as they deem appropriate. The three general areas of responsibility for the Superintendent as budget officer are budget preparation, budget presentation, and budget administration. A budget is a spending plan, which is developed well in advance of the fiscal year. Circumstances may occur which necessitate changing spending

priorities and redirecting funds within the budget accordingly. Revisions to the budget may be made from time to time by the Committee, upon the recommendation of the Superintendent.

The annual budget for each school operated by the District shall be developed with input from the School Council, and shall reflect the priorities established in the Annual School Improvement Plan.

SOURCE: MASC 2021

LEGAL REFS.: M.G.L. [71:16B](#); [71:34](#); [71:37](#) and [71:38N](#)



**BUDGET - APPORTIONMENT OF EXPENSES FOR REGIONAL SCHOOLS**

The Regional District School Committee shall annually determine the amounts necessary to be raised, after deducting the amount of aid such district is to receive ~~by state formula pursuant to section sixteen-D~~, to maintain and operate the District school or schools during the next fiscal year, and amounts required for payment of debt and interest incurred by the District which will be due in the said year, and shall apportion the amount so determined among the several municipalities in accordance with the terms of the agreement.

The amounts so apportioned for each municipality shall be certified by the Regional School District treasurer to the treasurers of the several municipalities within thirty days from the date on which the annual budget is adopted by a two-thirds vote of the all members of the School Committee, but no later than April thirtieth.

The Regional School District treasurer shall include in the certification to each municipality a statement setting forth the amount which the District is to receive by state formula under said section sixteen-D for the ensuing fiscal year and the proportionate share of such aid for such municipality.

In addition to amounts appropriated for long-term debt service, school lunches, adult education, student transportation, and tuition revenue, each municipality that belongs in the Regional School District shall annually appropriate for the support of the Regional School District, an amount equal to but, not less than the sum of the minimum required local contribution.

Notwithstanding the provisions of the Regional School District agreement, each member municipality shall increase its contribution to the Regional District each year by the amount indicated in that district's share of the municipalities' minimum regional contribution in that fiscal year. The District shall appropriate the sum of the minimum regional contributions of its member districts as well as all state school aid received on behalf of member municipalities. The District may choose to spend additional amounts; such decision shall be made and such amounts charged to members according to the District's required agreement.

Except as required by General Law, each school district may determine how to allocate funds appropriated for the support of public schools without regard to the categories employed in calculating the foundation budget.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. [71:16B](#); [71:16D](#)

## BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and charter.

The calendar year for budget preparation will be determined by calculating backwards from the final adoption date.

The School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.

Whatever dates are assigned, the final date for the submission of the budget to the Select Board ~~Selectmen~~ will be arranged cooperatively with the School Committee and finance committee. ~~The Selectmen have authority to impose a date as early as December 31.~~

~~In reaching its decision on the budget amount that it will submit to the Selectmen, the School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.~~

SOURCE: MASC 2021

LEGAL REFS.: M.G.L. [71:37](#); [71:38N](#)

Town Charter (See local reference)

**NOTE: The above references a town process. The above will need to be redrafted for city districts.**

**Regional school districts should also refer to [71:16B](#) for pertinent information. A citation of that section of law should also be added to the legal references.**

## BUDGET PLANNING

A sound budget development process must be established to ensure that the annual operating budget accurately reflects the District's goals. The budget is a financial planning tool that grounds itself in careful analysis of student achievement, enrollment, mandated services, and community values to allocate resources towards the goals set by the Committee. The first priority in the development of an annual budget will be the educational welfare of the children in our schools.

The Committee also holds in balance the valid interest of the taxpayers.

The budget document shall reflect all sources of revenue. It shall clearly explain how those funds will be used.

In the budget planning process for the school district, the Superintendent will ~~to~~:

- 1) Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
- 2) Establish levels of funding that will provide high quality education for all students.
- 3) Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar which will be shared publicly with the community. Such calendar will take into consideration the requirement that School Councils are to be consulted in developing school budgets.

