

ROCHESTER SCHOOL COMMITTEE MEETING  
ROCHESTER PUBLIC SCHOOLS  
Rochester, Massachusetts  
16 Pine Street - Rochester, MA 02770

MEETING MINUTES  
January 21, 2021

Regular meeting of the Rochester School Committee was held on Thursday – January 21, 2021 at 6:30pm., by Zoom

COMMITTEE MEMBERS PRESENT: Sharon Hartley– Chairperson, Anne Fernandes – Vice-Chairperson, Robin Rounseville, Tina Rood and Katherine Duggan

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Jannell Pearson-Campbell, Assistant Superintendent of Teaching and Instruction; Craig Davidson, Director of Student Services; Howard Barber, Assistant Superintendent of Finance & Operations, Derek Medeiros, Principal; Charles West, Assistant Principal; Toni Bailey, Recording Secretary; teachers, parents and members of the press and public.

Meeting was called to order at 6:30pm., by Chairperson Hartley. Ms. Hartley introduced the Rochester School Committee members and stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being videotaped, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

Ms. Hartley began the meeting stating her appreciation to all of the staff, teachers, and administrators in all of the schools across the district, for their energy, time, dedication, angst and passion for the good of our children. Ms. Hartley quoted a text from an article, “Teacher’s Morale During a Pandemic” as follows:

*“Teaching during a pandemic is all of the work and few of the rewards.”*

Ms. Hartley noted this refers to face-to-face, close contact with children and the energy there is between teacher/child when teaching is happening face-to-face. Ms. Hartley stated it has been difficult for many months for our teachers and administrators and we appreciate and thank you all for everything you have done.

I. Approval of Minutes:

A. Approval of Minutes – Regular Session: December 3, 2020

Chairperson Hartley asked if there were any changes to the minutes of December 3, 2020

MOTION: by Sharon Hartley to approve the minutes of December 3, 2020 as presented  
SO MOVED: Kate Duggan  
SECONDED: Tina Rood  
IN FAVOR: 4:0  
ABSTAINED: 1  
OPPOSED: None  
MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes – Yes; Robin Rounseville-Yes; Tina Rood – Abstained - Kate Duggan- Yes

Chairperson Hartley asked if there were any changes to the minutes of December 17, 2020

MOTION: by Sharon Hartley to approve the minutes of December 17, 2020 as presented  
SO MOVED: Anne Fernandes  
SECONDED: Robin Rounseville  
IN FAVOR: 4:0  
OPPOSED: None  
ABSTAINED: 1

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Abstained; Kate Duggan - Yes

B. Approval of Minutes – Executive Session:

These minutes will be held for approval at the Executive Session

C. Approval of Budget Minutes:

Chairperson Hartley asked if there were any changes to the Budget minutes of December 3, 2020

MOTION: by Sharon Hartley to approve the Budget minutes of December 3, 2020 as presented  
SO MOVED: Anne Fernandes  
SECONDED: Kate Duggan  
IN FAVOR: 4:0  
OPPOSED: None  
ABSTAINED: 1

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Abstained; Kate Duggan-Yes

Chairperson Hartley asked if there were any changes to the Budget minutes of December 17, 2020

MOTION: by Sharon Hartley to approve the Budget minutes of December 17, 2020 as presented  
SO MOVED: Kate Duggan  
SECONDED: Anne Fernandes  
IN FAVOR: 4:0  
OPPOSED: None  
ABSTAINED: 1

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Abstained; Kate Duggan-Yes

Chairperson Hartley asked if there were any changes to the Budget minutes of January 7, 2021

MOTION: by Sharon Hartley to approve the Budget minutes of January 7, 2021 as presented  
SO MOVED: Robin Rounseville  
SECONDED: Anne Fernandes

IN FAVOR: 5:0  
OPPOSED: None

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Yes; Kate Duggan-Yes

IV. General

A. Reopening Update/K-2 Reentry Plan

Recommendation:

That the School Committee hear an update from administration.

Ms. Hartley announced that the Rochester Town Nurse, Connie Dolan is present at this meeting.

Superintendent Nelson stated the following:

*Thank you for the opportunity to address the school committee tonight and continuing this important conversation regarding our youngest learners at RMS.*

Mr. Nelson made a request to Chairperson Hartley that Rochester's Town Nurse, Connie Dolan, Karen Walega and Derek Medeiros, Principal, assist in the re-opening update. Chairperson Hartley granted this request.

Mr. Nelson stated the following:

*At our last special school committee meeting on December 17, the school administration presented a logistical action plan for the school committee to deliberate on and consider increased, in-person learning opportunities for students in grades K-2. In other words, we discussed how we would possibly pivot the primary learning model for these students from hybrid to full, in-person learning five (5) days a week. Many, if not all of the action plan was designed by school administrators, in collaboration with, and considering valuable input from our teachers and staff members. Moreover, as you should all recall, we recently surveyed our parents/guardians to solicit feedback regarding our back-to-school plan and implemented programming and reported those findings to the School Committee at a recent meeting. The survey results provided valuable insight that we considered in our planning as well.*

*Leaving our last meeting, it was my understanding the school committee appreciated the design of the action plan and agreed that our youngest learners were a priority area for us, regarding the need to explore increased, in-person learning opportunities. Furthermore, it was agreed, based on anticipated increase in local and statewide COVID-19 cases in relation to the holiday season and winter school vacation, that the school committee preferred to schedule another school committee meeting in mid to late January to discuss COVID-19 key indicators and data points.*

*As a result, we are here tonight to revisit our K-2 action plan to return to full, in-person learning and discuss potential next steps. It is also important for us to know what the class sizes would be in a full, in-person learning model for these specific grade levels. In Kindergarten there would continue to be 3 classroom sessions – one class would have 17 students and two classes would have 16 students, if you combine the two cohorts. First grade will also have 3 classrooms – two classes would have 17 students and one class would have 18 students. Grade 2 will have three classes as well – one class would have 18 students; one class would have 14 students; and, the third class would have 21 students, if the two cohorts were combined. Moreover, we have reviewed the technology needs required for this plan and we are confident with our resources we currently have, we can implement this plan with full fidelity from a technology standpoint.*

*Logistically, furniture set-up, student desk arrangements, technology set-up, hygiene stations, stations in need and other pieces would all be managed by the school administration facilities team once the pivot date is identified. Our food service personnel have worked collaboratively with administration and would be prepared to manage any changes in our learning models moving forward.*

