

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

**September 28, 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, left at 7:50 p.m.), 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, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Kristine Lincoln, Interim Director of Students Services; Michael Devoll, High School Principal; Vanessa Harvey, High School Assistant Principal; Silas Coellner, Junior High School Principal; Kelly Chouinard, Junior High School Assistant Principal; Linda Ashley, Center School Principal; Kevin Tavares, Old Hammondtown School Principal; Marla Brown, Sippican School Principal, Peter Crisafulli, Sippican School Assistant Principal; Heidi Letendre, Rochester Memorial School Interim Principal; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person); parents, community members and members of the press.

Meeting was called to order at 6:33 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 worked on preparations for this meeting tonight, I was thinking back to the start of Old Rochester Regional. I was in elementary school at Center School. I remember being aware that when students completed 8th grade they left our school and our town and went to Fairhaven. I remember being aware a few years later that there was work going on and we were going to have a new school. It was both exciting and scary for myself and my friends. As I reflect as an adult, I can't imagine and never knew of course as a child, the amount of planning and time it must have taken to figure out this very complicated district, meaning that each town already had its own school committee and now we had a whole new school and a whole new district. It's interesting to think back on that and think about the stress that must have been involved for everyone that was already on school committees and how that would work. In order to ensure communication among all the schools, this joint committee was created. It seems to me one focus was the official name of this committee, the Joint Committee, meaning joining all of the towns. It also means bringing together all of the representatives of all of the committees, all of us together. As members of the Joint Committee, we work together to ensure consistency in current policies, and that teaching and learning is engaging and powerful for our students. We support our teachers and our leaders as they support our children. The Joint Committee is also known as Union #55. Maybe that is the most important name. The term union is the focus of our work, to unify all the school districts, all three towns. It could be said that as we unite the schools, we inform the work by bringing many points of view to the table and coming to a consensus for our schools and our children. It is more important than ever that we work together, that we listen to each other, that we support each other, in order to make the very best decisions.

Chairperson Smith commended Ms. Hartley's comments and agreed. She encouraged the committee to work hard and work together for the families and students.

SUPERINTENDENT'S REPORT:

Superintendent Nelson made the following statement:

With the first month of school just about in the books - I want to thank the school community for their strong support in welcoming our students back to our school buildings. As always - our faculty and staff members were ready to go and have been hard at work building community within their classrooms and schools - knowing how important the first six weeks of school are for establishing routines and more importantly expectations. I am grateful for having such a dedicated team around me, including our school committee members. I am very excited and optimistic about the year ahead.

XI. Executive Session

Motion to go into executive session at 6:41 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements then return to the regular meeting.

District, Ms. Nye

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye McGaffey

MOTION PASSED

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

Mr. Muse arrived (remote) during executive session at 6:46 p.m.

Motion to come out of executive session 7:01 p.m. to return to the regular meeting.

District, Mr. Chisholm

Union, Ms. Nye McGaffey

District, Mr. Monteiro

Union, Ms. Lavin

MOTION PASSED

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)

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes:

Motion to approve the January 19, 2023 minutes.

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Chisholm

Union, Ms. Lavin

MOTION PASSED

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

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

Union: (no roll call needed all members present)

Motion to approve the June 20, 2023 Superintendent's Goals minutes.
District, Mr. Monteiro
Union, Ms. Daniel
District, Ms. Smith
Union, Ms. Lavin
MOTION PASSED
(Union 3:1 Ms. Hartley abstain) (District 2:0)

V. General

A. Approval of Interim Director of Student Services

Recommendation:

That the School Committees review a recommendation to appoint the Interim Director of Student Services for the Old Rochester Regional School District and Massachusetts Superintendency Union #55.

Motion to appoint Ms. Kristine Lincoln as the Interim Director of Student Services of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 pursuant to successful contract negotiation as presented

District, Mr. Muse

Union, Ms. Daniel

District, Ms. Nye

Union, Ms. Nye McGaffey

MOTION PASSED

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: (no roll call needed all members present)

B. Approval of School Committee Meetings for the 2023-2024 School Year

Recommendation:

That the school committee review for approval the dates for the 2023-2024 school year. The following dates should be reviewed: January 18, 2024, March 28, 2024 and June 20, 2024.

Motion to approve the 2023-2024 Joint School Committee meetings as presented

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Pires

Union, Ms. Beaurergard

MOTION PASSED

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: (no roll call needed all members present)

C. Approval of Strategic Plan Vision 2028

Recommendation:

That the School Committees review and approve the new Strategic Plan Vision 2028.

Superintendent Nelson made the following statement:

Last year - many hours were put in by members of our school community to bring forward our next strategic plan for our schools - called Vision2028. With the support of the Joint School Committee - an independent facilitator of the Planning for Success model, Dr. Ruth C Gilbert-Whitner worked with our full planning team to envision what our schools would look like in 2028 and design a five-year plan that includes strategic objectives and initiatives to guide our path towards our vision. During the course of this planning process, our full planning team participated in strategic planning sessions, data reviews, community input gathering

(that included a community survey and public forums) activities, and action planning. I am proud of the work that has been accomplished and tonight, we are recommending approval of Vision2028 as presented. First, Dr. Gilbert-Whitner will provide an overview of the planning for success model, followed by the TLC (The Leadership Council – administrative team) presenting Vision2028.

Dr. Gilbert-Whitner provided an overview of the strategic plan process. Please see Appendix A.

The TLC (administrative) team presented Vision 2028 to the school committee. Please see Appendix B.

Motion to approve Strategic Plan Vision 2028 as presented

District, Mr. Chisholm

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Lavin

MOTION PASSED

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: (no roll call needed all members present)

C. Proposed Superintendent Goals

Recommendation:

That the School Committees hear an update from Superintendent Nelson regarding his Mid-Cycle Review.

Superintendent Nelson made the following statement:

This evening - I have the opportunity to present a progress report to the Joint School Committee regarding my two-year Superintendent Goals that were approved by the committees a little over a year ago. As you know, I work with members of the Joint School Committee throughout the two years to ensure that progress is being made on the goals. Prior to this meeting, I shared with this committee the presentation I am going to make tonight and a goal overview document that included my four goals, their key actions, and the related benchmarks. For each goal, evidence of progress was hyperlinked to the key action and/or benchmark. Although the work is not completely done...I am very satisfied with the significant progress that has been made in year one. As I hope you have seen, most of the key actions and benchmarks have been made or hit.

Superintendent Nelson reviewed a Progress Update presentation. Please see appendix C.

D. Approval of Professional Development Plan

Recommendation:

That the School Committees review and approve the Professional Development Plan for 2023-2024 school year.

Superintendent Nelson introduced Dr. Fedorowicz to present the 2023-2024 professional development plan.

Dr. Fedorowicz explained the professional development that took place last school year, the process for developing this year's plan and the proposed plan. Please see appendix D.

School Committee Feedback:

Mr. Monteiro confirmed the professional development day previously in the winter was moved to before the start of school. Dr. Fedorowicz confirmed and the feedback for this change has been positive.

Ms. McSweeney asked what 'placement' was as mentioned on June 5th. Dr. Fedorowicz explained this is the staff working together planning for the following school year, reviewing classrooms based on enrollment projections, student IEP's that are moving to the next grade and more.

Motion to approve the 2023-2024 Professional Development Plan as presented

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Rounseville

MOTION PASSED

ROLL CALL:

9:0 DISTRICT: Kearns: yes, McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes
8:0 UNION: (no roll call needed all members present – Ms. Fernandes exited meeting prior to this vote)

E. Curriculum Review Cycle Presentation

Recommendation:

That the School Committees review a presentation of the current Curriculum Review Cycle.

Superintendent Nelson introduced Dr. Fedorowicz to present the Curriculum Review Cycle for information to the school committee. Please see appendix E.

School Committee Feedback:

Ms. Lavin asked if all the elementary schools in the districts were on the same cycle. Dr. Fedorowicz explained that it is a work in progress. Literacy, yes they are with the start of IntoReading. Math is something being worked on.

F. Approval of Substitute Daily Rates

Recommendation

That the School Committees review a recommendation for the 2023-2024 school year.

Superintendent Nelson made the following statement:

Tonight I am recommending two changes to our substitute daily rates: First, in order to be comparable to current nurse rates - we are recommending an increase from a daily rate of \$140 to \$160. Next, we are recommending that the teachers with certification or retired teachers be compensated at the certified teacher rate compared to a non-certified teacher rate.

Motion to approve the 2023-2024 Substitute rates as presented

District, Mr. Monteiro

Union, Ms. Daniel

District, Ms. McSweeney

Union, Ms. Nye McGaffey

MOTION PASSED

ROLL CALL:

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

8:0 UNION: (no roll call needed all members present)

VI. New Business

D. Policy Review

Superintendent Nelson reviewed the updates explained in the school committee back-up information

JFBB - School Choice, JFBB-1 School Choice and JFBB-R School Choice Procedures – These policies were reviewed by the Policy Subcommittee on March 8th and are being recommended for final approval.

Motion to approve JFBB – School Choice, JFBB-1 School Choice and JFBB-R School Choice Procedures as presented

District, Ms. Kearns

Union, Ms. Rounseville

District, Mr. Monteiro

Union, Ms. Beauregard

MOTION PASSED

ROLL CALL:

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

8:0 UNION: (no roll call needed all members present)

BEDH – Public Comment at School Committee Meetings – This policy was reviewed by the Joint School Committee on January 19th and was recommended back to the Policy Subcommittee. The Policy

Subcommittee met on March 8th, reviewed and revised the recommended changes. This policy was also reviewed by legal counsel. The Policy Subcommittee met on June 21st, reviewed the recommendations and is being recommended for final approval.

Motion to approve BEDH – Public Comment at School Committee Meetings as presented

District, Mr. Monteiro

Union, Ms. Lavin

District, Ms. McSweeney

Union, Ms. Rounseville

MOTION PASSED

ROLL CALL:

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

8:0 UNION: (no roll call needed all members present)

The Policy Subcommittee met on May 10th and reviewed MASC Newsletter recommendations in Section A and the changes below are being recommended for final approval.

- Add
 - AA-1 Regional School District Legal Status
- Revise
 - AA School District Legal Status
 - AB The People And Their School District
 - ACA Nondiscrimination On The Basis Of Sex
 - ACE Nondiscrimination On The Basis of Disability
 - AD Mission Statement
 - ADC Tobacco Products On School Premises Prohibited

Motion to approve the changes to Section A as presented

District, Mr. Monteiro

Union, Ms. Lavin

District, Ms. Kearns

Union, Ms. Rounseville

MOTION PASSED

ROLL CALL:

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

8:0 UNION: (no roll call needed all members present)

The Policy Subcommittee met on May 31st and reviewed MASC Newsletter recommendations in Sections B, C, E, G, H and L and the changes below are being recommended for final approval.

SECTION B

- Add
 - BDD School Committee Superintendent Relationship
 - BDFA-E School Improvement Plan - BDFA, BDFA-E-1, BDFA-E-2 and BDFA-E-3 were rewritten and consolidated into BDFA and BDFA-E
 - BJ School Committee Legislative Program
- Delete
 - BDFA-E-1, School Improvement Plan (rewritten into BDFA and BDFA-E)
 - BDFA-E-2 Submission and Approval of the School Improvement Plan (rewritten into BDFA and BDFA-E)
 - BDFA-E-3 Conduct of School Council Business (rewritten into BDFA and BDFA-E)
 - BEDB-E Agenda Format (removed as unnecessary)
 - BK School Committee Memberships (we have BKA State School Committee Associations- removed as unnecessary)
- Review Revisions

- BA School Committee Operational Goals
- BB School Committee Legal Status
- BBA School Committee Powers and Duties
- BBAA School Committee Member Authority
- BBBA/BBBB School Committee Member Qualifications/Oath of Office
- BBBC School Committee Member Resignation
- BBBE Unexpired Term Fulfillment
- BCA School Committee Member Code of Ethics
- BDB School Committee Officers
- BDFA School Councils
- BG School Committee Policy Development
- BGC Policy Revision and Review
- BHE Use of Electronic Messaging by School Committee Members
- BIBA School Committee Conferences, Conventions and Workshops
- BID School Committee Member Compensation and Expenses

Motion to approve the changes to Section B as presented

District, Ms. Nye

Union, Ms. Rounseville

District, Ms. Kearns

Union, Ms. Beauregard

MOTION PASSED

ROLL CALL:

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

8:0 UNION: (no roll call needed all members present)

SECTION C

- Add
 - CE Administrative Councils, Cabinets, and Committees
 - CHA/CHC Development and Dissemination of Procedures – merge policies CHA and CHC
- Delete
 - CHA Development of Procedures (language included in CHA/CHC)
 - CHC Procedures Dissemination (language included in CHA/CHC)
 - CL Administrative Reports (removed as unnecessary)
- Review Revisions
 - CA Administrative Goals
 - CB Regional School Superintendent
 - CBD Superintendent's Contract
 - CBI Evaluation of the Superintendent
 - CCB Staff Relations
 - CH Policy Implementation
 - CHCA Approval of Handbooks and Directives
 - CM Regional School District Annual Report

SECTION E

- Add
 - EC-1 Regional School District Buildings and Grounds Management
- Review Revisions
 - EB Safety Program
 - EBB First Aid
 - EBC Emergency Plans
 - EBCD Emergency Closings

- EC Building and Grounds Management
- ECA Building and Grounds Security
- ECAF Security Cameras in Schools
- EEAE School Bus Safety Program
- EEAEA-1 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
- EEAEC Student Conduct on School Buses
- EFC Free and Reduced Price Food Services

SECTION G

- Add
 - GBEBD Online Fundraising and Solicitations - Crowdfunding
- Delete
 - GA Personnel Policies Goals (goals are more specific to districts)
 - GDQD Suspension and Dismissal of Support Staff Members (covered in contracts)
- Review Revisions
 - GBA Equal Employment Opportunity
 - GBEA Staff Ethics/Conflict of Interest
 - GBEB Staff Conduct
 - GBEC Drug-Free Workplace Policy
 - GBED Tobacco Use on School Property by Staff Members Prohibited
 - GBGB Staff Personal Security and Safety
 - GBI Staff Participation in Political Activities
 - GBJ Personnel Records
 - GCA Professional Staff Positions
 - GCBA Professional Staff Salary Schedules
 - GCBB Employment of Principals
 - GCBC Professional Staff Supplementary Pay Plans
 - GCE Professional Staff Recruiting/Posting of Vacancies
 - GCG Substitute Professional Staff Employment
 - GCIA Philosophy of Staff Development
 - GCJ Professional Teacher Status
 - GCK Professional Staff Assignments and Transfers
 - GDB Support Staff Contracts and Compensation Plans

SECTION H

- Review Revisions
 - HA Negotiations Goals
 - HB Negotiations Legal Status
 - HF School Committee Negotiating Agents

SECTION L

- Review Revisions
 - LBC Relations with Nonpublic Schools

SECTION J

- Delete
 - JKA Corporal Punishment (language added to JKAA)
- Review Revisions
 - JBB Educational Equity
 - JFABE Education Opportunities for Military Children
 - JFABF Educational Opportunities for Children in Foster Care
 - JHD Exclusions and Exemptions from School Attendance
 - JICA Student Dress Code
 - JICC Student Conduct on School Buses

- JICE Student Publications
- JICFA Prohibition of Hazing
- JICFB Bullying Prevention
- JICK Harassment of Students
- JIH Searches and Interrogations
- JII Student Complaints and Grievances
- JJ Co-Curricular and Extracurricular Activities
- JJE Student Fund-Raising Activities
- JJF Student Activity Accounts
- JJIB Interscholastic Athletics
- JKAA Physical Restraint of Students
- JL Student Welfare
- JLC Student Health Services and Requirements
- JLCA Physical Examinations of Students
- JLCB Immunization of Students
- JLCC Communicable Diseases

SECTION K

- Review Revisions
 - KBA School/Parent Relations Goals
 - KBE Relations with Parent Organizations/Booster Organizations
 - KCB Community Involvement in Decision Making
 - KDB Public's Right to Know
 - KDD News Media Relations/News Releases
 - KE Public Complaints

Motion to approve the changes to Section C, E, G, H, L, J and K as presented except JJE Student Fund-Raising Activities

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Monteiro

Union, Ms. Lavin

MOTION PASSED

ROLL CALL:

8:0 DISTRICT: McSweeney: yes, Nye: yes, Monteiro: yes, Chisholm: yes, Bowman: yes, Pires: yes, Muse: yes, Smith: yes (Ms. Kearns had stepped out during this vote.)