SOURCE: MASC 2021

**NOTE: Include in this category statements on the general plan for budget development and on staff/student/public participation in the process (but not the official hearings). If advisory committees take part, this might be included in the policy, with details on their functioning presented as an accompanying regulation.**

## BUDGET ADOPTION PROCEDURES

The district budget is adopted by the School Committee at the cost center level. Cost centers should represent appropriate levels of transparency for the Committee to oversee goal implementation while allowing for administrative day-to-day work. Cost centers will be agreed upon by the Committee and administration.

All revenue sources are subject to adoption by the School Committee. The budget is adopted by a simple majority.

Authority for adoption of the final school budget bottom line lies with the citizens who comprise, and who are entitled to vote at, the town meeting. The school budget is presented as part of the total town budget for action at the annual town meeting.

SOURCE: MASC 2021

LEGAL REFS.: M.G.L. [71:34](#); [71:37](#)  
Town Charter, (See local reference)

Cross Reference: DBJ

**NOTE: Town and city charters should be checked for specific provisions relating to budget adoption procedures. Appropriate citations should be added as was done on the statement above. The above process is that of towns; changes will be necessary for cities.**



**BUDGET ADOPTION PROCEDURES FOR REGIONAL SCHOOLS**

The regional district budget is adopted by the School Committee at the cost center level. Cost centers should represent appropriate levels of transparency for the Committee to oversee goal implementation while allowing for administrative day-to-day work. Cost centers will be agreed upon by the Committee and administration.

All revenue sources are subject to adoption by the School Committee.

The annual regional district budget as adopted by two-thirds vote of all members of the Regional School District Committee shall require the approval of two-thirds of the local appropriating authorities of the member municipalities.

In the event the regional school budget is not approved by at least two-thirds of the member municipalities as required, the Regional School District Committee shall have thirty days to reconsider, amend, and resubmit a budget on the basis of the issues raised.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. Ch. 71:37; 71:16B

Cross reference: DBJ

## BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the ~~school department's~~District budget, the School Committee will consider requests for transfers of funds between cost centers as they are recommended by the Superintendent.

The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school district.

All requests for transfers between cost centers as approved during the annual budget deliberation must be submitted to the School Committee for approval as part of the School Business-Officer Administrator's quarterly report at the business meetings of the School Committee.

All funds in the general account not expended by the close of the fiscal year will be returned to the municipality.

SOURCE: MASC 2021

Legal ref: MGL 71:37  
DOR 94-660

Cross reference:      DBG, Budget Adoption Procedures  
                             DI, Fiscal Accounting and Reporting

**NOTE: Certain provisions in a policy in this category maybe established by town or city charter. If so, appropriate citations should be added as legal references.**



## GRANTS, PROPOSALS, AND SPECIAL PROJECTS

In accordance with state law, all grants and gifts to the District must ~~shall~~ be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The superintendent will submit for School Committee approval spending plans at the same cost center level as the district budget.

The Superintendent will be responsible for coordinating the development of proposals for all specially funded projects and for keeping the Committee apprised and updated on all such projects.

The Superintendent shall ensure the district has and follows a written set of procedures in grant administration that aligns with state and federal laws and regulations.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. [44:53A](#); [71:37A](#)  
2 CFR 200 Federal Uniform Administrative Requirements

**NOTE: The district business office must have a state and federal grant manual with procedures aligned with state and federal law and regulation in order to comply with state granting requirements. The approval of such a document is not subject to the School Committee; the administration should ensure such a document is being followed.**



## AUTHORIZED SIGNATURES

~~The Chair of the School Committee or designee and the Superintendent or designee will sign payrolls presented for approval. The Committee will designate by roll call vote a single member responsible for the review and approval of all warrants as correct and approved for payment. A record of this approval will be made available on the next regular Committee agenda. Such designation does not limit the responsibility of each member.~~

The municipal treasurer, who also serves as the school department treasurer, signs all checks drawn against school department funds. No other signature is valid.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. [41:41](#); [41:52](#); [41:56](#)

CROSS REF: DK Payment procedures

**NOTE: The above language implements a single signatory of district warrants. It should be altered according to district practice.**

**Town and city charters often address this topic; alignment with charters is necessary. References to appropriate sections of a charter should be added as necessary.**

## REGIONAL SCHOOL DISTRICT AUTHORIZED SIGNATURES

The Committee will designate by roll call vote a single member responsible for the review and approval of all warrants as correct and approved for payment. A record of this approval will be made available on the next regular Committee agenda. Such designation does not limit the responsibility of each member.