*As for transportation services, our administration has worked with Amaral Transportation, our vendor, to prepare for the potential change for our youngest learners. Furthermore, any K-2 student who currently utilizes transportation in the hybrid learning model would be offered transportation five days a week when and if the learning model pivots to full, in-person learning. Any new transportation requests would be honored on a first-come/first-serve basis and from there a waiting list would be utilized, if needed.*

*At this time, I would ask Principal Medeiros to review his K-2 return plan with the school committee once again, so we can continue our conversation.*

Derek Medeiros, Principal presented the following:

Preschool: would remain in their full in-person model – Monday, Wednesday, Friday/Tuesday, Thursday groups

Kindergarten: Currently has 48 students enrolled in three (3) Kindergarten classroom in the hybrid model. We would continue with three classrooms – one would move to the Media Center (a portable sink would be added to the Media Center for students to be able to wash their hands); the other two classrooms would remain in the same classrooms (B116 and A115) and 6 desks would be added to each of those classrooms, maintaining the 6-foot distance between them.

(Note: Technology equipment will be available in all of the new communal spaces that we are making into classrooms)

First Grade: Currently has 52 students enrolled in three (3) First Grade classrooms in the hybrid model. All three classrooms will be moved as follows – Rm: A107 would move to the Music Room; Rm: A117 would move to the Art Room; and, Rm: A105 would move to the Band Room.

Mr. Medeiros extended a “thank you” to Mr. Ouellette and the custodial team for doing a lot of this work after hours and behind the scenes in order to prepare for a potential pivot.

Second Grade: Currently has 54 students enrolled in three (3) Second Grade classrooms in the hybrid model. Rooms B113 and B111 will become one classroom, utilizing the removal wall, which will enable for that classroom to hold more student desks at a 6-foot distance; Rm: B110 would move to the Gymnasium; Rm: B111 would move to B112 and four students would be re-assigned to homeroom B113.

Mr. Medeiros noted the students will not be moving to an unfamiliar adult since they are currently staying on the other side of the open room and they do interact at specialists and other times during the day (i.e.: morning meeting).

Mr. Medeiros noted we are utilizing some of our communal spaces and will be using specialist spaces. Mr. Medeiros stated as far as Specialists and Remote Teachers – Grades 2 and 3 remote teachers would move from B112 to B104; the music, band, media specialist, physical education and art educators would continue to run their classes in each homeroom with the use of carts. Mr. Medeiros stated Grades 3, 4, 5 and 6 would remain in the hybrid-learning model.

Mr. Medeiros explained “Dismissal and Arrival” areas, stating Grades K-2 will arrive and be dismissed in the same area, all having social distancing markers; and Grade 3 will join Grades 4, 5 and 6 in a separate area of the building – again social distancing of 6 feet will be marked.

Mr. Medeiros stated lunches would begin 10 minutes earlier to account for additional students in the cafeteria, maintaining 6-foot distancing. Mr. Medeiros noted that Cohorts A and B in Grade 4 are small enough so one of our Grade 2 classes will be joining them in the cafeteria for lunch. (Originally a Grade 2 class was going to have lunch in the gym). Mr. Medeiros stated there are 55 desks set up in the cafeteria, with 6-foot distancing between each. Mr. Medeiros stated all of K-2 classes would participate in recess during the same 20-minute time slot and stay with their homeroom classmates in a designated play area.

Mr. Nelson stated the following:

*I want to publically thank the many hands that facilitated the creation of this action plan. Our facility staff, teaching and support staff, vendors, local health officials and the administration team has been working consistently and efficiently to prepare for this possible pivot for our K-2 students. We continue to navigate the realities of this COVID-19 pandemic in our local communities. We have continued to collaborate in an ongoing fashion with our local health department. On a weekly basis, a dashboard of key indicators and key data points related to the impact of COVID-19 on our schools is shared with the school community. As of today, we currently have 7 students and 1 staff member in isolation, which have tested positive for COVID-19. Regarding close-contact status, at the close of today’s school today, we have 16 individuals in quarantine. The most important part of this, to the best of our knowledge, we have not experienced in-school transmission of COVID-19 to date.*

*It is extremely important, as Principal Medeiros mentioned, to know that all of our learning spaces are designed to maintain at least 6-feet of social distancing between all individuals. Mask and face coverings, and increased hygiene practices will remain as primary safeguards for the individuals within our school building. We feel our safety protocols and mitigation factors have been critical from preventing in-school transmittal of the virus to the best of our knowledge.*

Mr. Nelson welcomed Connie Dolan, Rochester’s Town Nurse, and thanked her for her ongoing support and guidance.

Ms. Dolan stated she is so impressed with the collaboration; hard work and planning that went in to come up with a fabulous, creative solution. Ms. Dolan stated it is wonderful that younger children are going to be able to come back to school and that it is really important for them from a mental health standpoint and a learning standpoint. Ms. Dolan stated the solution that has been presented is very impressive.

Mr. Nelson stated almost daily he is in contact with Connie, and thanked both Connie and Karen Walega for assisting and supporting Ellen Murphy, Rochester Memorial’s school nurse (who has also been tremendous) since last spring.

Mr. Nelson continued:

*Since the adoption of the back to school 20/21 plan in August, our primary goal has always been to provide as many services to our children as possible in-person, and in our schools with safety being factored into the equation every step of the way.*

*Our youngest learners are certainly a sub-population that is a primary focus for us. Tonight, what we are asking for is the school committee to deliberate on our action plan and consider taking official action to identify a pivot start date in relation to this specific action plan.*

*As you may recall, certain sub-populations have been a focus for us, not to say that we don't focus on all of our students, but in terms of guidance from the Department of Education – Pre-School students have been in-person since the beginning of the school year; special education students with high needs; English Language Learners students; students who may be in foster care or who are homeless; and now, this particular sub-group of students has been a primary focus for us in terms of us doing as much as we can from an in-person standpoint.*

Mr. Medeiros extended a “thank you” to Connie Dolan and Karen Walega for their collaboration with Ellen Murphy, and Mr. Medeiros extended an additional “thank you” from both he and Mr. West to Ellen Murphy stating she has been phenomenal through this entire pandemic, and not sure where RMS would be without her.

Mr. Murphy extended a “thank you” to all of the parents/guardians in all of the grade levels, for buying into our learning models, the safety measures, and believing we are always analyzing how to educate our children, keeping safety in mind. Mr. Medeiros stated this speaks volumes to where we are now.