8:0 UNION: (no roll call needed all members present)

School Committee Feedback:

Ms. McSweeney recommended to send JJE Student Fund-Raising Activities back to the Policy Subcommittee to further discuss the last paragraph regarding competitions among students.

Motion to send policy JJE Student Fund-Raising Activities back to the Policy Subcommittee for further review

District, Ms. Kearns

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye McGaffey

MOTION PASSED

ROLL CALL:

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

8:0 UNION: (no roll call needed all members present)

VII. School Committee

A. Reorganization (Union #55 only)

Recommendation:

That the School Committee reorganize and appoint a Chairperson and a Vice-Chairperson for the 2023-2024 school year.

Ms. Lavin nominated Sharon Hartley as the chairperson.

Ms. Daniel seconded this nomination.

MOTION PASSED

8:0 UNION: (no roll call needed all members present)

Ms. Nye McGaffey nominated Nichole Daniel as the vice-chairperson.

Ms. Rounseville seconded this nomination.

MOTION PASSED

8:0 UNION: (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

January 18, 2023

- School Calendar Review (January)
- Budget Update (March)
- Approval of School Committee Dates (March)
- School Calendar Approval (March)
- Professional Development Plan Approval (June)
- Superintendent's End of Year Evaluation (June)

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 30 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.

There were no open comments.

XI. Executive Session

Motion to go into executive session at 8:51 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements then return only to adjourn.

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Chisholm

Union, Ms. Daniel

MOTION PASSED

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, Rounseville: yes, Hartley: yes)

Motion to exit executive session at 8:57 p.m. only to adjourn.

District, Mr. Chisholm

Union, Ms. Rounseville

District, Mr. Monteiro

Union, Ms. Lavin

MOTION PASSED

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, Rounseville: yes, Hartley: yes)

Motion to adjourn meeting at 8:59 p.m.

District, Mr. Muse

Union, Ms. Nye McGaffey

District, Mr. Chisholm

Union, Ms. Daniel

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

8:0 UNION: (no roll call needed all members present)

Submitted by,

Melissa Wilcox



Creating the District's Plan With *Planning for Success*

Old Rochester Regional School District
Superintendency Union #55

September 28, 2023

The *Planning for Success* Process

Create Plan

- Envision the future
- Analyze district performance, educator evaluation, and community feedback data for trends and patterns
- Backward design the improvement strategy from specific, desired student outcomes, researching effective practices

Align Systems

- Connect Educator Evaluation goals and School Improvement Plans to the District Plan
- Leverage budget, grants, and resources in support of the District Plan
- Build community commitment to the District Plan

Implement

- Create an annual action plan with progress and impact benchmarks
- Monitor and publicly report on progress
- Redesign the District Plan if necessary

Multi-Year Planning Framework

Planning for Success
In Massachusetts



Planning for Success
In Massachusetts

The Massachusetts Planning and Implementation Framework

Multi-Year Plan Components

Element	Definition
Mission	Your purpose: why the organization exists.
Core Values	What you believe in: the principles that guide decision making and action.
Vision	Your aspirations for students: what you value and why, and what future success will look like.
<i>Are the foundation of the...</i>	
Theory of Action	The beliefs and assumptions you hold about why certain actions will lead to the vision you seek. Framed as an "if...then" statement.
<i>Which leads to the development of the...</i>	
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision (the "what" and "why").
<i>Which will be achieved by the...</i>	
Strategic Initiatives	The projects and programs that support and will achieve the strategic objectives (the "how").
<i>The success of the plan as a whole will be measured by the...</i>	
Outcomes	<p>The expected results: what they will be, how they will be measured, when they will occur. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p>Final outcomes set targets for improvement achieved at the end of plan implementation. For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%. Interim outcomes set targets for improvement during plan implementation.</p>

Annual Action Plan Components

Element	Definition
Implementation Benchmarks	<p>The planned action steps and their desired impact.</p> <p>Process benchmarks specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.</p> <p>Early evidence of change benchmarks identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers' classrooms between October and May.</p>
<i>Which you regularly monitor to assess whether the plan is on track to achieve desired change or requires adjustment.</i>	

The Planning Process Schedule

Activity	Date
Planning Team Retreat 1: Visioning; community engagement	3/13/23
Admin Leadership Retreat 1: SWOT analysis; district data	3/17/23
<i>Planning team members conduct visioning sessions</i>	2 weeks
Planning Team Retreat 2: District Data Presentation, Synthesize common vision themes;	3/24/23
Planning Team Retreat 3: Data and root cause analysis	4/14/23
Admin Leadership Retreat 2: Draft Objectives, Strategic Initiatives, and Outcomes	4/28/23
Planning Team Retreat 4: Review and Revise, Vision statement, quality plan review and revision, community dissemination process	5/18/23
ACTION PLANNING	6/09/23, 8/2/23

The Process

Envisioning the Future

SWOT

Finding Common Themes

Root Cause Analysis

Strategic Objectives, Strategic Initiatives,
& Intended, Measurable Outcomes

Quality Plan Review

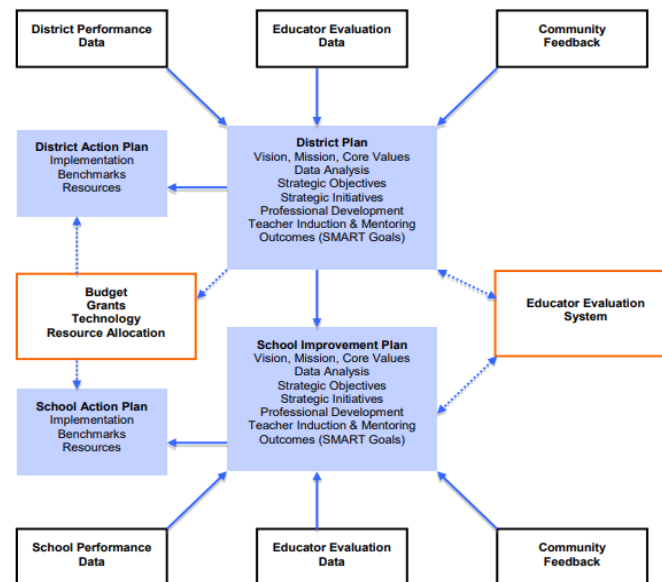
Annual Action Planning

Implementing the District Plan > Connecting Systems

Create—Align—Implement

Connecting Existing District Systems to Create Coherence

The graphic below depicts the data sources that inform District and School Improvement Plans; the contents of multi-year and annual action plans and the relationships between these plans; and the connections between these plans and district systems. District and School Improvement Plans are living documents that should guide district systems and respond to changes in the district context, including data about plan implementation and impact gathered through action plan monitoring.



Monitoring the Plan

A critical part of the implementation of the district plan is the development of a monitoring routine—the regular practices and procedures—that the schools and the district will use to effectively implement, assess, and report on the progress of the annual action plans in the achievement of measureable outcomes.

Vision 2028 Strategic Plan

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

MISSION

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



Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness.

Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

Core Values

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.



Theory of Action



IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

OBJECTIVE ONE
TEACHING & LEARNING

1.1

Define, create, and implement a Portrait of the Graduate that encompasses equitable practices in students’ academic and social lives.

1.2

Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.

1.3

Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership team, curriculum leadership by grade span.

1.4

Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.

1.5

Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.

Outcomes



1.1

By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.

1.2

By June 30, 2028, the curriculum review cycle guides the school-system's process to provide students with high-quality curricula at all levels and content areas and the literacy program is successfully implemented which is reflected in improved student outcomes.

1.3

By June 30, 2028, the school-system has a fully structured and operational curriculum leadership team supporting district-wide curricular needs.

1.4

By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.

1.5

By June 30, 2028, a curriculum management system is used by educators throughout the school-system to inform curriculum, instruction, and assessment.

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

**OBJECTIVE TWO
TEACHING & LEARNING**

2.1

Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

2.2

Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models.

2.3

Provide educators with ongoing professional development in curriculum writing and planning (UbD) to support the implementation of a curriculum management system (standards-based curriculum, instruction, and assessment).

2.4

Provide and prioritize dedicated time and resources for the planning and implementation of a district-wide Portrait of the Graduate.

2.5

Provide professional development to support and implement adoption of current Literacy Action Plan.

Outcomes



2.1 By June 30, 2028, the school-system offers relevant, high-quality professional development.

2.2 By June 30, 2028, the curriculum leadership team is fully facilitating, guiding, and supporting teaching and learning initiatives to promote best evidence-based practices (Preschool - 12th Grade).

2.3 By June 30, 2028 educators are engaged in purposeful professional development aligned with standards-based curriculum which is integrated into instruction and assessments.

2.4 By June 30, 2028, time is provided in master schedules and professional development days for educator collaboration focused on Portrait of a Graduate (i.e., Preschool -12th Grade vertical teams, grade level planning, subject area collaboration).

2.5 By June 30 2028, professional development is centered around implementation of the Literacy Action Plan.

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

**OBJECTIVE THREE
SUPPORT SYSTEMS**

3.1

Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.

3.2

Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.

3.3

Identify and provide professional development in all schools that fosters the full implementation of the systems of support.

3.4

Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.

3.5

Provide systems of support that ensure successful grade level transitions based on students' academic, behavioral, and social emotional learning needs.

Outcomes



3.1

By June 30, 2028, the general education settings have identified and established vertical and horizontal systems of support.

3.2

By June 30, 2028, the school-system has an operational intervention systems of support that supplement the general education setting for students in small group or individual settings.

3.3

By June 30, 2028, all educators are trained in implementing effective systems of support across all school buildings to address the academic and social emotional needs of all students.

3.4

By June 30, 2028, data collection and screening practices are scheduled, utilized, and analyzed on a consistent basis to assess behavioral and social emotional outcomes to meet the needs of students.

3.5

By June 30, 2028, grade level transitions are successful in addressing the academics, behavioral, and social emotional needs of each student.

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

OBJECTIVE FOUR CLIMATE & CULTURE

4.1

Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

4.2

Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.

4.3

Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.

4.4

Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

4.5

Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

Outcomes



4.1

By June 30, 2028, evidence-based practices related to teaching and discipline are implemented to decrease behavioral issues and referrals.

4.2

By June 30, 2028, a unified brand embodying the spirit of the school community has been established across all districts.

4.3

By June 30, 2028, school-system stakeholders are well informed and connected by a cohesive school-system plan for comprehensive communication.

4.4

By June 30, 2028, a respectful and successful learning environment is demonstrated and articulated through student leadership, input, and feedback.

4.5

By June 30, 2028, educators consistently track student discipline and utilize strategies to improve student behavioral issues as a result of evidence-based professional development.

Ensure safe, secure, and equitable learning environments in all schools.

OBJECTIVE FIVE
SAFE SCHOOLS

5.1

Provide professional development to school community members regarding physical and cyber safety and security practices.

5.2

Establish annual review and audit procedures of all facility systems and related phase replacement plans.

5.3

Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

5.4

Establish short and long term capital plans for all school buildings, grounds, and facility operations.

5.5

Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

Outcomes



- 5.1** By June 30, 2028, policies and procedures are in place to protect our school community's physical and digital safety and all staff have been trained on current and best practices.
- 5.2** By June 30, 2028, our operating and phased replacement plans have ensured that our facilities and infrastructure meet the academic and safety needs of our school community members.
- 5.3** By June 30, 2028, learning spaces are well maintained with modern technological tools to ensure equitable learning opportunities for all.
- 5.4** By June 30, 2028, our capital and phased replacement plans have continued to ensure that our facilities and infrastructure are safe and meet modern learning needs.
- 5.5** By June 30, 2028, all our schools will have the needed staffing, equipment, and resources to adhere to all educational and safety plans based on current best practice.

Vision 2028 Strategic Plan

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

QUESTIONS?