The treasurer and the assistant treasurer are authorized to sign check withdrawals and to sign the appropriate bank forms for the Regional School District.

SOURCE: MASC August 2016

LEGAL REF.: M.G.L. 41:41; 41:52; [41: 56](#); [71:16A](#)

CROSS REF: DK-1 Regional School District Payment Procedures

**NOTE: The above language implements a single signatory of district warrants. It should be altered according to district practice.**

SOURCE: MASC 2021

CROSS REFS:      DI Fiscal Accounting and Reporting  
JJF Student Activity Funds

SOURCE: MASC 2021

CROSS REFS:      DI Fiscal Accounting and Reporting  
JJF Student Activity Funds

## FISCAL ACCOUNTING AND REPORTING

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school district, maintaining effective internal controls so as to assure the effectiveness and efficiency of operations; adequate safeguarding of property; assurance of expenditures in accordance with programs under which revenues are received; and compliance with applicable laws and regulations.

The accounting system used will conform with the Uniform Massachusetts Accounting System as well as good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as found desirable.

SOURCE: MASC 2021

LEGAL REF.: MGL Ch. 44:38  
603 CMR 10:00  
2 CFR 200.303

Cross references: DBJ Budget Transfer Authority  
DIE Audits

**NOTE: References to town or city charters may be appropriate at this category, and the content of the policy should be changed accordingly.**



## AUDITS

As a department of\_\_\_(municipality)\_\_\_\_\_, an audit of the school department's accounts shall be conducted annually by external auditors within nine months of the close of the fiscal year. This review shall be conducted in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U. S. Comptroller General.

Upon completion of the external audit, the superintendent will share the resulting documentation with the Committee. The Committee will consider the recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the Department. This End of Year report must be submitted to the Department on or before September 30 each year.
- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.
- Federal grant audits: As a district that spends about thresholds required, the district is subject to the Single Audit Act.
- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts that exceed \$25,000, the School Committee shall consider an audit conducted by an outside firm every three years

The Committee may request an additional audit of the school district's accounts at its discretion

SOURCE: MASC 2021

LEGAL REF: M.G.L. 44:38-40; 71:47; 72:3

Cross reference: \_\_\_\_\_DI, Fiscal Accounting and Reporting  
JJF, Student Activity Accounts

**NOTE: References to a town or city charter may be appropriate here. The content of these references may require a change in the content of a policy adopted by a local School Committee in this area.**

**Not every district is subject to the single audit act; check thresholds.**

## REGIONAL SCHOOL DISTRICT AUDITS

An independent audit of the school department's accounts shall be conducted annually within nine months of the close of the fiscal year. This review shall be conducted by an independent public accounting firm in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U. S. Comptroller General.

Upon the completion of each audit, ~~a report there on the resulting report~~ shall be made to the Chair of the School Committee, and a copy sent to the Chair of the Select ~~Boardmen~~ or City Council and the Chair of the School Committee in the member municipalities. The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the Department. This End of Year report must be submitted to the Department on or before September 30 each year.
- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.
- Federal grant audits: As a district that spends ~~about~~ above thresholds required, the district is subject to the Single Audit Act.
- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts exceeding \$25,000, the Committee shall consider an audit conducted by an outside firm every three years.

In addition, the Committee may request an additional audit of the school district's accounts at its discretion.