Mr. Medeiros reviewed the two options for the return of K-2 students as follows:

Option 1: Week of January 15<sup>th</sup>

Classroom teachers continue to identify materials and furniture they will need; Parents of students who will be changing teachers will be notified; and, over the weekend building administration Mr. Medeiros, Mr. West and the maintenance supervisor, Mr. Ouellette would be in to move any furniture that needs to be moved ensuring the 6-foot distancing, as well as making sure items are moved out of classroom areas that does not belong in them.

Week of January 25<sup>th</sup> – Q&A session via Zoom for K-2 families will take place with Mr. Medeiros, Mr. West and Mrs. Murphy –nurse; and Cohorts A & B Hybrid-in students will attend classes in their new spaces, following the Responsive Classroom actions, making sure students become familiar with their new spaces, etc.

Week of February 1 – a “second” Q&A session will take place. This would be for parents/guardians who were not able to attend the first session, or they may have additional questions to ask; and Hybrid-in students in Cohorts A & B with have an additional week attending classes in their new spaces.

Week of February 8 – Return to full, in-person learning – Grades K-2.

Option 2: (very similar)

Week of January 15 – same as above

Week of January 25 – there would be two, Q&A sessions (one on Monday 2/25 and a second one held on 2/28), Hybrid-in students in Cohorts A and B will attend classes in their new spaces, following Responsive Classroom actions, making sure students become familiar with their new spaces, etc.

Week of February 1 – K-2 students return to full, in-person learning.

Mr. Medeiros noted February 1 is a half-day for students, and stated the decision to begin on this day, or begin on Tuesday, February 2 for a full day, would be that of the school committee.

Mr. Nelson stated there has been some confusion around “Red” communities (which Rochester has been in), and informed the committee the guidelines have changed since the start of school. Mr. Nelson noted from a school standpoint we are looking at “in-school” transmission, and to the best of our knowledge, in consultation with Connie Dolan and Karen Walega, we have not seen in-school transmission.

Mr. Nelson stated the staff’s availability has truly been remarkable – being in school day in/day out. Mr. Nelson stated he is proud to be one of the districts in the area to be in-person, in some capacity, since the opening of school.

Mr. Nelson stated traditionally all of the schools have one nurse in each building. Mr. Nelson was excited to announce the District has hired a full-time, floating nurse (for all six schools), which puts us in a better position as we navigate different challenges.

Questions from School Committee Members:

Anne Fernandes:

Are our building administrators leaning towards February 1, 2 or 8, to have students return? In your gut, do you have a preference with either one of these dates as far as readiness is concerned, or any other concerns?

Mr. Medeiros stated if we weren’t where we are as far as furniture and material standpoint, and the safety measures we are constantly keeping our thumbs on, we feel we are in a great place. Mr. Medeiros stated the teachers are anxious and excited to have the students return, and would like to see them return on February 1. Mr. Medeiros reiterated once again that February 1 is a half-day, and again noted he would leave that decision-making to the school committee as far as returning on February 1 or February 2, should they choose that week to return.

Robin Rounseville:

Ms. Rounseville addressed her question to Rochester’s Town Nurse, Connie Dolan. Could you explain a little bit about how contact tracing works?

Ms. Dolan stated the following:

If someone is tested positive or they are identified as a contact, they are immediately put into the Department of Public Health’s (at the state level) database, and it pops up into her workflow. Ms. Dolan stated she checks her workflow multiple times during the day, and when she sees updated information, there is a questionnaire she follows when she contacts anyone identified as a positive case or a contact. Ms. Dolan stated demographic as well as several questions are asked based on their COVID-19 exposure and she is asked to provide specific data to the Department of Public Health (state level). Ms. Dolan stated the number of actual confirmed cases that have been identified as being exposed in-school is miniscule and noted children are much more likely to become exposed outside of the school setting.

Ms. Rounseville:

Does this apply to adults as well?

Ms. Dolan responded yes – same for everyone.

Ms. Rounseville:

Where are we at as far as “pool” testing? Are we looking into this?

Mr. Nelson stated after attending a webinar and speaking with our school nurses, we made a decision not to explore that at this time based off of our resources and our structure in terms of how we are able to manage COVID-19 locally in the tri-town. Mr. Nelson stated another piece is we have had tremendous support from the Health Departments from all three towns, and we feel our families have been able to access testing in easy fashion, knowing we are close to different testing centers in the local area. Mr. Nelson stated after consulting with the school nurses and looking at the entire picture, we are not currently looking to explore pool testing at this time.

Ms. Rounseville:

Ms. Rounseville was happy to hear we have taken on a floating nurse.

On a regular non-COVID day, Mrs. Murphy's day is very busy, and now we will be adding an additional 77 students. How is Mrs. Murphy holding up?

Mr. Nelson stated he meets regularly with the school nurses, or they meet as a PLC (Professional Learning Committee) including the Tri-town nurses as well. Mr. Nelson stated hiring a floating nurse was a huge "WIN" for us as a community. Mr. Nelson stated the floating nurse is assigned to a particular school on a specific day, whether our school nurse is in or not. Mr. Nelson stated, not only does this allow for our nurses tend to other responsibilities they have, if for some reason a school nurse is out for a period of time, we would not have to close school (which has happened in other school districts), and we would be able to continue learning time without disruption.

Ms. Rounseville:

Are we still in good shape as far as supplying PPE? Does everyone have what they need to protect themselves?

Mr. Nelson stated he feels extremely confident, not only at RMS, but for the entire school district as far as these supplies. Mr. Nelson thanked Gene Jones for really taking the lead all the way back to last spring, making sure we have the PPE needed in all three towns. Mr. Nelson stated he feels comfortable and confident with the PPE supplies we have at this point, to be able to complete the school year.

Ms. Rounseville:

How many students have to move teachers in order for Grades K-2 students return to full-time?

Mr. Medeiros stated we are very lucky that only four students have to change teaches.

Mr. Nelson stated we worked with families who responded in the survey that they would be willing to have their child change teachers if it meant to return back to school. Mr. Nelson stated it was those parents who were contacted, and we have worked together with them to place their child with a new teacher.

Ms. Rounseville:

Can Mr. Medeiros speak to the absenteeism rate since we have come back from the holiday break?

Mr. Medeiros stated in a normal school year, the attendance rate at RMS usually runs anywhere from 95 to 98%, and we are pretty close to that this year as well. Mr. Medeiros stated since the holiday break, there has been 5-11 students that have either been in close contact or a positive case, and a handful of parents/guardians have reached out and expressed they would like for their child to learn from home for two weeks to see what the uptick in cases may be after the holiday break. Mr. Medeiros stated we are still in line to where we normally would be.