SUPERINTENDENT'S GOALS 2022-2024 Progress Update



MICHAEL S. NELSON
SUPERINTENDENT OF SCHOOLS

September 2023

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

Superintendent's Goals Subcommittee

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

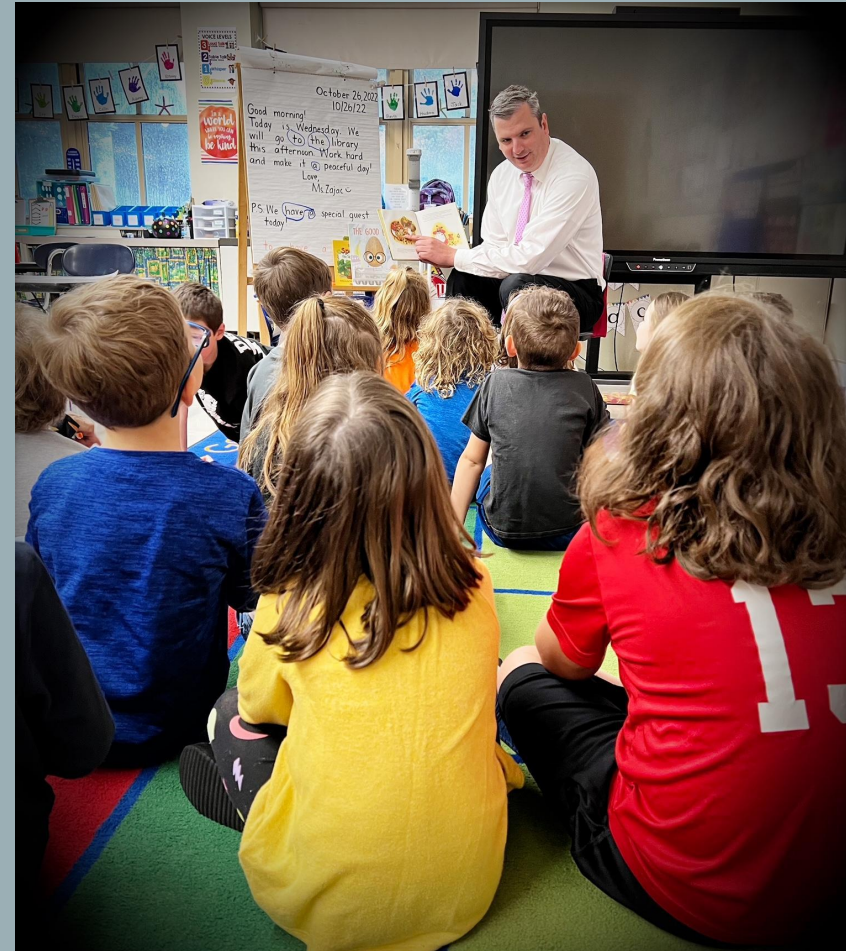
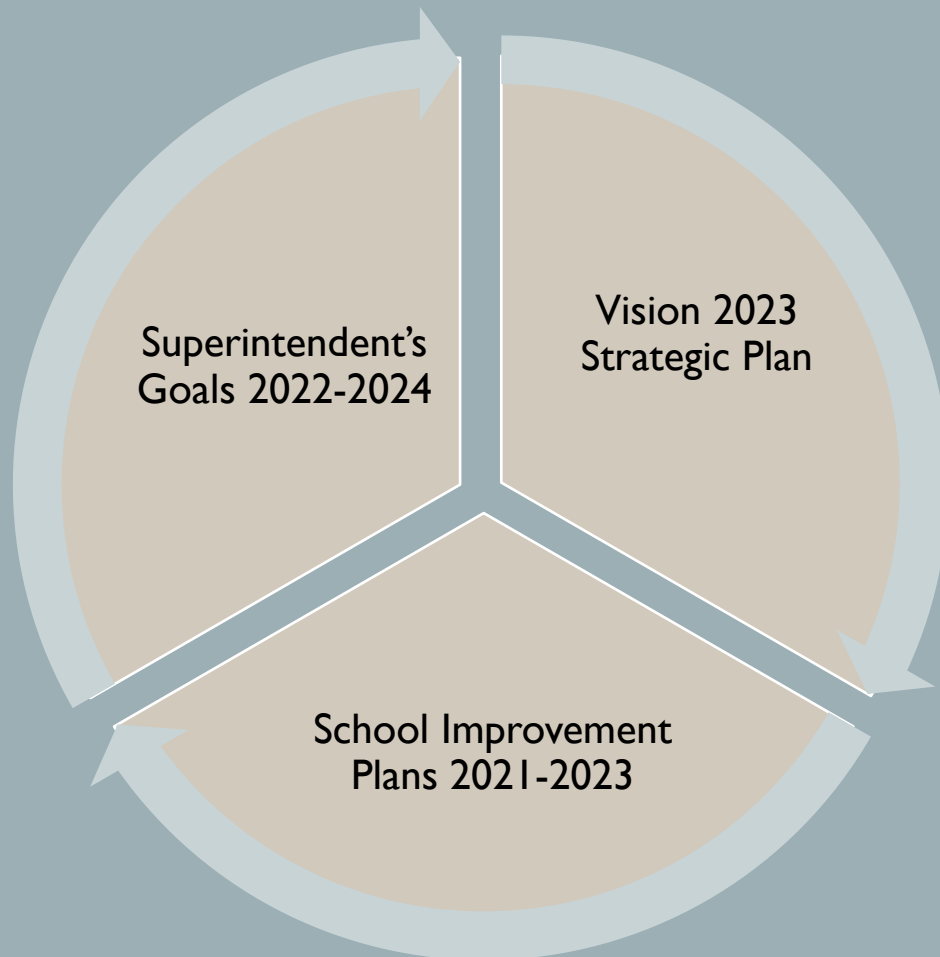
Michelle Smith, Marion & Old Rochester School Committee

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

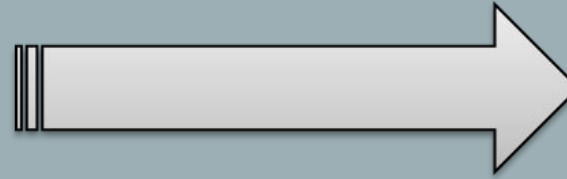
Superintendent's Evaluation Timeline

Date	Description
November 2022 - Public Meeting	Superintendent Evaluation Process for FY23 & FY24 is Reviewed and Approved
June 2023 – Public Meeting (Rescheduled)	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

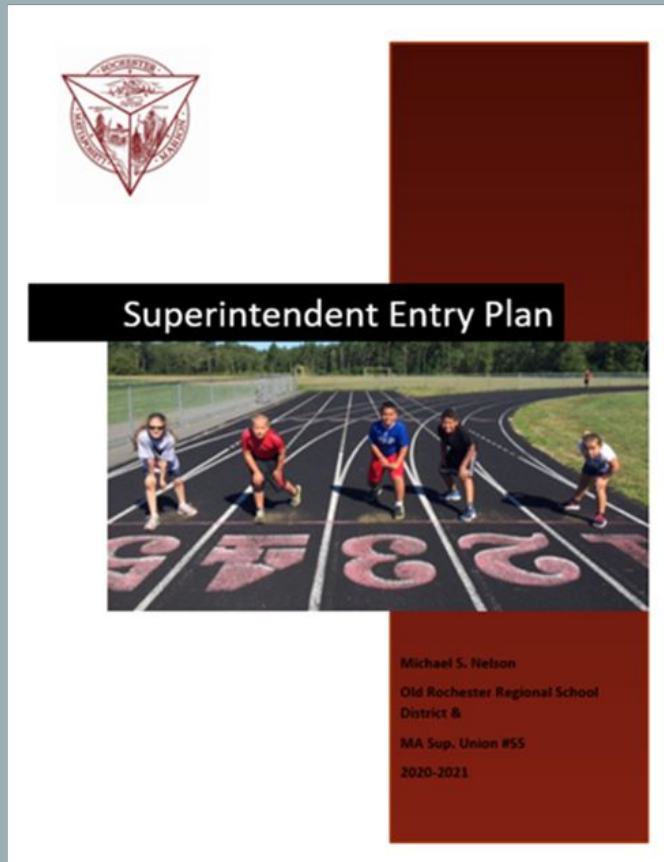
MOVING OUR MISSION FORWARD: TO INSPIRE ALL STUDENTS TO THINK, TO LEARN, AND TO CARE.



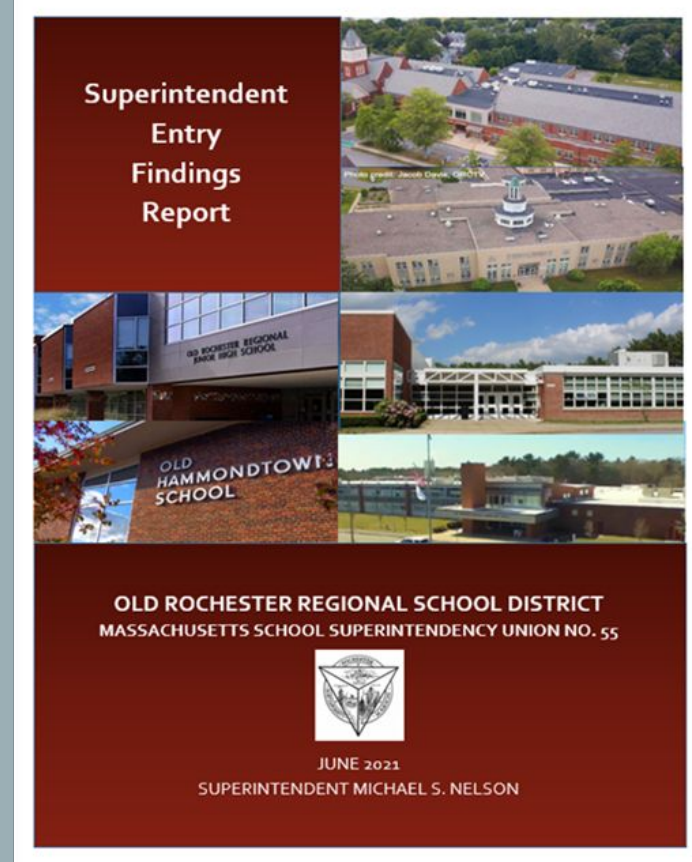
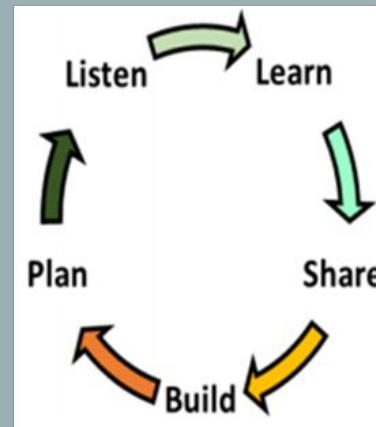
SUPERINTENDENT ENTRY PLAN November 2020



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

- 21st 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

Benchmarks

Resources

- 
- 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.

- 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.

- 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 third 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

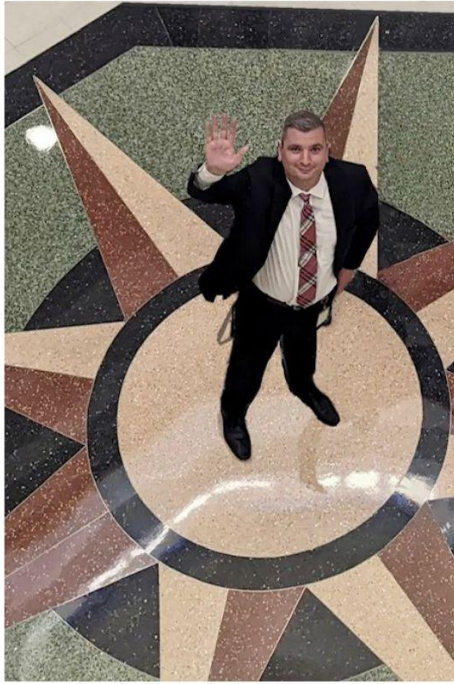
- Launch an upgraded school-system website utilizing a new template.
- Begin offering a school-system Mobile APP that will streamline communication from school to home.
- Establish and regularly utilize social media to share communication from the Superintendent's Office.
- Distribution of regularly 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
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building





23/24

Professional Development Plan

Shari Fedorowicz, Ph.D.
Assistant Superintendent of Teaching and Learning
September 28, 2023

Old Rochester Regional School District
MA Superintendency Union # 55

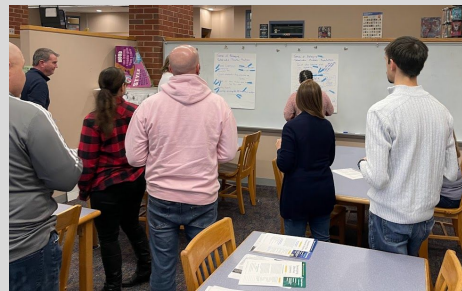


22/23 Professional Development Review

Date	Topic (Click on the blue links to see each PD days offerings.)
September 21, 2022 Half PD Day	Promethean Board Training (District-Wide)
November 10, 2022 Full Day PD	21st Century Learning, Technology Readiness and Project-Based Learning (District-Wide)
January 13, 2023 Full Day PD	Social & Emotional Learning & Global Citizenship Keynote Dr. Robert Evans: Surviving and Thriving in Challenging Times (District-Wide)
February 8, 2023 Half Day PD	Cultural Proficiency and Diversity, Equity and Inclusion (Building Based)
March 8, 2023 Half Day PD	Vertical Level Curriculum Work (Building Based)
June 7, 2023 Half Day PD	Transition Planning and/or Curriculum Work (Building Based)



Snapshots of 22/23 Professional Development





Additional 22/23 Professional Development

- CPI Training
- Improving Educational Equity as an Administrator
- Opening Day Keynote Presentation on Classroom Equity
- Curriculum Review Cycle Team
- Instructional Council
- Learning Walks
- Strategic Planning Vision 2028
- Library Media Specialist PLC
- Heggerty Phonemic Awareness Webinar
- Sippican School: Literacy Teaching in Primary Classroom
- Mentor Program
- New Teacher Orientation



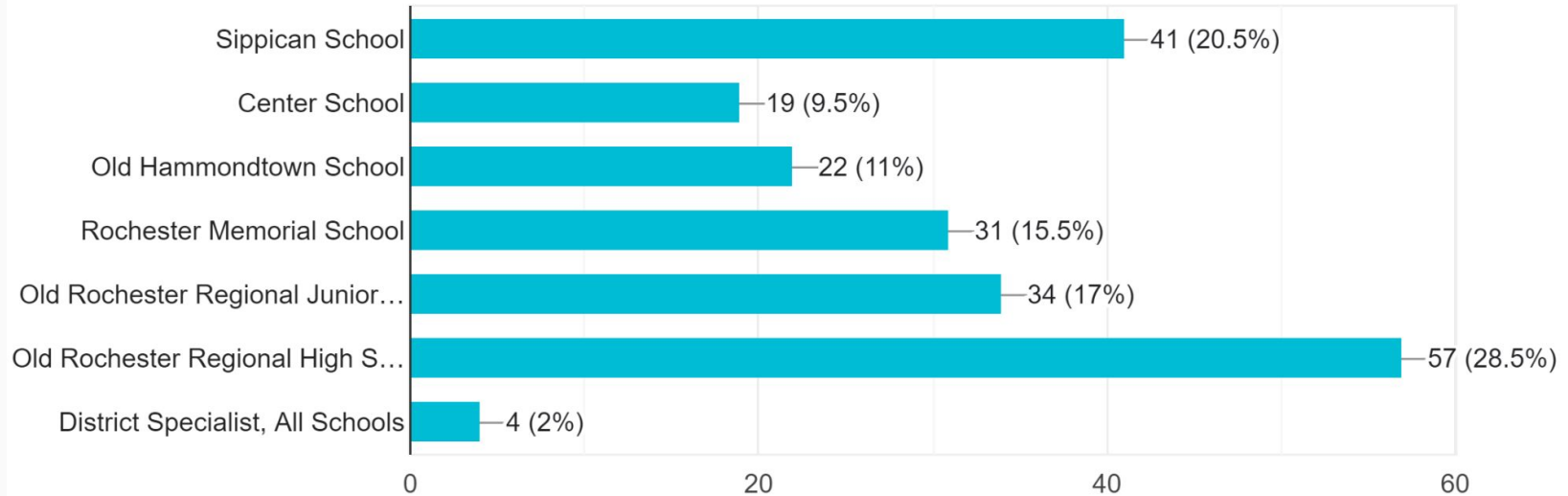
How the 23/24 PD Plan was Developed

- Instructional Council Team Collaboration
- Educator Survey Feedback
- Parent/Guardian Survey Feedback
- Administrator Feedback
- Vision 2028 Strategic Plan
- Review of 22/23 Professional Development

Educator Responses to the PD Survey

At which location(s) do you work?