SOURCE: MASC 2021

LEGAL REF: MGL 44:38-40; 71:47; 71:16E; 72:3

Cross reference: \_\_\_\_\_DI, Fiscal Accounting and Reporting  
JJF, Student Activity Accounts

**NOTE: Not every district is subject to the single audit act; check thresholds.**

## PURCHASING

It shall be the responsibility of the Superintendent:

- To procure materials, supplies, equipment, and services at the lowest possible cost consistent with the quality necessary for the proper operation of the District, thereby attaining the maximum value for each public dollar spent;
- To maintain the District's reputation for fairness and integrity and to promote impartial and equal treatment to all who wish to conduct business with the District;
- To encourage a mutually cooperative relationship with requesting departments, recognizing that successful purchasing is a result of team planning and effort;
- To promote social and economic goals such as encouraging local, small, minority, and women-owned businesses to participate in bidding for District purchases.

The acquisition of materials, equipment, and services will be centralized in the Superintendent's office of the school district.

The Superintendent will designate the District's purchasing agent. They will develop and administer the purchasing program for the schools in keeping with legal requirements and within the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent or designee, with such exceptions as may be made by the latter for emergency purchases.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. 30B; 71:49A

## **PURCHASING AUTHORITY**

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through cost-center appropriation as part of the District budget process. The purchase of items and services within the cost-center appropriation requires no further Committee approval except when by law or by Committee policy.

SOURCE: MASC 2021

LEGAL REFS.: M.G.L. [30B](#)

CROSS REF.: [DJE](#), Bidding Requirements

**NOTE: The cross reference is to a closely related policy in this manual. Local town and city charters may have additional purchasing language, which should be referenced as necessary.**

## PROCUREMENT REQUIREMENTS

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

To foster greater efficiency, the District will enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared services.

~~When bidding procedures are used~~For any supply or service over \$50,000, bids will be advertised appropriately. Suppliers will be invited to have their names placed on distribution lists to receive invitations to bid. When specifications are prepared, they will be distributed to all merchants and firms who have indicated an interest in bidding.

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

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

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

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

A procurement for a supply or service in the amount of \$10,000 or greater by not more than \$50,000 shall be awarded to the responsible party offering the needed quantity or supply among three written quotations sought and retained by the procurement officer.

A procurement in the amount of \$10,000 or less shall be obtained through the exercise of sound business practices.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. 7:22A; 7:22 B; 30:39M; 30B

CROSS REF.: [DJA](#), Purchasing Authority

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

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



## PAYMENT PROCEDURES

All claims for payment from school department funds will be processed in accordance with procedures developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.

The Superintendent will be responsible for assuring that the budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

~~As an operating procedure, the~~ Committee will receive monthly lists of bills (warrants) for payment from school department funds. ~~The lists will be certified as correct and approved for payment by the School Committee and then forwarded to the municipal auditor for processing and subsequent payment by the municipal treasurer.~~ The Committee will designate by vote a single member to be responsible for the review and approval of the warrants as correct and approved for payment. Warrants then will be forwarded to the municipal auditor for processing and subsequent payment by the municipal treasurer. A record of this action will be made available to the Committee on the agenda of the next regular meeting.

Actual invoices, statements, and vouchers will be available for inspection by the School Committee upon request.

SOURCE: MASC 2021

LEGAL REF.: M.G.L. [41:41](#); [41:52](#); [41:56](#)

CROSS REF: DGA, Authorized Signatures

**NOTE:** Specific details established by an individual town should be substituted for those required in the policy above, which were established by that city's code of ordinances. Appropriate citations should also be substituted.

The above language implements a single signatory of district warrants. It should be altered according to district practice.

## REGIONAL SCHOOL DISTRICT PAYMENT PROCEDURES

All claims for payment from the School District's funds will be processed in accordance with procedures developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.

The Superintendent will be responsible for assuring that the budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

As an operating procedure, the Committee will receive monthly lists of bills (warrants) for payment from school department funds.

The Committee will designate by vote a single member to be responsible for the review and approval of the warrants as correct and approved for payment. Warrants then will be forwarded to the district treasurer for processing and payment. A record of this action will be made available to the Committee on the agenda of the next regular meeting.