Chairperson Hartley asked if there were any further questions - there were none.

Ms. Hartley wanted confirmation from Mr. Medeiros or Mr. Nelson that safety protocols and mitigation efforts would remain the same - both Mr. Nelson and Mr. Medeiros stated yes.

MOTION: by Sharon Hartley to pivot Grades K-2 from Hybrid learning to a full, in-person learning model with a target start date of February 2, 2021 (unless unforeseen circumstances occur – and those unforeseen circumstances would be identified by our administrators)

SO MOVED: Anne Fernandes

SECONDED: Kate Duggan

IN FAVOR: 5:0

OPPOSED: None

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Yes; Kate Duggan-Yes

Ms. Hartley extended a “thank you” to the administrators for all their hard work and labor and stated she is so pleased for everyone, especially our children. Ms. Hartley closed with a quote from Maya Angelou:

*“Do the best you can until you know better and then, when you know better, do better.”*

Ms. Hartley stated we do the best we can in our schools and she is truly proud to be a part of this school, where we do better all the time and we are committed to the children.

Mr. Nelson stated on behalf of the administration, we want to thank the school community for the way they have managed these discussions and the process, and we have felt extremely supported and validated in terms of getting to this particular point. Mr. Nelson stated we would continue to work as hard as we know, to make this transition as smooth and successful as possible for the staff members, children and their families.

## B. Student Opportunity Act Approval

### Recommendation:

That the School Committee hear an update from administration.

Mr. Nelson stated the following:

*The Student Opportunity Act (SOA) was a push in Massachusetts to increase public funding for school districts, and that it was in process last year before COVID-19 struck. This is a lot of work, in terms of advocacy in Massachusetts to increase funding in public schools.*

*The Act required each district to create a 3-year evidenced-based plan for the Commissioner to review. The Department established a template to use, depending on how much money or funding a district was in line for. For districts like ourselves, who were not seeing a huge increase per student (approximately \$30.00 per student), these additional funds could possibly bundle with other initiatives or resources that we already had in our schools. The DOE created two templates for the SOA, which asks each district to make four “Student Opportunity Commitments” in order to close opportunity or achievement gaps amongst student sub-groups at the local level – the four commitments are: 1) Focusing on Student Subgroups; 2) Using Evidence-Based Programs to Close Gaps; 3) Monitoring Success with Outcome Metrics and Targets, and 4) Engaging all Families. Originally, districts were asked to submit these plans in the 19/20 school year, but after the arrival of the pandemic, this work was essentially put on pause. Since then, the DOE has asked Districts to submit their SOA’s in terms of where they are*

*currently at with them this particular month and to seek preliminary approval from their school committee. At this point, I want to be clear, that districts have not seen an increase in funding to support these efforts. In other words, this is an unfunded mandate at this particular time. Mr. Medeiros has collaborated with the other elementary principals in the district, started drafting a SOA sometime last year, and he will briefly walk you through it tonight. At this time the Commissioner has indicated to the Superintendents that all districts will be asked to review these plans at a later date, (closer to when we experience the “new normal”) to revise them and resubmit them in terms of assessing the impact of COVID-19 on our local communities. In short, this is a compliance effort, where I am asking for initial approval to submit the work in terms of where we are at currently.*

Mr. Medeiros noted the following:

Commitment 1: Focusing on Student Subgroups – Rochester Memorial’s Strategic Plan, is committed to ensure all of our students achieve success in school and are college and career ready. Mr. Medeiros stated we recognize that not all student groups have experienced the same level of success to date and noted based on a review of our district data, our economically disadvantaged students, multi-race and African American/black students, English Language Learners as well as students with disabilities, are not experiencing the same level of MCAS outcomes and graduation rates as their peers. Mr. Medeiros noted the troubling fact that students within these specific subgroups, particularly economically disadvantaged students, report lower engagement in school as measured by our annual student survey. Mr. Medeiros stated we are committed to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community. Mr. Medeiros stated we would be focusing on student subgroups that are low income/economically disadvantaged students.

Mr. Medeiros stated our MCAS data shows our economically disadvantaged students are not making adequate gains in the areas of literacy, and we know from research in this area, early intervention is the best way to ensure ELA success.

Mr. Medeiros stated over the next three (3) years, utilizing the SOA funds, educators at RMS will use data to create intervention groups that will drive flex time instructional sessions, as well as teacher driven group work during reading and ELA blocks and the teachers will utilize the following reading intervention strategies to ensure student learning needs are met: Foundations, Seeing Stars (Lindamood-Bell), Lips (Lindamood-Bell), Visualizing and Verbalizing (Lindamood-Bell), Dibels Progress Monitoring, Reading Recover and Wilson.

Mr. Medeiros noted educators at RMS will utilize the following assessment tools to progress monitor student progress in ELA: Fountas and Pinnell Benchmark Assessment System, Aimsweb, Dibels, Shaywitz Dyslexia Screener, Wilson Assessment of Decoding and Encoding (WADE), and Teacher Generated Assessments.

Commitment 2: Using Evidenced-Based Programs to Close Gaps – What evidence-based programs will we adopt, deepen, or continue to best support the closure of achievement and opportunity gaps and what resources will be used?

Mr. Medeiros stated the district will use Wilson Foundations in grades K-2 and noted this program is a regular education phonics program with tier 2 interventions for students in need of RTI. Mr. Medeiros stated teachers will be trained and coached in implementation of the program and we will train a coach at each grade level to ensure that ongoing support is available. Mr. Medeiros stated if students are struggling with encoding and decoding skills, the program also provides the background exposure necessary for Wilson reading as a modified program for students in need of a multi-sensory approach to reading.

Mr. Medeiros noted the breakdown over the three years as follows:

Year 1 – Wilson Foundations training for RMS educators/identify grade level coaches (K-2)

Year 2 – Wilson Foundations grade level coaches attend Foundations Facilitators training

Year 3 – Order needed supplemental materials

Commitment 3: Monitoring Success with Outcome Metrics and Targets – What metrics will our district use to monitor success in reducing disparities in achievement among student subgroups?

Mr. Medeiros stated the following metrics will be used for:

Student Achievement – ELA achievement as measured by average scaled scores on MCAS

Student Growth – ELA mean student growth percentile (SGP)

Custom District Metric – Foundations Unit Testing, Aimsweb and Dibels.