200 responses



Top Three Requested Priorities

Elementary Top Priorities:

1. Social Emotional Learning
2. Literacy and Writing Strategies
3. Sense of Belonging

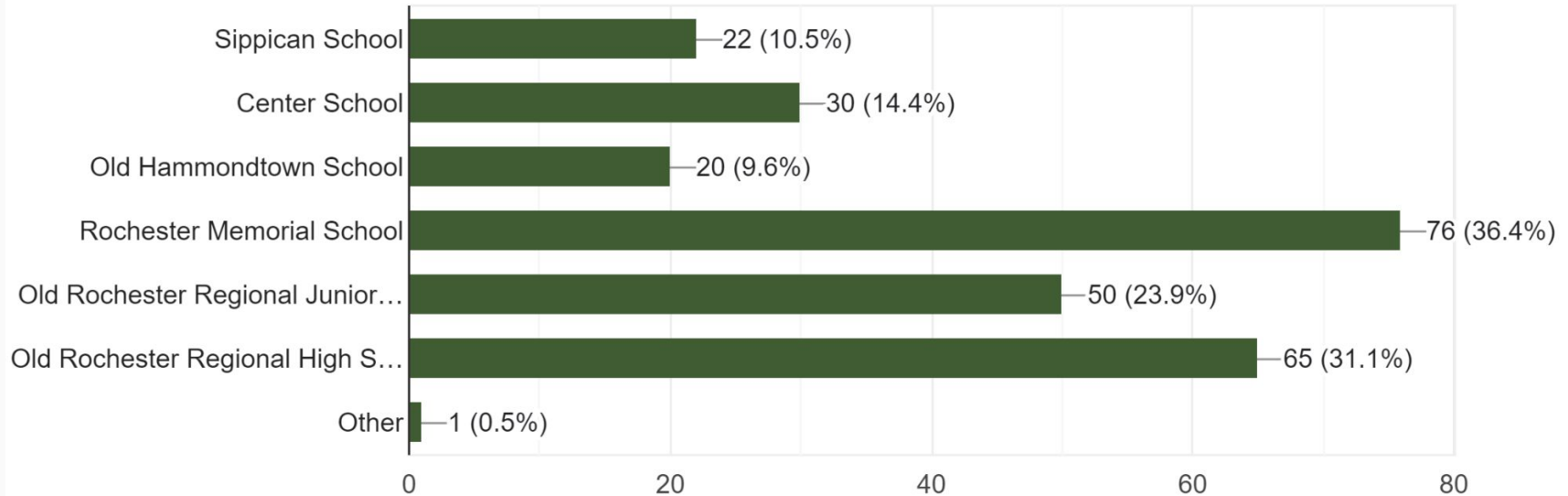
Secondary Top Priorities:

1. Curriculum, Instruction, Assessment in subject areas
2. Technology Integration
3. Global Citizenship

Parent/Guardian Responses to the PD Survey

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

209 responses



Parent/Guardian Priorities

Top Priorities Combined:

- Curriculum, Instruction, Assessment in subject areas
 - Literacy and Writing Strategies
 - Math Strategies
 - Science Technology Engineering
- Social Emotional Learning

Proposed 2023/2024 Professional Development Plan

Date/Title	Topic
August 29, 2023 Full Day PD	Teaching and Learning: Unpacking the Curriculum Review Cycle (CRC) and Curriculum Initiatives (District-Wide)
September 27, 2023 Half PD Day	Strategic Plan: Teaching and Learning - Curriculum and Assessment Recalibration; Literacy (District-Wide)
November 7, 2023 Full Day PD	Strategic Plan: Teaching and Learning, Systems of Support, Climate and Culture - Portrait of a Graduate, Literacy, Sense of Belonging (District-Wide)
January 31, 2024 Half Day PD	Strategic Plan: Culture and Climate; Literacy (Building Based)
March 6, 2024 Half Day PD	Strategic Plan: Safe Schools and Systems of Support (Building Based)
June 5, 2024 Half Day PD	Placement (Building Based)



Thank you!

Questions?

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55



2024 Curriculum Review Cycle Plan

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

Table of Contents:

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Mission Statement:

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

Strategic Plan: Theory of Action

IF WE...

implement an equitable, rigorous, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and equitable climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

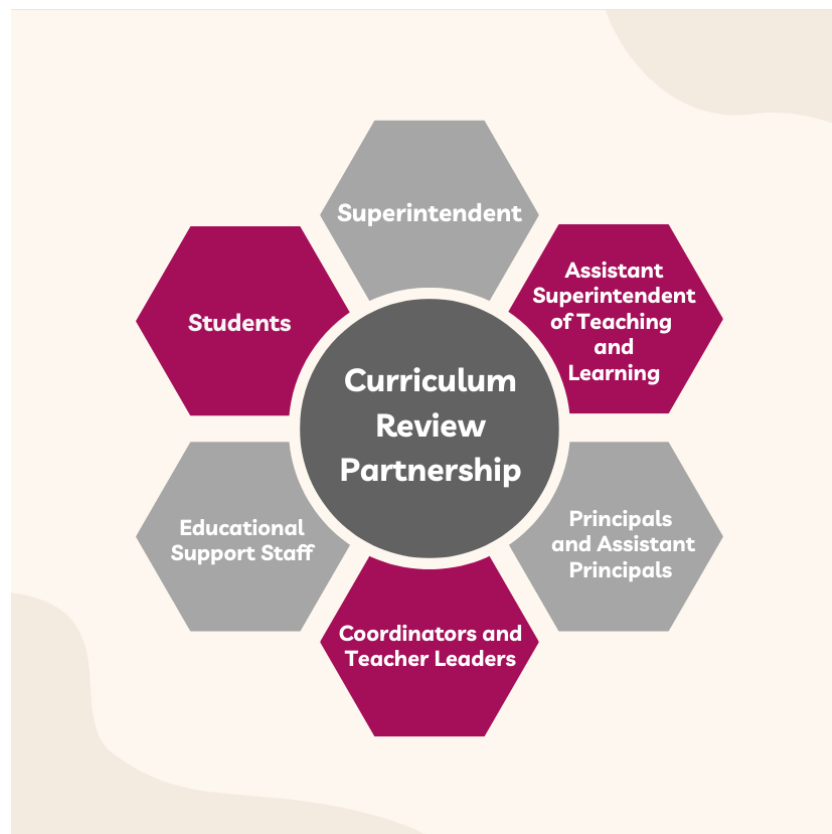
Introduction

Old Rochester Regional School District and MA Superintendency Union #55 Vision and District Strategic Plan provides a continuous curriculum review involving educators from each district's learning community as a collaborative effort to provide a rigorous and meaningful education for our students. The purpose of the flexible four phase cycle is to examine, plan, implement, and evaluate/review curriculum as part of the district's dedication to continuous and sustainable improvement in teaching and learning. The guidelines for review of this Curriculum Review Cycle include:

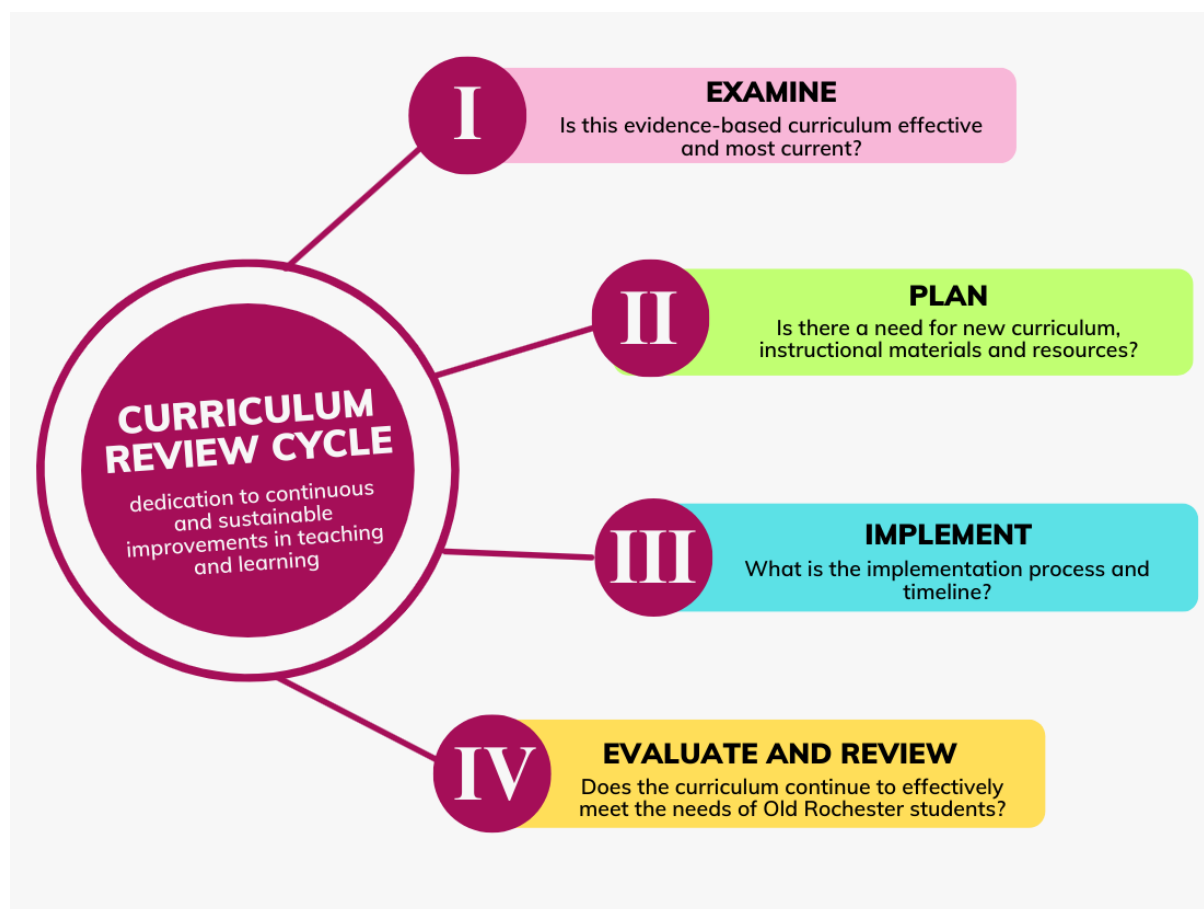
Shared Leadership Structure

Curriculum Review Cycle Leadership Team:

The shared leadership team consists of representation from across the district. Members include Assistant Superintendent of Teaching and Learning, principals, assistant principals, instructional council members, elementary and secondary teachers, special education teachers, and paraprofessionals. Decisions related to the curriculum review cycle are compiled through a collaborative effort and data collection, as shown in the diagram below:



Four Phase Cycle



Phase I: Examine

Is this evidence-based curriculum effective and most current?

- Review existing curricular materials and resources being utilized horizontally and vertically across grade levels and districts
- Review written curriculum in ATLAS for consistency and alignment to MA State Standards
- Look for gaps in curriculum aligned to MA State Standards
- Examine alignment of curriculum and instruction in all three elementary districts
- Analyze student data to determine areas of strengths and needs
- Gather resources related to exemplary programs aligned to DESE and best-practices
- Determine if the program or curricular materials address diversity, belonging, equity, and inclusion (DBEI)
- Decide on timeline for continuation of examining the curriculum or transition to the next phase

Phase II: Plan

Is there a need for a new curriculum, instructional materials and resources?

Can existing curriculum be modified to meet learning needs?

- Attend conferences and professional development as needed for most up-to-date training and pedagogy
- Develop and conduct a needs assessment on curriculum and instructional materials/resources based on grade level and/or departmental needs
 - Create action steps and plan based on results
- Identify resources and materials for potential pilot
 - Maintain spreadsheet to track resources, costs, and professional development
 - Pilot new materials or update existing curriculum
- In preparation for Phase III, collaborate and schedule curriculum purchases with Shared Leadership Team regarding yearly costs and consumables for budget sustainability
- Conduct curriculum calendar adjustments based on identified resources and purchases by grade level and/or subject needs
- Identify assessment strategies used to measure student progress
 - Create a plan to collect evidence and evaluate data
- Decide on the timeline for continued planning or transition to the next phase

Phase III: Implement

What is the implementation process and timeline?

- Initiate implementation of curriculum
- Create or update scope and sequence
- Create or update written curriculum in ATLAS
- Assign roles, responsibilities, and supports for implementation process
- Develop professional development plan and schedule based on needs of educators
- Provide time for vertical and horizontal team meetings for collaboration and discussion
- Establish potential learning walks for teachers to visit each others classrooms or other schools using new or updated materials
- Assess student progress
- Gather evidence of successes and challenges of curriculum implementation
- Decide on timeline for continued implementation or transition to next phase

Phase IV: Evaluate and Review

Does the curriculum continue to effectively meet the needs of Old Rochester students?