~~The lists will be certified as correct and approved for payment by the School Committee or by a subcommittee of no less than 3 members.~~

Actual invoices, statements, and vouchers will be available for inspection by the School Committee upon request.

SOURCE: MASC 2021

LEGAL REFS.: M.G.L. [41:41](#); [41:52](#) [41:56](#); [71:16A](#)

CROSS REF: DGA-1, Regional School District Authorized Signatures

**NOTE: The above language implements a single signatory of district warrants. It should be altered according to district practice.**

## KCD - PUBLIC GIFTS TO THE SCHOOLS

~~The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value.~~ In accordance with state law, all grants and gifts to the district shall be reviewed and accepted by the School Committee before expenditure or use. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

~~Gifts that would involve changes in school plants or sites will be subject to School Committee approval.~~

Gifts will automatically become the property of the school system. Any gift of cash, ~~whether or not intended by the donor for a specific purpose,~~ regardless of donor intent, will be accepted by vote of the School Committee, kept separate from the general fund, handled as a separate account and expended at the discretion of the Committee, as provided by law.

The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

LEGAL REF.: M.G.L. [44:53A, 71:37A](#)

**CROSS REF: DD, Grants, Proposals and Special Projects**  
**GBEBD, Online Fundraising and Solicitation -- Crowdfunding**

## **STUDENT ABSENCES AND EXCUSES**

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **Student Absence Notification Program**

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

### **Dropout Prevention**

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if

applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

**NOTE:** [DESE'S minimum requirements for policies and protocols](#) include the following items which are most appropriate for inclusion in student handbooks so that Districts can most effectively meet student and family needs.

- When and how absences will be reported by parents or guardians to the school, by the administrative designee to classroom teachers, and by teachers to the administrative designee for classroom attendance.
- Parent/guardian responsibilities for reporting a child's absence including method of reporting (e.g., phone, email, text), expected time of notification, any required documentation verifying the reason for the absence, and deadline for submitting said documentation.
- Timeline for school notification to parents of an absence in the event the parent or guardian did not report the absence.
- When and who from the school will check-in and follow-up with students and families (e.g., after 1 unexcused absence; after 5 excused absences) and how this will take place.
- Any academic consequences for excessive absenteeism (e.g., loss of credit).
- Interventions and services the school may use to encourage consistent student attendance and reengagement.





## JE - ATTENDANCE POLICY

~~Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union #55 (ORR/SU#55) will strive to meet a daily average attendance of 96% or above.~~

~~The Commonwealth of Massachusetts G.L. c. 76, § 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session.~~

- ~~• Under G.L. c. 76, § 1, necessary absences by a student may not exceed 7 day session or 14 half day sessions in any 6 month period.~~
- ~~• Under G.L. c. 76 § 8, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.~~

~~Excused Absences are defined as:~~

- ~~• Bereavement~~
- ~~• Hospitalization~~
- ~~• A documented court or legal commitment~~
- ~~• Obligatory religious holidays~~
- ~~• Illness substantiated by a note from Parent/Guardian~~
- ~~• 5 days of consecutive absence for illness require submission of a physician's note~~

~~On the eighth day of an excused absence the Principal will contact the parent/guardian.~~

~~Absences not meeting the conditions for an excused absence are considered unexcused absences, including out of school suspensions.~~

~~On the eighth day of an unexcused absence the School Attendance officer will be notified, and a complaint for Failure to Cause School Attendance pursuant to G.L. c. 76 § 2 may be filed in Wareham District Court.~~

## **BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS**

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

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

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

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 30 45 minutes. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chairperson may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion must be limited to those items listed on the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of the School Committee authority.
4. The chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the School Committee.
6. Sign up instructions will be provided for those who wish to participate in Public Comment.
7. If an attendee continues to disrupt the meeting after a clear warning, the Chair has the authority to order that person to leave. If the person does not leave, the chair may

authorize a constable or other officer to remove the person from the meeting, and further action could be considered if necessary<sup>1</sup>.

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<sup>1</sup> MGL Chap. 30A, Section 20(g)