Commitment 4: Engaging all Families – How will our district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their needs?

Mr. Medeiros stated RMS recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students of color, students from low-income backgrounds, ELL students and students with disabilities. Teachers will provide the home support work to families to ensure all students have the reinforcement tools needed for success.

Mr. Medeiros recognizes that existing family engagement opportunities at our schools may not be effective in reaching all families, therefore, in addition to our ongoing yearly family engagement activities, PTO meetings and monthly school council meetings, we are also committing to focusing on Social Emotional Learning opportunities that will help to engage all of our families. We will incorporate a Social Emotional Newsletter that will be sent to all families that will include tools and resources specifically targeting families of students of color, ELL students, students with disabilities, and those from low-income backgrounds. The RMS SEL Team will facilitate “Coffee with the Counselors” evening sessions as well as parent informational nights that focus on how parents/guardians can support their child with social emotional learning. The continued use and development of the RMS SEL Google Classroom will provide families the opportunity to stay up to date on the latest social emotional curriculum work/lessons that are being conducted here at RMS throughout the school year. Families will have insight into the SEL/Character lessons and materials that students are engaged in during lunch sessions, morning meetings and closing circles. The SEL Google Classroom also allows parents/guardians the opportunity to communicate with members of our SEL team confidentially and safely.

Mr. Medeiros stated we will continue to engage families utilizing the Panorama Survey platform to ensure broad and demographically representative participation and the following groups will be engaged: parents/guardians, RMS Parent Teacher Organization, focus group educators, the RMS School Council, special education parent advisory council, RMTA co-presidents, and the RMS School Committee.

Mr. Nelson thanked Mr. Medeiros for presenting the SOA so thoroughly and stated what he is looking for tonight is an initial approval from the school committee members to approve the SOA as presented, but to take into consideration the guidance from the Department of Education in that there is no additional funding at this time and this SOA will need to be updated once again when we have more normalcy in education.

Ms. Rood stated this document was created a long time ago, before the pandemic happened, and echoes Mr. Nelson thanking everyone for their efforts put forth in this legislative requirement, that will not necessarily pertain to our schools right now.

MOTION: by Tina Rood to vote “yes” to the Student Opportunity Act as presented with the understanding we will see it again

SECONDED: Anne Fernandes

IN FAVOR: 5:0

OPPOSED: None

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood-Yes; Kate Duggan-Yes

### C. Structured Time on Learning Discussion

#### Recommendation:

That the School Committee hear a report from administration

Mr. Nelson stated the purpose of this discussion is for the School Committee to hear a report from the Administration – he is not looking for any formal action tonight.

Mr. Nelson stated sometime in November, the Department of Education asked us to provide data in terms of our current primary learning model, which as you all know has been hybrid since September 16. Mr. Nelson stated the DOE is looking from us how many live instructional hours a typical student is receiving over a 10-day period of time in particular grade levels. The DOE uses this data to either give you a preliminary clearance or to say that you may need to do additional hours in the future if certain regulations were approved. Mr. Nelson stated he communicated with the school community, school committee members, and parents/guardians, updating them that the Board of Education adopted an emergency regulation around structured learning time. Mr. Nelson stated with the new guidance, the Board of Education re-defined “live instruction”, so we needed to do additional work to make sure we are implementing a model that is in total compliance with the new regulations.

Mr. Craig Davidson- Director of Student Services, stated in the 1997/1998 school year, Student Learning Time (SLT) regulations were established for students – at that time, for elementary students, instructional learning time was 900 hours per year and for secondary aged students it was 990 hours per year. Mr. Davidson stated the Amendment came into place on December 15, 2020. Mr. Davidson stated the Department of Education has increased the learning time based on the predominant learning model we are teaching, which is the hybrid learning model, to 35 hours of “live instruction” over a 10-day school day period, and it is effective as of January 19, 2021.

Mr. Davidson stated what is counted as synchronous “live instruction” is:

- Live online classes – the teacher leads for the whole class, which may include breakout rooms for students to complete tasks and activities with access to the teacher
- Live stream – in-person instruction accessed by remote students
- Small group instruction – students are learning remotely, and in this model, a teacher is present online with their class, working with small groups while the remaining students engage in independent or small group work – students would be able to signal to the teacher that they need support.

Mr. Davidson stated regulations are legally binding, and any district that does not comply with the regulations could receive a waiver by January 19, 2021, but will be required to make up any structured learning time missed due to non-compliance by the end of the school year.

Mr. Davidson stated there has been an increase in the mental health challenges our students are facing, and noted an increase of child emergency department visits for mental health reasons remained elevated through the fall. Mr. Davidson stated the proportion of mental health related visits for children aged 5-11 and 12-17 years increased approximately 24% and 31% respectively.

Mr. Davidson noted the Department of Education is working closely with entities across the state and are seeing mental health challenges amongst our students. Mr. Davidson stated one of the forefronts of mental health is feelings of isolation and disconnect amongst students from their teachers and from their school community. Mr. Davidson stated part of DESE’s rationale was to increase live instruction hours so there is more of a connection between students/staff.

Mr. Davidson stated the Department broke it down into four (4) areas as follows:

- Part I: Addresses key considerations in interpreting the amended SLT regulations
- Part II: Outlines strategies for increasing synchronous learning time to meet new regulations
- Part III: Provides additional specific guidance for implementing the regulations in early elementary grades
- Part IV: Addresses the waiver process that is available to districts

Part I: Mr. Davidson noted a key consideration for districts in increasing live instruction was about isolating what the predominant learning model was, and then being able to work within that model to provide the opportunities for students and staff. Mr. Davidson stated the Department will be collecting a second data collection from January 25 through February 5 from each district, and a 10-day window will be open where districts will be taking their data and providing it to the DOE. Mr. Davidson stated the window for this data collection will close on February 12, and districts will be receiving information back from the state to see where they fall within the regulations.

Part II: Mr. Davidson stated strategies to increase Synchronous Learning Time as follows:

1. Repurpose asynchronous learning time
2. Trade some planning time for learning time
3. Extend the length of certain classes based on student needs
4. Increase remote group size
5. Utilize simultaneous instruction (livestreaming)
6. Assign new or existing staff members to lead additional synchronous learning periods

Part III: Mr. Davidson stated the Department of Education released multiple examples of increased learning time, for example:

The teacher begins the day with all students in a virtual classroom with the morning meeting, and attaches an ELA lesson (where the teacher provides students with a project or hands-on learning activity to complete over a period of time). During this entire time period, the students do not need to remain on screen as they complete the ELA assignment, but the teacher remains live in the virtual meeting to provide students with support to complete the activity, and to check in with individuals or small groups of students. Following the allotted time, students return to their computers, share their completed work and ask any questions they may have regarding the assignment.