- Review data from student assessments
- Identify gaps in the new or updated curriculum to ensure all student needs are met
- Determine any changes for further use of new or updated curriculum
- Collect teacher data regarding effectiveness of new or updated curriculum to determine next steps in Curriculum Review Cycle
- Determine recommendations for next phase in Curriculum Review Cycle
 - Consider budgetary analysis and impacts to updating curriculum
- Aligning curricular purchases with funding, grants, and budget
 - Create schedule and calendar for renewal of digital licenses, consumables and resources
- Decide on timeline for continuation of evaluating and reviewing curriculum or transition into the next phase of the cycle

Curriculum Review Schedule

Elementary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Math	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	IV ▾	I ▾	II ▾	III ▾	IV ▾
	6	IV ▾	I ▾	II ▾	III ▾	IV ▾
ELA	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	II ▾	III ▾	III ▾	IV ▾	I ▾
	6	II ▾	III ▾	III ▾	IV ▾	I ▾
Science	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	III ▾	III ▾	III ▾	III ▾	III ▾
	6	III ▾	III ▾	IV ▾	I ▾	II ▾
Social Studies	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	III ▾	III ▾	III ▾	III ▾	III ▾
	6	III ▾	III ▾	III ▾	III ▾	III ▾

Secondary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Math	7-8	III ▾	III ▾	III ▾	III ▾	III ▾
	9-10	IV ▾	I ▾	II ▾	II ▾	III ▾
	11-12	IV ▾	I ▾	II ▾	II ▾	III ▾
English	7	I ▾	II ▾	II ▾	III ▾	III ▾
	8	III ▾	III ▾	III ▾	IV ▾	I ▾
	9	IV ▾	I ▾	II ▾	II ▾	III ▾
	10	III ▾	IV ▾	I ▾	II ▾	II ▾
	11	III ▾	IV ▾	I ▾	II ▾	II ▾
	12	I ▾	II ▾	II ▾	III ▾	IV ▾
Science	7-8	III ▾	III ▾	IV ▾	I ▾	II ▾
	9	IV ▾	I ▾	II ▾	III ▾	III ▾
	10	II ▾	III ▾	III ▾	III ▾	IV ▾
	11-12	I ▾	II ▾	II ▾	III ▾	III ▾
		TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
Social Studies	7	III ▾	III ▾	IV ▾	I ▾	II ▾
	8	III ▾	III ▾	IV ▾	I ▾	II ▾
	9	III ▾	III ▾	IV ▾	I ▾	II ▾
	10	III ▾	III ▾	IV ▾	I ▾	II ▾
	11	III ▾	III ▾	IV ▾	I ▾	II ▾
	12	I ▾	II ▾	II ▾	III ▾	III ▾
World Language	7-8	I ▾	II ▾	II ▾	III ▾	III ▾

Secondary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	9-12	I ▾	II ▾	II ▾	III ▾	III ▾
Tech/Eng	7	IV ▾	I ▾	II ▾	III ▾	III ▾
	8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	IV ▾	I ▾	II ▾	III ▾	III ▾
Computer Science	7-8	II ▾	III ▾	III ▾	IV ▾	I ▾

Unified Arts						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Art	PK - 6	I ▾	I ▾	II ▾	III ▾	IV ▾
	7-8	I ▾	I ▾	II ▾	III ▾	IV ▾
	9-12	I ▾	I ▾	II ▾	III ▾	IV ▾
Music	PK - 6	I ▾	II ▾	III ▾	III ▾	IV ▾
	7	I ▾	II ▾	III ▾	III ▾	IV ▾
	8	IV ▾	I ▾	II ▾	III ▾	IV ▾
	9-12	I ▾	II ▾	III ▾	III ▾	IV ▾
PE	PK - 6	II ▾	II ▾	III ▾	III ▾	IV ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	II ▾	II ▾	III ▾	III ▾	IV ▾
Health & Wellness	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	II ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	II ▾	II ▾	III ▾	III ▾	III ▾
Library	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾

The Curriculum Review Cycle will follow the sequential nature of the phases unless modifications need to be made based on the following updates or changes: budgets, curricular needs, state assessments, and/or the Massachusetts State Frameworks.

**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
September 28, 2023 – 6:30 p.m.**

Zoom link:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MlJtRVFXOVlPTWVHaUlEg3U2l1Q09>

Meeting ID: 968 1584 5547

Passcode: 146869

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.

MEETING TO ORDER

RECOGNITION

CHAIRPERSON'S REPORT

SUPERINTENDENT'S REPORT

XI. Executive Session

I. Consent Agenda

A. Approval of Minutes

1. Regular Session: January 19, 2023

2. Executive Session: January 19, 2023

3. Superintendent's Goals Subcommittee: June 20, 2023

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. Appointment of Interim Director of Student Services

B. Approval of School Committee Dates for the 2023-2024 School Year

C. Approval of Strategic Plan Vision 2028

D. Superintendent's Mid-Cycle Review

E. Approval of Professional Development Plan

F. Curriculum Review Cycle Presentation

G. Approval of Substitute Daily Rates

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 Comment(s)

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: September 26, 2023
SUBJECT: Agenda Items

The following items are on the agenda for September 28, 2023.

XI. Executive Session

Recommendation

That the School Committee enter into executive session for the purposes of exception #3, to discuss strategy with respect to collective bargaining and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of January 19, 2023. Please refer to “JSC 09282023 January Minutes”

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of January 19, 2023.

A.3. Approval of Minutes – Superintendent’s Goals Subcommittee

Recommendation

That the School Committees review and approve the minutes of June 20, 2023. Please refer to “JSC 09282023 Superintendent’s Goals Minutes”

V. General

A. Appointment of Interim Director of Student Services

Recommendation

That the School Committees review a recommendation to appoint the Interim Director of Student services for the Old Rochester Regional School District and Massachusetts Superintendency Union #55. Please refer to “JSC 09282023 Interim Director of Student Services Memo”.

B. Approval of School Committee Meetings for the 2023-2024 School Year

Recommendation

That the school committee review for approval the dates for the 2023-2024 school year. The following dates should be reviewed: January 18, 2024, March 28, 2024 and June 20, 2024.

C. Approval of Strategic Plan Vision 2028

Recommendation

That the School Committees review and approve the new Strategic Plan Vision 2028. Please refer to “JSC 09282023 Vision 2028 Final Draft Strategic Plan” and “JSC 09282023 Vision 2028 Presentation”.

D. Superintendent’s Mid-Cycle Review

Recommendation

That the School Committees hear an update from Superintendent Nelson regarding his Mid-Cycle Review. Please refer to “JSC 09282023 Superintendent’s Goals 22-24 Progress Update Presentation” and “JSC 09282023 Superintendent’s Goals Mid-Cycle Update”.

E. Approval of Professional Development Plan

Recommendation

That the School Committees review and approve the Professional Development Plan for 2023-2024 school year. Please refer to “JSC 09282023 PD Plan”.

F. Curriculum Review Cycle Presentation

Recommendation

That the School Committees review a presentation of the current Curriculum Review Cycle. Please refer to “JSC 09282023 Curriculum Review Cycle”.

F. Approval of Substitute Daily Rates Recommendation

That the School Committees review a recommendation for the 2023-2024 school year. Please refer to “JSC 09282023 Substitute Daily Rates 2023-2024”.

VI. New Business

D. Policy Review

Recommendation:

That the school committee review and approve the following policies:

- **JFBB - School Choice, JFBB-1 School Choice and JFBB-R School Choice Procedures** – These policies were reviewed by the Policy Subcommittee on March 8th and are being recommended for final approval. Please refer to “JSC 09282023 JFBB School Choice redlined”, “JSC 09282023 JFBB-1 School Choice redlined” and “JSC 09282023 JFBB-R School Choice Procedures redlined”.
- **BEDH – Public Comment at School Committee Meetings** – This policy was reviewed by the Joint School Committee on January 19th and was recommended back to the Policy Subcommittee. The Policy Subcommittee met on March 8th, reviewed and revised the recommended changes. This policy was also reviewed by legal counsel. The Policy Subcommittee met on June 21st, reviewed the recommendations and is being recommended for final approval. Please refer to “JSC 09282023 BEDH-Public Comment at School Committee Meetings Revised 06.21.2023”.
- **The Policy Subcommittee met on May 10th and reviewed MASC Newsletter recommendations in Section A and the changes below are being recommended for final approval.** Please refer to “JSC 09282023 Section A ORR Revised with SC revisions”.
 - Add
 - AA-1 Regional School District Legal Status
 - Revise
 - AA School District Legal Status
 - AB The People And Their School District
 - ACA Nondiscrimination On The Basis Of Sex
 - ACE Nondiscrimination On The Basis of Disability
 - AD Mission Statement
 - ADC Tobacco Products On School Premises Prohibited
- **The Policy Subcommittee met on May 31st and reviewed MASC Newsletter recommendations in Sections B, C, E, G, H and L and the changes below are being recommended for final approval. SECTION B**
Please refer to “JSC 09282023 Section B Revised with SC revisions”.
 - Add
 - BDD School Committee Superintendent Relationship
 - BDFA-E School Improvement Plan - BDFA, BDFA-E-1, BDFA-E-2 and BDFA-E-3 were rewritten and consolidated into BDFA and BDFA-E
 - BJ School Committee Legislative Program
 - Delete
 - BDFA-E-1, School Improvement Plan (rewritten into BDFA and BDFA-E)
 - BDFA-E-2 Submission and Approval of the School Improvement Plan (rewritten into BDFA and BDFA-E)
 - BDFA-E-3 Conduct of School Council Business (rewritten into BDFA and BDFA-E)
 - BEDB-E Agenda Format (removed as unnecessary)
 - BK School Committee Memberships (we have BKA State School Committee Associations- removed as unnecessary)
 - Review Revisions
 - BA School Committee Operational Goals
 - BB School Committee Legal Status
 - BBA School Committee Powers and Duties
 - BBAA School Committee Member Authority
 - BBBA/BBBB School Committee Member Qualifications/Oath of Office

- BBBC School Committee Member Resignation
- BBBE Unexpired Term Fulfillment
- BCA School Committee Member Code of Ethics
- BDB School Committee Officers
- BDFA School Councils
- BG School Committee Policy Development
- BGC Policy Revision and Review
- BHE Use of Electronic Messaging by School Committee Members
- BIBA School Committee Conferences, Conventions and Workshops
- BID School Committee Member Compensation and Expenses

SECTION C

Please refer to “JSC 09282023 Section C Revised with SC revisions”.

- Add
 - CE Administrative Councils, Cabinets, and Committees
 - CHA/CHC Development and Dissemination of Procedures – merge policies CHA and CHC
- Delete
 - CHA Development of Procedures (language included in CHA/CHC)
 - CHC Procedures Dissemination (language included in CHA/CHC)
 - CL Administrative Reports (removed as unnecessary)
- Review Revisions
 - CA Administrative Goals
 - CB Regional School Superintendent
 - CBD Superintendent’s Contract
 - CBI Evaluation of the Superintendent
 - CCB Staff Relations
 - CH Policy Implementation
 - CHCA Approval of Handbooks and Directives
 - CM Regional School District Annual Report

SECTION E

Please refer to “JSC 09282023 Section E Revised with SC revisions”.

- Add
 - EC-1 Regional School District Buildings and Grounds Management
- Review Revisions
 - EB Safety Program
 - EBB First Aid
 - EBC Emergency Plans
 - EBCD Emergency Closings
 - EC Building and Grounds Management
 - ECA Building and Grounds Security
 - ECAF Security Cameras in Schools
 - EEAE School Bus Safety Program
 - EEAEA-1 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
 - EEAE Student Conduct on School Buses
 - EFC Free and Reduced Price Food Services

SECTION G

Please refer to “JSC 09282023 Section G Revised with SC revisions”.

- Add
 - GBEBD Online Fundraising and Solicitations - Crowdfunding
- Delete
 - GA Personnel Policies Goals (goals are more specific to districts)
 - GDQD Suspension and Dismissal of Support Staff Members (covered in contracts)
- Review Revisions
 - GBA Equal Employment Opportunity
 - GBEA Staff Ethics/Conflict of Interest
 - GBEB Staff Conduct
 - GBEC Drug-Free Workplace Policy

- GBED Tobacco Use on School Property by Staff Members Prohibited
- GBGB Staff Personal Security and Safety
- GBI Staff Participation in Political Activities
- GBJ Personnel Records
- GCA Professional Staff Positions
- GCBA Professional Staff Salary Schedules
- GCBB Employment of Principals
- GCBC Professional Staff Supplementary Pay Plans
- GCE Professional Staff Recruiting/Posting of Vacancies
- GCG Substitute Professional Staff Employment
- GCIA Philosophy of Staff Development
- GCJ Professional Teacher Status
- GCK Professional Staff Assignments and Transfers
- GDB Support Staff Contracts and Compensation Plans

SECTION H

Please refer to “JSC 09282023 Section H Revised with SC revisions”.

- Review Revisions
 - HA Negotiations Goals
 - HB Negotiations Legal Status
 - HF School Committee Negotiating Agents

SECTION L

Please refer to “JSC 09282023 Section L Revised with SC revisions”.

- Review Revisions
 - LBC Relations with Nonpublic Schools
- **The Policy Subcommittee met on June 21st and reviewed MASC Newsletter recommendations in Sections J and K and the changes below are being recommended for final approval.**

SECTION J

Please refer to “JSC 09282023 Section J Revised with SC revisions”.

- Delete
 - JKA Corporal Punishment (language added to JKAA)
- Review Revisions
 - JBB Educational Equity
 - JFABE Education Opportunities for Military Children
 - JFABF Educational Opportunities for Children in Foster Care
 - JHD Exclusions and Exemptions from School Attendance
 - JICA Student Dress Code
 - JICC Student Conduct on School Buses
 - JICE Student Publications
 - JICFA Prohibition of Hazing
 - JICFB Bullying Prevention
 - JICK Harassment of Students
 - JIH Searches and Interrogations
 - JII Student Complaints and Grievances
 - JJ Co-Curricular and Extracurricular Activities
 - JJE Student Fund-Raising Activities
 - JJF Student Activity Accounts
 - JJIB Interscholastic Athletics
 - JKAA Physical Restraint of Students
 - JL Student Welfare
 - JLC Student Health Services and Requirements
 - JLCA Physical Examinations of Students
 - JLCB Immunization of Students
 - JLCC Communicable Diseases

SECTION K

Please refer to “JSC 09282023 Section K Revised with SC revisions”.

- Review Revisions
 - KBA School/Parent Relations Goals

- KBE Relations with Parent Organizations/Booster Organizations
- KCB Community Involvement in Decision Making
- KDB Public's Right to Know
- KDD News Media Relations/News Releases
- KE Public Complaints

VII. School Committee

A. Reorganization (Union #55 Only)

Recommendation

That the School Committees reorganize and appoint a Chairperson and a Vice-Chairperson for the 2023-2024 school year. Please refer to "JSC 09282023 Union Reorganization Draft".

VIII. Future Business

B. Timeline

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

Joint School Committee

January 18, 2024

- School Calendar Review (January)
- Budget Update (March)
- Approval of School Committee Dates (March)
- School Calendar Approval (March)
- Professional Development Plan Approval (June)
- Superintendent's End of Year Evaluation (June)

XI. Executive Session

Recommendation

That the School Committee enter into executive session for the purposes of exception #3, to discuss strategy with respect to collective bargaining and #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

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

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

**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, McSweeney: 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, McSweeney: 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, McSweeney: 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. McSweeney

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 21st 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 28th and 29th 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 30th.

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

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

Next, in November our first full professional development day would be held on the 7th (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 10th and an early release is scheduled on the 22nd of November to begin Thanksgiving break.

Moving to December – schools would dismiss early on the 22nd – and school vacation would follow.

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

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

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

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

In May – the 27th is scheduled off to recognize the holiday.

Finally – on June 5th the final early release PD day would be held. Our last day of school would be the 12th if no cancellations are needed. If we are in session due to cancellations – there would be no school on June 19th to recognize Juneteenth. The 185th day would be the 20th 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 that 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 stand point 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 through 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 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. McSweeny: 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 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 1st 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 1st.

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 24th, can you do one on the 25th and one on the 28th and then school start on the 29th 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 27th 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 20th.