Part IV: Mr. Davidson stated Mr. Medeiros will cover the waiver process, and will provide the school committee Rochester Memorial's breakdown of time, which meets the requirements by the State, so we will not have to request special consideration by the State.

Mr. Medeiros stated the teachers did a phenomenal job in the first 10 days of Professional Development at the beginning of the year, and as a district we did a great job in allowing teachers time to prepare, and also provided them with opportunities to hear Professional Development workshops from facilitators that really strengthened their tool box in order for us to provide a rigorous hybrid in/out experience, and a full remote experience, to start the new year.

Mr. Medeiros stated he and Mr. West felt very comfortable in meeting the 35 hours of structured learning time, and provided a four-column table to explain how they met or exceeded the number of structured learning time hours as follows:

Instructional Methodology	Grade Level	Weekly Hours	Total Hours over 10 days
In-person Instruction (Hybrid-in)	1-6	5.5 hrs per Hybrid-in school day 11 hrs per week	22 hrs
Responsive Classroom/SEL Instruction – Hybrid Out)	1-6	1 Hour per day 3x per week	6 hrs
Specialists-(Hybrid Out) Mondays	1-6	1 Hour per week	2 hrs
Read a Loud (Hybrid-out)	1, 2 & 3	1 Hour per week	2 hrs
Flex Time (Hybrid-out)	1-6	1 Hour per week	2 hrs
ELA/Math/Science/Social Studies Blocks (Monday Hybrid-out)	1-6	1 Hour per week	4 hrs
Departmentalized Synchronous (Hybrid-Out)	5 and 6	1 Hour per week	2 hrs

Mr. Medeiros stated the following:

- Students are in school for 6 hours, 25 minutes, but time is subtracted for lunch and recess, totaling 5.5 hours per hybrid-in school day (for students grades 1-6), which includes morning meeting and closing circle, specialist time, and ELA/Math/Science/Social Studies blocks. Hybrid-in students are in school 4 times over a 10-day period for a total of 22 hours.
- On Hybrid-out days (which is 3x per week), students in grades 1-6 attend Responsive Classroom/SEL Instruction, totaling 6 hours over a 10-day period of time.
- Students in grades 1-6 attend specialists on Mondays, which is a Hybrid-out day, one hour per week, totaling 2 hours over a 10-day period of time.
- Students in grades 1, 2 and 3 on Hybrid-out days participate in Read a Loud 1 hour per week, totaling 2 hours over a 10-day period of time.
- Students in grades 1-6 on Hybrid-out days participate in Flex Time 1 hour per week, totaling 2 hours over a 10-day period of time.
- Students in grades 1-6 on Monday Hybrid-out days participate in ELA/Math/Science/Social Studies Blocks 1 hour per week, totaling 4 hours over a 10-day period of time.
- Students in grades 5 and 6 on Hybrid-out days participate in Departmentalized Synchronous Sessions 1 hour per week, totaling 2 hours over a 10-day period of time.

Mr. Medeiros stated at most grade levels, total structured learning time equals 36 hours over a 10-day period of time, and if not, grade levels are at a minimal of 35 hours of structured learning time over a 10-day period of time.

Mr. Nelson stated he thought it was important to provide an informational presentation for everyone here tonight, and with the most recent vote tonight for grades 1 and 2, it will change the number of hours for those grade levels as well. Mr. Nelson stated we have no concerns whatsoever in terms of meeting the newly adopted regulations, and noted in the near future, there will be another data submission that will be required by all school districts. Mr. Nelson stated when that time comes, he will present to the school committee the updated data submission.

Ms. Hartley thanked Superintendent Nelson, Mr. Davidson and Mr. Medeiros for terrific information and very specific reporting on this item.

Ms. Hartley asked the school committee members if they had any questions, comments, etc. on this topic – there were none.

#### D. FY22 Draft Budget

##### Recommendation:

That the School Committee review the FY22 Draft Budget

Chairperson Hartley stated several meetings have been held to plan for the FY22 budget, with one taking place right before this meeting tonight, and although we were hoping to have completed it this evening, we will need at least one more meeting.

Mr. Nelson thanked the school committee for committing more time on behalf of RMS and stated we have had a number of meetings where we have looked at both the state and local financial landscape, in terms of what we have right now and what we believe we need to move forward. Mr. Nelson stated once we feel comfortable regarding the preliminary draft budget, we will bring it to the public and the town as well.

#### E. February 4<sup>th</sup> Meeting

##### Recommendation:

That the School Committee discuss the next school committee meeting

Ms. Hartley stated the next school committee meeting is scheduled for February 4, which is just two weeks away, and at this time, there is no major need for a meeting in two weeks. Ms. Hartley noted we do recognize we will have additional budget meetings, and we could post a regular school committee meeting aligning it with a budget meeting. Ms. Hartley stated there will be additional budget meetings and we could align another regular school committee meeting with a budget meeting. Ms. Hartley noted the next regular school committee meeting is March 4, 2021.

MOTION: by Sharon Hartley to cancel the scheduled February 4, 2021 meeting, and at this moment our next regular meeting will take place on March 4, 2021

SO MOVED: Anne Fernandes

SECONDED: Robin Rounseville

IN FAVOR: 5:0

OPPOSED: None

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Yes; Kate Duggan-Yes

At this time Superintendent Nelson offered his condolences to Gene Jones, Facilities Director of the Old Rochester Regional School District, who recently lost his beloved wife, Peggy - our thoughts and prayers go out to Gene and his family at this time. Mr. Nelson stated many of you

have worked with Gene for many years and he is someone who goes above and beyond for all three of towns. Mr. Nelson stated we are all thinking about him and here for him.

## V. New Business

### C. Business

#### 1. Financial Report

That the School Committee hear a report from Mr. Barber

Mr. Barber presented a memo as of January 21, 2021 indicating the Rochester Memorial School currently has \$ 195,917 available of the general funds appropriated in the 2021 Fiscal Year. Mr. Barber stated per the attached Year-to-Date Budget Report by Department, we are able to identify how our funds are currently encumbered and expended and out of the approximate \$6.3 million dollar budget appropriated to the District – 82.89% is directly assigned and is spent/encumbered to student instruction.