Ms. Nye: But we are looking at June 20th 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 27th.

February 7th early release day for faculty professional development is moved to January 31st.

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 29th and was recommended back to the Policy Sub-Committee. The Policy Sub-Committee met on October 25th 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, 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)

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
Superintendent's Goals Subcommittee
June 20, 2023 – 4:00 p.m.
MEETING HELD IN HYBRID FORMAT
Superintendent's Conference Room
135 Marion Road
Mattapoisett, MA 02739**

School Committee Members Present: Nichole Daniel (in-person), Marion School Committee; Anne Fernandes (remote), Rochester School Committee; Carly Lavin (remote), Mattapoisett School Committee; Matthew Monteiro (remote), ORR School Committee; Michelle Smith (remote), Marion/ORR School Committee

School Committee Members Absent: Sharon Hartley

Other Staff Members Present: Michael S. Nelson (in-person), Superintendent of Schools; Melissa Wilcox (in-person), Executive Assistant to the Superintendent.

Meeting was called to order at 4:05 p.m. by Nichole Daniel.

Purpose of the Meeting: Superintendent's Evaluation Progress Review

Superintendent Nelson reviewed the evaluation timeline and currently he is on track with the timeline originally presented in the fall. He then reviewed his four goals. Superintendent Nelson showed the draft mid-cycle presentation that will be finalized and shown at the next Joint School Committee meeting. He explained the draft evidence presentation and format including live links to the evidence rather than paper copies in person. He concluded by discussing the next steps which include sharing the progress evidence with the Joint School Committee.

School Committee Feedback:

Matthew Monteiro commended the draft presentation and is glad to see that the goals and evidence align with parent feedback from recent public forums he attended in which community members discussed better communication across the district.

Nichole Daniel appreciates the linked document with the evidence so that it can be reviewed online at each member's convenience.

Carly Lavin agreed the format is fantastic and easy to navigate online.

Motion to adjourn meeting at 4:27 p.m.

Motion: Carly Lavin

Seconded: Michelle Smith

5:0

Roll Call: Nichole Daniel (yes); Anne Fernandes (yes); Carly Lavin (yes); Matthew Monteiro (yes); Michelle Smith (yes)

Submitted by,
Melissa Wilcox



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

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

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

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

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

Kristine Lincoln, M.Ed.
Interim Director of Student Services

Memo

To: Joint School Committee Members

From: Michael S. Nelson, Superintendent of Schools

Date: September 27, 2023

Re: Motion – Interim Director of Student Services

The Superintendent of Schools recommends that the Joint School Committee appoint the Interim Director of Students Services of the Old Rochester Regional School District and Massachusetts Superintendency Union #55.

Motion:

A motion to appoint Ms. Kristine Lincoln as the Interim Director of Students Services of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 pursuant to successful contract negotiation.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of 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, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.



Creating the District's Plan With *Planning for Success*

Old Rochester Regional School District
Superintendency Union #55

September 28, 2023

The *Planning for Success* Process

Create Plan

- Envision the future
- Analyze district performance, educator evaluation, and community feedback data for trends and patterns
- Backward design the improvement strategy from specific, desired student outcomes, researching effective practices

Align Systems

- Connect Educator Evaluation goals and School Improvement Plans to the District Plan
- Leverage budget, grants, and resources in support of the District Plan
- Build community commitment to the District Plan

Implement

- Create an annual action plan with progress and impact benchmarks
- Monitor and publicly report on progress
- Redesign the District Plan if necessary

Multi-Year Planning Framework



The Massachusetts Planning and Implementation Framework

Multi-Year Plan Components

Element	Definition
Mission	Your purpose: why the organization exists.
Core Values	What you believe in: the principles that guide decision making and action.
Vision	Your aspirations for students: what you value and why, and what future success will look like.
<i>Are the foundation of the...</i>	
Theory of Action	The beliefs and assumptions you hold about why certain actions will lead to the vision you seek. Framed as an "if...then" statement.
<i>Which leads to the development of the...</i>	
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision (the "what" and "why").
<i>Which will be achieved by the...</i>	
Strategic Initiatives	The projects and programs that support and will achieve the strategic objectives (the "how").
<i>The success of the plan as a whole will be measured by the...</i>	
Outcomes	<p>The expected results: what they will be, how they will be measured, when they will occur. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p>Final outcomes set targets for improvement achieved at the end of plan implementation. For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%. Interim outcomes set targets for improvement during plan implementation.</p>

Annual Action Plan Components

Element	Definition
Implementation Benchmarks	<p>The planned action steps and their desired impact.</p> <p>Process benchmarks specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.</p> <p>Early evidence of change benchmarks identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers' classrooms between October and May.</p>
<i>Which you regularly monitor to assess whether the plan is on track to achieve desired change or requires adjustment.</i>	

The Planning Process Schedule

Activity	Date
Planning Team Retreat 1: Visioning; community engagement	3/13/23
Admin Leadership Retreat 1: SWOT analysis; district data	3/17/23
<i>Planning team members conduct visioning sessions</i>	2 weeks
Planning Team Retreat 2: District Data Presentation, Synthesize common vision themes;	3/24/23
Planning Team Retreat 3: Data and root cause analysis	4/14/23
Admin Leadership Retreat 2: Draft Objectives, Strategic Initiatives, and Outcomes	4/28/23
Planning Team Retreat 4: Review and Revise, Vision statement, quality plan review and revision, community dissemination process	5/18/23
ACTION PLANNING	6/09/23, 8/2/23

The Process

Envisioning the Future

SWOT

Finding Common Themes

Root Cause Analysis

Strategic Objectives, Strategic Initiatives,
& Intended, Measurable Outcomes

Quality Plan Review

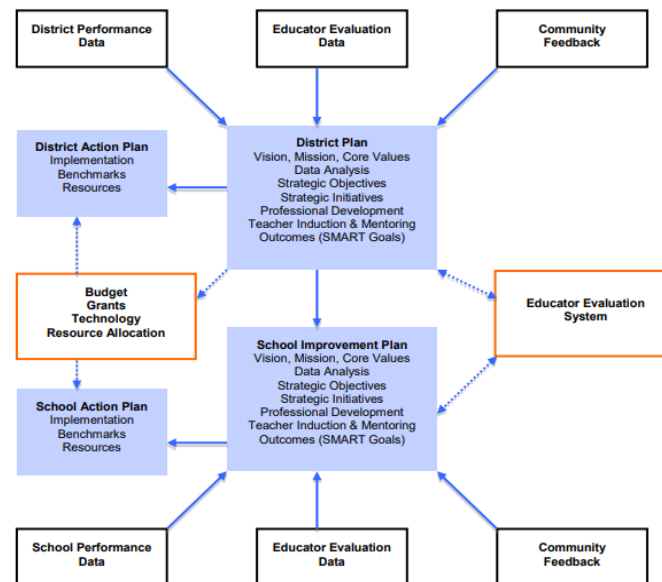
Annual Action Planning

Implementing the District Plan > Connecting Systems

Create—Align—Implement

Connecting Existing District Systems to Create Coherence

The graphic below depicts the data sources that inform District and School Improvement Plans; the contents of multi-year and annual action plans and the relationships between these plans; and the connections between these plans and district systems. District and School Improvement Plans are living documents that should guide district systems and respond to changes in the district context, including data about plan implementation and impact gathered through action plan monitoring.



Monitoring the Plan

A critical part of the implementation of the district plan is the development of a monitoring routine—the regular practices and procedures—that the schools and the district will use to effectively implement, assess, and report on the progress of the annual action plans in the achievement of measureable outcomes.

Old Rochester Regional School District
Massachusetts Superintendency Union #55
DISTRICT Plan for Success 2023-2028
FINAL DRAFT

MISSION

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

VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

THEORY OF ACTION

IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

STRATEGIC OBJECTIVES

Teaching & Learning		Support Systems	Climate & Culture	Safe Schools
Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.	Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.	Ensure safe, secure, and equitable learning environments in all schools.

STRATEGIC INITIATIVES

Teaching & Learning		Support Systems	Climate & Culture	Safe Schools
1.1 Define, create, and implement a Portrait of the Graduate that encompasses equitable practices in students' academic and social lives.	2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.	3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.	4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.	5.1 Provide professional development to school community members regarding physical and cyber safety and security practices.
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.	2.2 Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models.	3.2 Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.	4.2 Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.	5.2 Establish annual review and audit procedures of all facility systems and related phase replacement plans.
1.3. Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership by grade span.	2.3 Provide educators with ongoing professional development in curriculum writing and planning (UbD) to support the implementation of a curriculum management system (i.e., standards-based curriculum, instruction, and assessment).	3.3 Identify and provide professional development in all schools that fosters the full implementation of the systems of support.	4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.	5.3. Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.	2.4 Provide and prioritize dedicated time and resources for the planning and implementation of a district-wide Portrait of the Graduate.	3.4 Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.	4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.	5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations.
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.	2.5 Provide professional development to support and implement adoption of current Literacy Action Plan.	3.5 Provide systems of support that ensure successful grade level transitions based on students' academic, behavioral, and social emotional learning needs.	4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.	5.5 Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

OUTCOMES

OUTCOMES: Objective 1 - Teaching & Learning: Portrait of the Graduate and Curriculum

- 1.1 - By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.
- 1.2 - By June 30, 2028, the curriculum review cycle guides the school-system's process to provide students with high-quality curricula at all levels and content areas and the literacy program is successfully implemented which is reflected in improved student outcomes.
- 1.3 - By June 30, 2028, the school-system has a fully structured and operational curriculum leadership team supporting district-wide curricular needs.
- 1.4 - By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.
- 1.5 - By June 30, 2028, a curriculum management system is used by educators throughout the school-system to inform curriculum, instruction, and assessment.

OUTCOMES: Objective 2 – Teaching & Learning: Professional Development

- 2.1 - By June 30, 2028, the school-system offers relevant, high-quality professional development.
- 2.2 - By June 30, 2028, the curriculum leadership team is fully facilitating, guiding, and supporting teaching and learning initiatives to promote best evidence-based practices (Preschool - 12th Grade).
- 2.3 - By June 30, 2028 educators are engaged in purposeful professional development aligned with standards-based curriculum which is integrated into instruction and assessments.
- 2.4 - By June 30, 2028, time is provided in master schedules and professional development days for educator collaboration focused on Portrait of a Graduate (i.e., Preschool -12th Grade vertical teams, grade level planning, subject area collaboration).
- 2.5 - By June 30 2028, professional development is centered around implementation of the Literacy Action Plan.

OUTCOMES: Objective 3 – Support Systems

- 3.1 - By June 30, 2028, the general education settings have identified and established vertical and horizontal systems of support.
- 3.2 - By June 30, 2028, the school-system has an operational intervention systems of support that supplement the general education setting for students in small group or individual settings.
- 3.3 - By June 30, 2028, all educators are trained in implementing effective systems of support across all school buildings to address the academic and social emotional needs of all students.
- 3.4 - By June 30, 2028, data collection and screening practices are scheduled, utilized, and analyzed on a consistent basis to assess behavioral and social emotional outcomes to meet the needs of students.
- 3.5 - By June 30, 2028, grade level transitions are successful in addressing the academics, behavioral, and social emotional needs of each student.

OUTCOMES: Objective 4 – Climate & Culture

- 4.1 - By June 30, 2028, evidence-based practices related to teaching and discipline are implemented to decrease behavioral issues and referrals.
- 4.2 - By June 30, 2028, a unified brand embodying the spirit of the school community has been established across all districts.
- 4.3 - By June 30, 2028, school-system stakeholders are well informed and connected by a cohesive school-system plan for comprehensive communication.
- 4.4 - By June 30, 2028, a respectful and successful learning environment is demonstrated and articulated through student leadership, input, and feedback.
- 4.5 - By June 30, 2028, educators consistently track student discipline and utilize strategies to improve student behavioral issues as a result of evidence-based professional development.

OUTCOMES: Objective 5 – Safe Schools

- 5.1 - By June 30, 2028, policies and procedures are in place to protect our school community's physical and digital safety and all staff have been trained on current and best practices.
- 5.2 - By June 30, 2028, our operating and phased replacement plans have ensured that our facilities and infrastructure meet the academic and safety needs of our school community members.
- 5.3 - By June 30, 2028, learning spaces are well maintained with modern technological tools to ensure equitable learning opportunities for all.
- 5.4 - By June 30, 2028, our capital and phased replacement plans have continued to ensure that our facilities and infrastructure are safe and meet modern learning needs.
- 5.5 - By June 30, 2028, all our schools will have the needed staffing, equipment, and resources to adhere to all educational and safety plans based on current best practice.

Vision 2028 Strategic Plan

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

MISSION

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



Our Vision

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences.

Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness.

Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.



Core Values

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.



Theory of Action



IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

OBJECTIVE ONE
TEACHING & LEARNING

1.1

Define, create, and implement a Portrait of the Graduate that encompasses equitable practices in students’ academic and social lives.

1.2

Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.

1.3

Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership team, curriculum leadership by grade span.

1.4

Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.

1.5

Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.

Outcomes



1.1

By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.

1.2

By June 30, 2028, the curriculum review cycle guides the school-system's process to provide students with high-quality curricula at all levels and content areas and the literacy program is successfully implemented which is reflected in improved student outcomes.

1.3

By June 30, 2028, the school-system has a fully structured and operational curriculum leadership team supporting district-wide curricular needs.

1.4

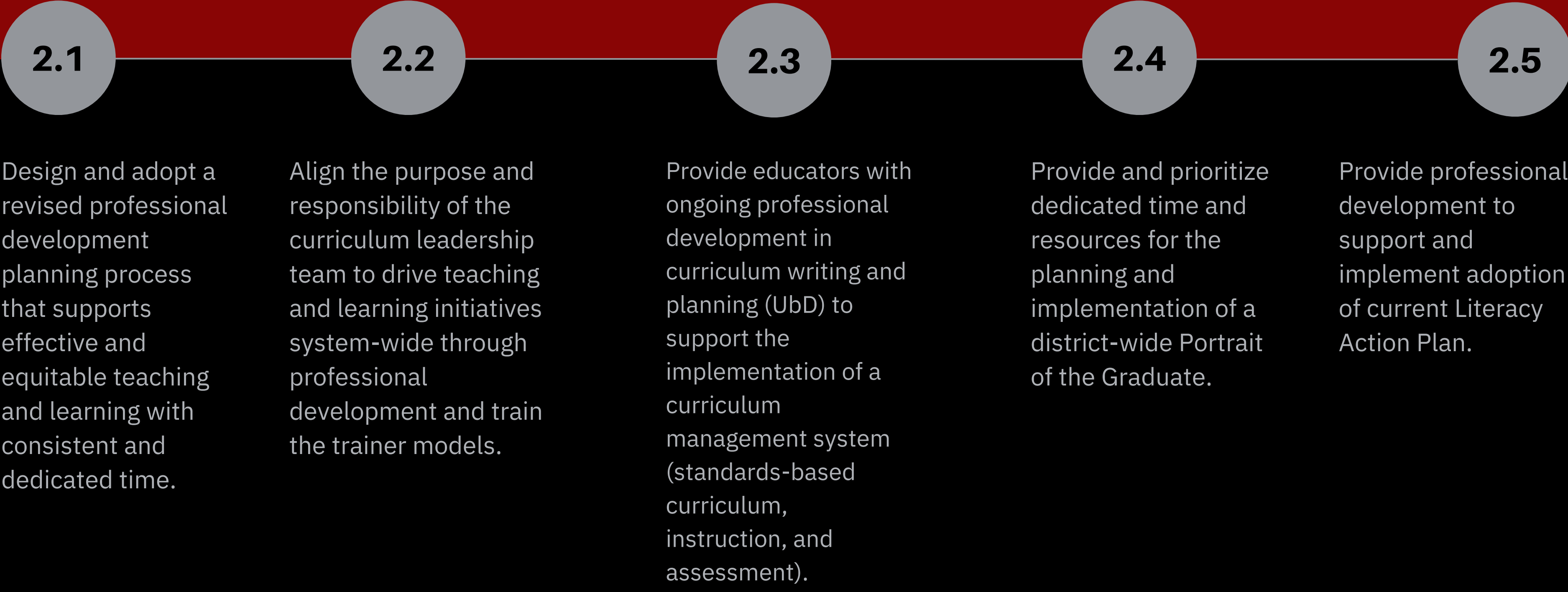
By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.