Mr. Barber stated at present, we are not able to fully encumber funds for substitutes and facilities and will continue to update the members as we move along.

#### 2. Budget Transfers

##### Recommendation:

That the School Committee review for approval the attached budget transfer.

Mr. Barber stated due to some legal litigation services, we are requesting to transfer \$5,000 out of the “Transportation Preschool” line (Program 130) to the “Legal Expense” line (Program 100).

MOTION: by Sharon Hartley to approve a transfer of funds in the amount of \$5,000 from the Transportation Preschool account to the Legal Expense account, as presented by Mr. Barber.

SO MOVED: Robin Rounseville

SECONDED: Tina Rood

IN FAVOR: 5:0

OPPOSED: None

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Yes; Kate Duggan-Yes

Mr. Barber presented the Facilities Director’s Report dated January, 2021 as follows:

- Covid-19 protocols strictly adhered to for HVAC, Cleaning, Sanitizing and traffic control.
- Nightly sanitizing all our buses with static spray sanitizing equipment
- Deployed all DESE/CDC required Personal Protection Equipment (PPE)
- Protective shields installed in all required areas
- Testing shields acquired and available on site
- Playgrounds temporarily closed per DESE/CDC recommendations
- Nurse and student services issued required additional safety PPE
- Completed minor repairs on two roof top units
- Scheduled delivery of 10,000 gals fuel oil
- Replaced faulty PH meter
- Conducted routine maintenance on all facility systems

Mr. Barber presented the Food Service Director’s Report dated January, 2021, showing the comparison from FY20 to FY21 stating there is still a reduction in meals because of the number of students we have in the building on a daily basis. Mr. Barber stated hopefully, with the return of Grades K-2 back to five days a week, it will increase the number of meals.

#### CHAIRPERSON'S REPORT:

Ms. Hartley stated she is going to forego a formal report tonight in view of the time, but extended a "thank you" to Superintendent Nelson and to all of the Administrators. Ms. Hartley stated not only is Mr. Nelson in constant contact with out town nurse, he also is in close contact with all of us about any of the events that have occurred during this time of the pandemic. Ms. Hartley concluded that she appreciates all of the hard work going on to keep our children safe at school.

#### CENTRAL OFFICE ADMINISTRATOR'S REPORT

Mr. Nelson stated he shared with the school committee recently that the Department of Public Health was mandating this year that all students were expected to be vaccinated with the flu shot in order to be in school, with known exemption for medical and religious purposes. Mr. Nelson stated most recently, DPH has suspended that mandate, and although they continue to recommend the flu vaccine, their efforts have now shifted to the COVID-19 vaccination.

Mr. Nelson stated in recent news, public schools are anticipating additional relief funding in the near future from the "SR2 Stimulus Fund". Mr. Nelson stated it is based off of 80% of the Title 1 appropriation, and noted he will believe it when he sees it. Mr. Nelson stated if these funds come through, we would anticipate \$70,000-\$80,000.

Mr. Nelson noted this committee took a position on the MCAS testing plan for this particular school year, and as of now, the DOE continues to tell us the plan for MCAS is to be administered in the spring for Grades 3-8. Mr. Nelson stated each of the different subject areas would be reduced by one session for each student and they have provided the testing window.

Jannell Pearson Campbell reported as follows:

*On January 11th, the Office of Teaching and Learning organized a district-wide professional development. Educators met either as district grade level or content areas. Educators were able to choose between meeting face-to-face or via Zoom. The vision for this professional development allowed educators to collaborate with each other to support planning, common assessments, and implementation. I would like to thank the educators for being zoom hosts, which allowed us to have 10 or more meetings using the Zoom platform at the same time, while I was in the background ensuring everyone was able to participate in the various meetings. We also had a keynote speaker Mr. Bronke, who provided us with an engaging interactive professional development that focused on project-based learning. As part of the professional development day, we had teacher leaders provided modules to build the capacity of skills using interactive learning such as pear deck, yoga in the classroom, and using various interactive technology. My office received great feedback from the teachers and mentioned they were excited to have choices to choose from as well as the opportunity to collaborate with one another. We are beginning to plan for the 21/22 school year.*

*Our first Instructional Council was today, which brings principals, teachers, and stakeholders together. We acknowledge the work and preparation for the opening of this school year and the importance of examining instruction will be our focus, along with building capacity because of the hybrid in, hybrid out and remote learning. Next week, my office will be inviting educators throughout the district for a grade-level professional learning community to examine curriculum resources to prepare for the 21/22 school year. We as a community will be thoughtful and methodical to support educators and teachers in being reflective of the shift that has occurred this year to move forward. My office of teaching and learning understands the importance of reviewing the history, acknowledging our accomplishments and will prepare for the future to ensure we continue to provide 21st Century Learning, Social-Emotional, and Global Awareness to prepare for the shift for the*

*elementary and secondary level. Our goal is to create a district-wide plan to support literacy, technology integration, and social-emotional/wellness. We are moving forward together preparing students to be successful for years to come!*

Mr. Craig Davidson, Director of Student Services reported as follows:

Important dates:

- Kindergarten Report Card Distribution will be on February 4<sup>th</sup> and 5<sup>th</sup> across all three districts – these dates reflect the delayed start of school.
- February 3<sup>rd</sup> @ 6:00pm - Parent information session - via Zoom – focusing on the registration process
- March 1st - Online registration, required paperwork deadline
- April - Communication regarding kindergarten screening process
- May/June - Transition activities planned - social distancing protocols
- June - Kindergarten screening
- August - Classroom assignment letters mailed to parents

Mr. Davidson stated the Preschool Assessment (report card) is in its final stage of completion and will be the same format as the Kindergarten report card and Doreen Lopes will present an Early Childhood Report at the next school committee meeting.

Additional important dates:

Preschool Screenings

- January 27 at Sippican School
- March 10 at Rochester Memorial

Mr. Davidson stated Safety Protocols have been established for in person screenings at all of our elementary schools.

Early Childhood Enrollment SY21-22 Calendar

- January 25, 2021 - Project Grow Online Applications open
- February 26, 2021 - Blind selections process for SY22
- March 3, 2021 - Enrollment notification mailed
- March 1, 2021 - Tri Town Early Childhood Online Application open

Mr. Davidson stated three Playgroups have been established and are currently being offered with 24 different families enrolled. Mr. Davidson stated all playgroups are held virtually and there is a private social media page for families to visit with playgroup content.