1.5

By June 30, 2028, a curriculum management system is used by educators throughout the school-system to inform curriculum, instruction, and assessment.

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

**OBJECTIVE TWO
TEACHING & LEARNING**



Outcomes



2.1 By June 30, 2028, the school-system offers relevant, high-quality professional development.

2.2 By June 30, 2028, the curriculum leadership team is fully facilitating, guiding, and supporting teaching and learning initiatives to promote best evidence-based practices (Preschool - 12th Grade).

2.3 By June 30, 2028 educators are engaged in purposeful professional development aligned with standards-based curriculum which is integrated into instruction and assessments.

2.4 By June 30, 2028, time is provided in master schedules and professional development days for educator collaboration focused on Portrait of a Graduate (i.e., Preschool -12th Grade vertical teams, grade level planning, subject area collaboration).

2.5 By June 30 2028, professional development is centered around implementation of the Literacy Action Plan.

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

**OBJECTIVE THREE
SUPPORT SYSTEMS**

3.1

Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.

3.2

Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.

3.3

Identify and provide professional development in all schools that fosters the full implementation of the systems of support.

3.4

Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.

3.5

Provide systems of support that ensure successful grade level transitions based on students' academic, behavioral, and social emotional learning needs.

Outcomes



- 3.1** By June 30, 2028, the general education settings have identified and established vertical and horizontal systems of support.
- 3.2** By June 30, 2028, the school-system has an operational intervention systems of support that supplement the general education setting for students in small group or individual settings.
- 3.3** By June 30, 2028, all educators are trained in implementing effective systems of support across all school buildings to address the academic and social emotional needs of all students.
- 3.4** By June 30, 2028, data collection and screening practices are scheduled, utilized, and analyzed on a consistent basis to assess behavioral and social emotional outcomes to meet the needs of students.
- 3.5** By June 30, 2028, grade level transitions are successful in addressing the academics, behavioral, and social emotional needs of each student.

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

OBJECTIVE FOUR CLIMATE & CULTURE

4.1

Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

4.2

Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.

4.3

Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.

4.4

Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

4.5

Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

Outcomes



4.1

By June 30, 2028, evidence-based practices related to teaching and discipline are implemented to decrease behavioral issues and referrals.

4.2

By June 30, 2028, a unified brand embodying the spirit of the school community has been established across all districts.

4.3

By June 30, 2028, school-system stakeholders are well informed and connected by a cohesive school-system plan for comprehensive communication.

4.4

By June 30, 2028, a respectful and successful learning environment is demonstrated and articulated through student leadership, input, and feedback.

4.5

By June 30, 2028, educators consistently track student discipline and utilize strategies to improve student behavioral issues as a result of evidence-based professional development.

Ensure safe, secure, and equitable learning environments in all schools.

OBJECTIVE FIVE
SAFE SCHOOLS

5.1

Provide professional development to school community members regarding physical and cyber safety and security practices.

5.2

Establish annual review and audit procedures of all facility systems and related phase replacement plans.

5.3

Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

5.4

Establish short and long term capital plans for all school buildings, grounds, and facility operations.

5.5

Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

Outcomes



- 5.1** By June 30, 2028, policies and procedures are in place to protect our school community's physical and digital safety and all staff have been trained on current and best practices.
- 5.2** By June 30, 2028, our operating and phased replacement plans have ensured that our facilities and infrastructure meet the academic and safety needs of our school community members.
- 5.3** By June 30, 2028, learning spaces are well maintained with modern technological tools to ensure equitable learning opportunities for all.
- 5.4** By June 30, 2028, our capital and phased replacement plans have continued to ensure that our facilities and infrastructure are safe and meet modern learning needs.
- 5.5** By June 30, 2028, all our schools will have the needed staffing, equipment, and resources to adhere to all educational and safety plans based on current best practice.

Vision 2028 Strategic Plan

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

QUESTIONS?



SUPERINTENDENT'S GOALS 2022-2024 Progress Update



MICHAEL S. NELSON
SUPERINTENDENT OF SCHOOLS

September 2023

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

Superintendent's Goals Subcommittee

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

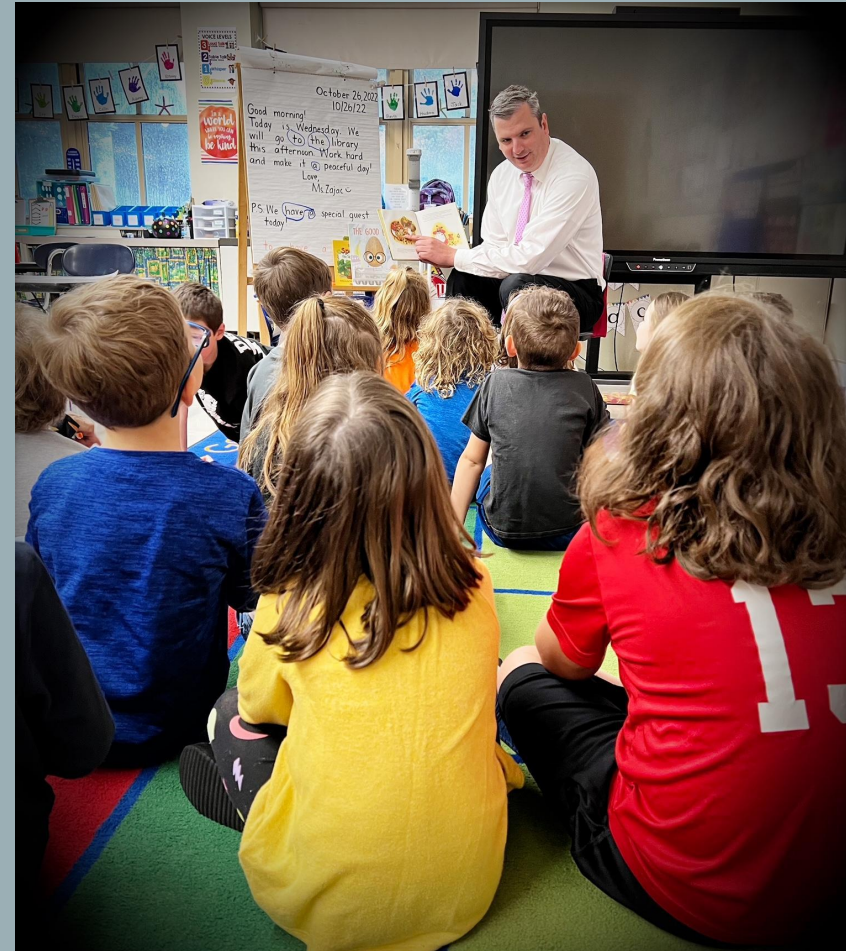
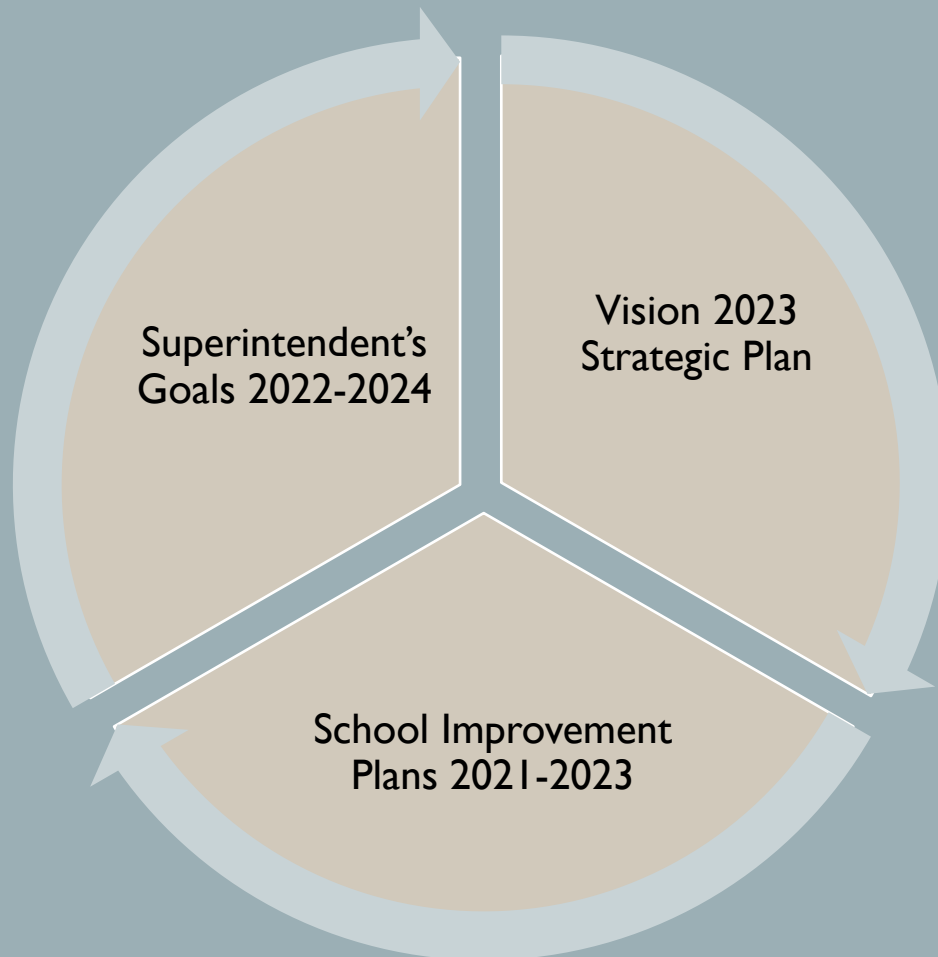
Michelle Smith, Marion & Old Rochester School Committee

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

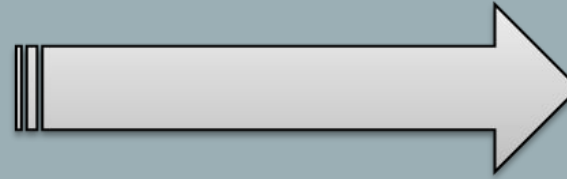
Superintendent's Evaluation Timeline

Date	Description
November 2022 - Public Meeting	Superintendent Evaluation Process for FY23 & FY24 is Reviewed and Approved
June 2023 – Public Meeting (Rescheduled)	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

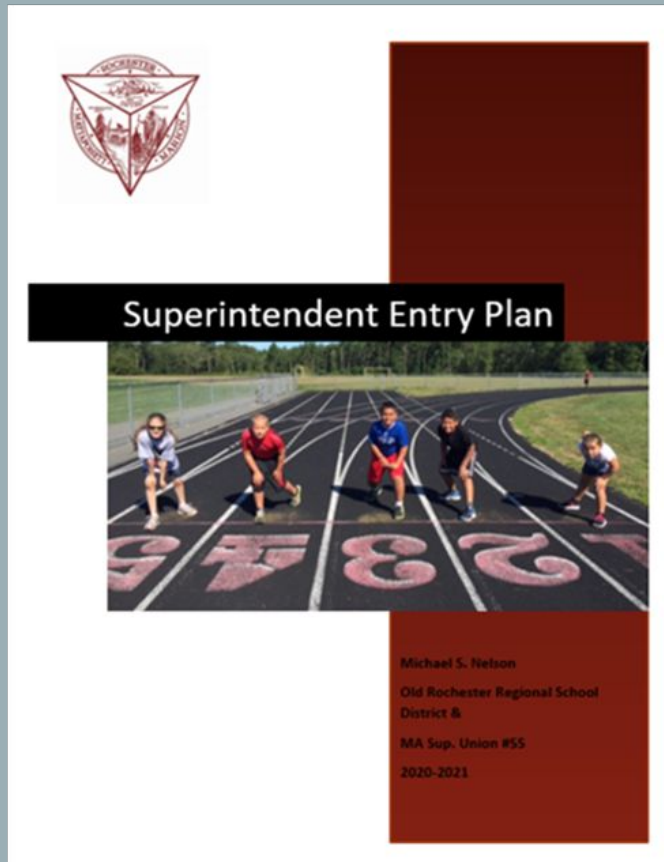
MOVING OUR MISSION FORWARD: TO INSPIRE ALL STUDENTS TO THINK, TO LEARN, AND TO CARE.