Next Early Childhood meeting is scheduled for January 26<sup>th</sup>.

## PRINCIPAL'S REPORT

Mr. Medeiros stated his focus of tonight's meeting was the following presentations: Re-opening Updated/D-2 – Re-entry Plan; the Student Opportunity Act; and, Structured Time on Learning. Mr. Medeiros stated his "normal" Principal's report would be given at the next school committee.

## VIII. School Committee

### B. Committee Reports

#### 1. Budget Subcommittee

Ms. Rood stated the following:

- The committee met today and we continue to discuss the upcoming budget.

- We plan to have a meeting in the very near future to finalize the initiatives that will be put forward for our school for the upcoming school year.

## 2. ORR District School Committee

Ms. Rood stated the following:

- ORR met yesterday and we covered many of the same topics that we are discussing tonight
- There was a Program of Studies revision to include Portuguese (as an elective)– it was voted on and approved
- There were concerns that remote students do not have access to a second language, but “Grad Point” the program they are using for their remote classes at the high school is offering this as part of their second term
- There was a little overview regarding next years’ budget – they are still working on it
- Discussions on Structured Learning took place and Mr. Devoll was happy to announce that he only had to tweak their hours of structured learning time to address the new regulations and they easily hit the 35 hours over the 10-day period.

## 3. SMEC

Anne Fernandes stated the following:

- SMEC met last night - January 20
- Minutes of December 14, 2020 were approved as submitted
- Staff Appointments and Reductions were reviewed, and placed on file as presented
- The focus of the meeting was regarding the Operating Spending Plan and Revenue Update, in order to surmount current program fiscal deficits, several options were considered with one option approved, as submitted
- Next scheduled meeting is Wednesday, March 30, 2021

## 4. READS

Mr. Nelson stated at the last meeting the following was discussed:

- Initial budget discussion took place
- Conversations took place regarding the learning model status
- Program updates were discussed
- Discussed staff appointments and reductions
- An update on COVID-19 took place regarding the impact on the collaborative as a whole

## 5. Tri-town Foundation

Robin Rounseville stated she was not able to attend but reported the following:

- The meeting was held on January 12
- Grant applications are being finalized
- There is \$6,500 available in grant funds

## 6. Early Childhood Council

Kate Duggan stated the next meeting is scheduled for January 26, 2021.

## 7. Policy Sub-Committee

Kate Duggan stated the meeting was held on December 14, 2020 and reported the following:

Several policies were reviewed and updated

- IHAM – Health Education
- IHB – Special Instructional Programs and Accommodations
- IHBEA – English Language Learners

- JB – Equal Educational Opportunities
- JC- Attendance Areas
- JCA – Assignment of Students to School
- BEDG/BEDH/BEDH-E- Public Comment Policies
- The only policy to garner significant discussion was JEB – Entrance Age and Superintendent Nelson planned to confer with the elementary level principals on the potential flexibility of the Kindergarten entry age
- The next meeting is scheduled for January 25, 2021

#### 8. Anti-Racism Sub-Committee

Kate Duggan reported the following:

- The two working groups “Common Themes Working Group” and the “Survey Working Group” met in December independently and then came together on December 22 to share ideas and the progress made between the groups.
- A subsequent meeting was held on January 12 at which time we listened to a presentation by Diversity, Equity, and Inclusion Consultant, Christina Brown
- We discussed potential Action Items and the administration of an equity and inclusion survey to students in grades 6-12; however, that was put on hold until we make a final decision regarding hiring a consultant
- School committee members were given the opportunity to attend a conference on January 24 on the topic of “Race and Racism in New England” designed for School Committee Members in Southeast Massachusetts and offered by the YWCA (Ms. Duggan stated she would be attending this meeting, along with other school committee members)
- Next meeting is scheduled for February 10, 2021

#### IX. Future Business

##### A. Timeline

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is Thursday – March 4, 2021 @ 6:30pm – to be determined how the meeting will be held

The next meeting of the Joint School Committee is Thursday – March 11, 2021 @ 6:30pm and will be held remote through zoom

##### B. Future Agenda Items

MCAS Results Report (November/December – depending upon receipt of results)

Initial Budget Review (January)

School Lunch Statement (January/June)

Approval of Chairperson’s Annual Report (February)

Interim report on School Committee progress toward goals (February)

Budget Approval (public hearings) (February)

School Committee Reorganization (May/June – depending on election date)

School Choice Public Hearing (May)

Administrator Contracts (May)

Approval of new School Council goals (June)

#### X. Open Comments

Ms. Rounseville asked Superintendent Nelson if he has heard anything when vaccinations are going to be available for the teachers who want them.

Mr. Nelson stated vaccinations are going to be available during Phase II (between February and April), and that fortunately, we have been able to move forward and receive support for our school nurses, which has been a great plus. Mr. Nelson stated he does not know any further logistics on this at this time.

#### XI. Information Items

##### LIST OF DOCUMENTS USED AT THE MEETING

Meeting Minutes of December 3, 2020

Meeting Minutes of December 17, 2020

Budget Meeting Minutes of December 3, 2020

Budget Meeting Minutes of December 17, 2020

READS Annual Report – December, 2020

Budget Meeting Minutes of January 7, 2021

RMS – Full In-Person Pivot Plan – Grades (Preschool, K, 1st and 2nd)

Student Opportunity Act SY: 2021-2023

School Business Administrator’s Report – January, 2021

Food Service Director Report – January, 2021

Facilities Director Report – January, 2021

#### XII. Executive Session

Recommendation:

That the School Committee go into Executive Session for reason for reason number #7.

Meeting of the Regular Rochester School Committee meeting ended at 8:27pm

Mr. Nelson asked Chairperson Hartley if we could add #3 to the Executive Session, as well as invite Mr. Howie Barber and Toni Bailey.

Ms. Hartley stated yes.

MOTION: by Sharon Hartley to go into Executive Session for the purpose of #3 and 7 - to return only to adjourn the meeting

SO MOVED: Anne Fernandes

SECONDED: Robin Rounseville

IN FAVOR: 5:0

OPPOSED: None

MOTION PASSED

Roll Call: Sharon Hartley-Yes; Anne Fernandes-Yes; Robin Rounseville-Yes; Tina Rood – Yes; Kate Duggan-Yes

Respectfully Submitted,

Toni M. Bailey, Recording Secretary