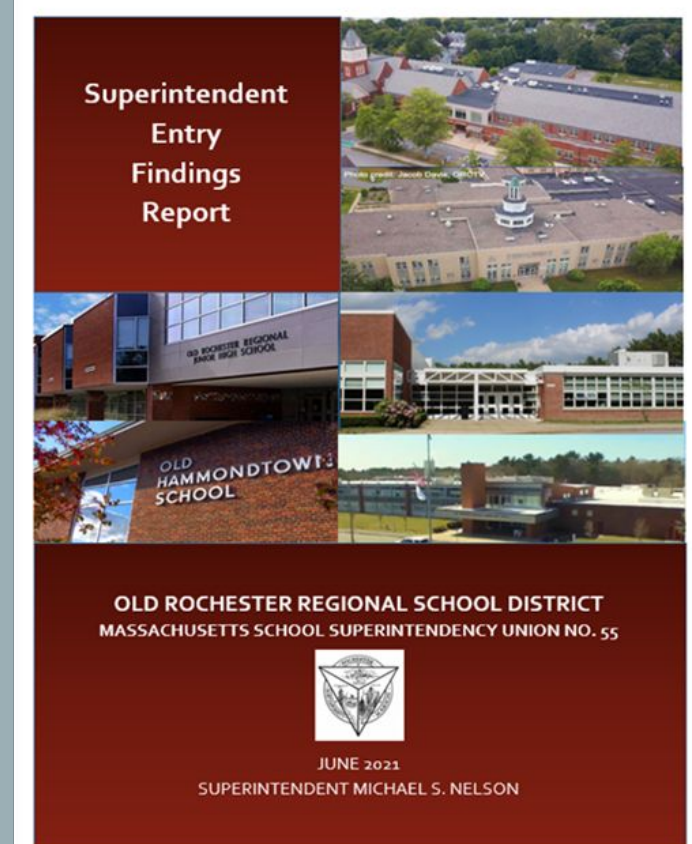
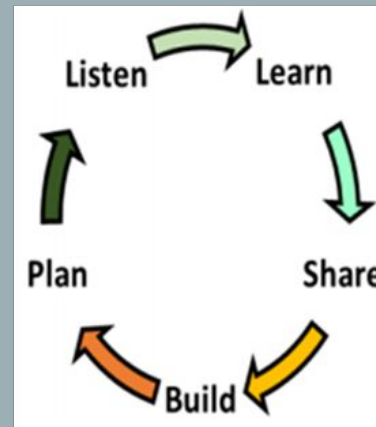
SUPERINTENDENT ENTRY PLAN November 2020



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

- 21st 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

Benchmarks

Resources

- 
- 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.

- 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.

- 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

Benchmarks

Resources



- 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.

- Calendar documents attendance and contact with superintendent coach (process).
- Verification from NSIP that superintendent actively engaged in third 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.

- 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

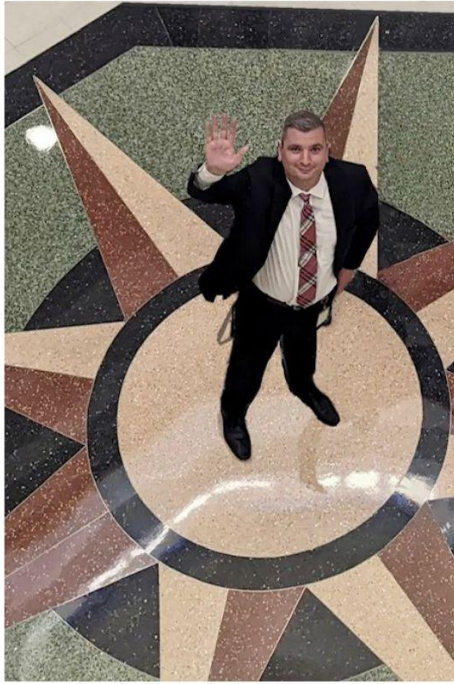
- Launch an upgraded school-system website utilizing a new template.
- Begin offering a school-system Mobile APP that will streamline communication from school to home.
- Establish and regularly utilize social media to share communication from the Superintendent's Office.
- Distribution of regularly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

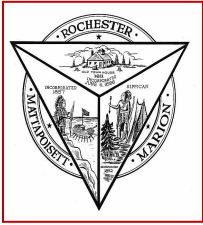
Resources

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





OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
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Michael S. Nelson, M.Ed.
 Superintendent of Schools

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

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

Kristine Lincoln, M.Ed.
 Interim Director of Student Services

Superintendent's Goals 2022-2024 Mid-Cycle Update September 2023

Name: Michael S. Nelson, M.Ed.

Title: Superintendent of Schools

Leadership Goal Student Learning Goal	Leadership Goal District Improvement Goal
<p>SMART Goal 1 –</p> <p>Supporting Teaching, Learning, and Sense of Belonging:</p> <p>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.</p> <p>Standard I: Instructional Leadership</p> <p>Standard II: Management and Operations</p> <p>Standard III: Family and Community</p> <p>Standard IV: Professional Culture</p>	<p>SMART Goal 2 –</p> <p>Developing the 2023-2028 Five Year Strategic Plan:</p> <p>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.</p> <p>Standard I: Instructional Leadership</p> <p>Standard III: Family and Community Engagement</p> <p>Standard IV: Professional Culture</p>
<p>Key Actions</p> <ol style="list-style-type: none"> 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. 2022-2023 Learning Walk Schedule September 30, 2022 High School October 28, 2022 Sippican December 9, 2022 Junior High January 6, 2023 Rochester Memorial January 27, 2023 High School February 10, 2023 Center/OHS April 6, 2023 Sippican 	<p>Key Actions</p> <ol style="list-style-type: none"> 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. Strategic Planning Memo Planning for Success Process Session I - March 13, 2023 Session II - March 17, 2023 Session III - March 24, 2023 Session IV - April 14, 2023 Session V - April 28, 2023

[May 5, 2023 Old Hammondtown School](#)
[May 26, 2023 Junior High/ RMS](#)
[LW Implementation Guide](#)
[LW Planning a Training](#)
[LW Overview Presentation](#)
[LW Characteristics: Continuum of Practice](#)
[LW Look Fors](#)

2. 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 decisions regarding literacy programming.
[Literacy Needs Assessment](#)
[HILL Presentation](#)
[HILL Timeline](#)
[Literacy Roundtables](#)
[Core Program Review Timeline](#)
[Core Program Review Instructions](#)
[Core Literacy Program Review Presentation](#)
[Literacy Action Plan](#)
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.
[Job-A-Like Clinical Roundtable Agenda](#)
[Fly Five Presentation](#)
[Fly Five Sample Kit](#)
[Fly Five Catalog](#)
4. Establish an adopted comprehensive curriculum review cycle and plan, supported by the efforts of the Instructional Council and teachers.
[Curriculum Review Cycle](#)
[Curriculum Review Meeting Documents](#)
[Curriculum Review Cycle Overview Video](#)
5. Collaborate with the Leadership Council to develop extended day learning opportunities for students in alignment with student achievement data and learning needs.
[Summer 2022 Welcome Letter](#)
[Summer 2022 Presentation](#)
[February 2023 Interest Form](#)
[February 2023 Academy Notification](#)

[Session VI - May 18, 2023](#)
[Action Planning - June 9, 2023](#)
[Action Planning Retreat Presentation](#)

2. Work with the Leadership Council to create a full planning team for Planning for Success sessions.
[Full Planning Team](#)
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.).
[Open Forum Flyer](#)
[Notification to School Committee](#)
[Notification to District Families and Staff](#)
[Notification to Town Halls](#)
[Advertisement of Open Forum](#)
[Stakeholder Feedback Survey](#)
4. Review the school-system's overall mission statement.
[Full Planning Team May Session](#)
[Core Values Agenda](#)
[Policy Meeting Agenda](#)
[Mission Statement Policy](#)
[Core Values Examples](#)
[Core Values Sign-in Sheet](#)
5. Develop a school-system theory of action to realize the mission of our school-system.
[Core Values Agenda](#)
[Mission and Core Values](#)
6. Provide regular updates on the strategic planning development process to the school committees.
[Joint School Committee Memo](#)
[ORR April 26, 2023 Minutes](#)
[Mattapoissett May 15, 2023 Minutes](#)
[Rochester June 6, 2023 Minutes](#)
[Marion June 13, 2023 Minutes](#)
7. Create a series of strategic objectives, strategic initiatives, and outcomes for the next five years.
[Vision 2028 Strategic Plan Final Draft](#)
[Vision 2028 Strategic Plan Final Draft Presentation](#)

<p> February 2023 Welcome Letter TLC Agenda March 2023 April 2023 Acceleration Academy Flyer April 2023 Interest Form April 2023 Welcome letter Summer 2023 Enrichment Program Notification Summer 2023 Registration Form Summer 2023 Welcome Letter Acceleration Academy Guidebook Academy Orientation Academy Photos </p> <p>6. Ensure technology integration in the classroom through hardware resources, software resources, and professional development offerings.</p> <p> November 10, 2022 Promethean Training Software Inventory List Promethean Board Use at RMS Technology Memo </p>	
<p>Benchmarks</p> <ol style="list-style-type: none"> Learning Walk calendars and collected data in relation to the “Look Fors.” 2022-2023 Learning Walk Schedule September 30, 2022 High School October 28, 2022 Sippican December 9, 2022 Junior High January 6, 2023 Rochester Memorial January 27, 2023 High School February 10, 2023 Center/OHS April 6, 2023 Sippican May 5, 2023 Old Hammondtown School May 26, 2023 Junior High/ RMS Data Collection Form Literacy Needs Assessment Report & Action Plan. Literacy Needs Assessment HILL Presentation Literacy Action Plan Recommendation for explicit social emotional programming. Job-A-Like Clinical Roundtable Agenda Fly Five Presentation Fly Five Sample Kit Fly Five Catalog Curriculum review cycle adopted and published. 	<p>Benchmarks</p> <ol style="list-style-type: none"> Create calendar of strategic plan development events. Schedule Sign-In Sheets Public Forum Collected school community stakeholder feedback. Stakeholder Feedback Survey Session Feedback Public Forum Exit Tickets Capture data sets that drive strategic planning. Data Presentation Approval by the Joint School Committee of the five year strategic plan at the conclusion of the 2022-2023 school year. Vision 2028 Strategic Plan Final Draft Vision 2028 Strategic Plan Final Draft Presentation Action planning to begin the next strategic plan work during summer of 2023. Action Planning Agenda Action Planning Session Presentation Designing the Action Plan Action Plan Benchmark

<p> Curriculum Review Cycle Curriculum Review Meeting Documents Curriculum Review Cycle Overview Video </p> <p>5. Extended day programming schedules.</p> <p> Summer 2022 Welcome Letter Summer 2022 Presentation February 2023 Interest Form February 2023 Academy Notification February 2023 Welcome Letter TLC Agenda March 2023 April 2023 Acceleration Academy Flyer April 2023 Interest Form April 2023 Welcome letter Summer 2023 Enrichment Program Notification Summer 2023 Registration Form Summer 2023 Welcome Letter Acceleration Academy Guidebook Academy Orientation Academy Photos </p> <p>6. Professional Development Agendas & Survey Feedback.</p> <p> PD Needs Assessment Survey PD Needs Assessment Survey Results November 10, 2022 Agenda January 13, 2023 Agenda February 8, 2023 Agenda March 8, 2023 Agenda June 7, 2023 Agenda </p> <p>7. Strategic Plan and School Improvement Plan(s) presentations.</p> <p> Strategic Plan Vision 2023 Review Year 4 Rochester SIP Update June 2023 Marion SIP Update June 2023 Mattapoisett SIP Update June 2023 ORR Junior High SIP Update June 2023 ORR High School SIP Update June 2023 Strategic Plan Vision 2023 Overview Year 5 Vision 2028 Strategic Plan Final Draft Presentation </p>	<p>Action Planning Retreat Presentation</p>
<p>Resources</p> <ul style="list-style-type: none"> ● Vision 2023 Strategic Plan ● School Improvement Plans ● MA State Standards Alignment/Curriculum ● Common Assessments ● Professional Development Plan 	<p>Resources</p> <ul style="list-style-type: none"> ● Vision 2023 Strategic Plan Outcomes ● Stakeholder Feedback ● Student Achievement Data ● School Improvement Plans

Leadership Goal Educator Professional Practice Goal	Leadership Goal District Improvement Goal
<p>SMART Goal 3 –</p> <p>New Superintendent Induction Program Completion:</p> <p>To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP).</p> <p>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.</p> <p>Standard I: Instructional Leadership</p> <p>Standard II: Management and Operations</p> <p>Standard IV: Professional Culture</p>	<p>SMART Goal 4 –</p> <p>Communication Enhancement Strategy:</p> <p>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.</p> <p>Standard II: Management and Operations</p> <p>Standard III: Family and Community Engagement</p> <p>Standard IV: Professional Culture</p>
<p>Key Actions:</p> <ol style="list-style-type: none"> Attend all in-person day long sessions. Superintendent of Schools attended and participated in all offered NSIP sessions and activities during year one of the NSIP program Superintendent of Schools attended and participated in all offered NSIP sessions and activities during year two of the NSIP program Superintendent of Schools attended and participated in all offered NSIP sessions and activities during year three of the NSIP program Complete all NSIP assignments. Superintendent of Schools has completed all NSIP assignments during year one of the NSIP program Superintendent of Schools has completed all NSIP assignments during year two of the NSIP program Superintendent of Schools has completed all NSIP assignments during year three of the NSIP Program 	<p>Key Actions:</p> <ol style="list-style-type: none"> Review and upgrade the school-system’s website. Finalsite Meetings Finalsite Task List New Website Launch Memo New Website Adopt a school-system mobile app to enhance and streamline communication from school to home. ORRconnect Coming Soon! FinalSite App Meetings Establish a Superintendent’s Office social media account that links to the individual schools’ accounts. <i>In-progress - Year Two Key Action</i> Create and begin issuing a Central Office Newsletter regarding school happenings. August 2023 Newsletter

<p>3. Participate in all Consultancy Group sessions facilitated by NSIP coach. 22-23 Consultancy Sessions Consultancy Agendas Consultancy Documents</p> <p>4. Meet regularly with assigned NSIP coach. Superintendent of Schools has participated in all NSIP coaching (group and individual) during year one of the NSIP program Superintendent of Schools has participated in all NSIP coaching (group and individual) during year two of the NSIP program Superintendent of Schools has completed all NSIP assignments during year three of the NSIP Program</p> <p>5. Share examples of lessons, skills, and strategies from NSIP training with the Central Office Leadership Team and the Leadership Council as appropriate. Superintendent Entry Plan 2020 Tool ORR Entry Finding Report Seven-Step Consultancy Protocol Consultancy Protocol Tuning Protocol Warm and Cool Feedback Twelve Arenas Save the Last Word for Me Protocol Leadership Scenarios Creating Theory of Action</p>	
<p>Benchmarks</p> <p>1. Calendar documents attendance and contact with superintendent coach (process). 20/21 NSIP Meetings Calendar 21/22 NSIP Meetings Calendar 22/23 NSIP Meetings Calendar</p> <p>2. Verification from NSIP that the Superintendent of Schools actively engaged in the third year of the program (process and outcome). 20/21 Verification of Participation 21/22 Verification of Participation 22/23 Verification of Participation</p>	<p>Benchmarks</p> <p>1. Launch an upgraded school-system website utilizing a new template. Finalsite Meetings Finalsite Task List New Website Launch Memo New Website</p> <p>2. Begin offering a school-system APP that will streamline communication from school to home. ORRconnect Coming Soon! FinalSite App Meetings</p>

<p>3. Leadership tools and resources utilized by NSIP program shared at Leadership Council meetings. Superintendent Entry Plan 2020 Tool ORR Entry Finding Reports Seven-Step Consultancy Protocol Consultancy Protocol Tuning Protocol Warm and Cool Feedback Twelve Arenas Save the Last Word for Me Protocol Leadership Scenarios Creating Theory of Action</p> <p>4. Completion of the three year NSIP program. 20/21 Verification of Participation 21/22 Verification of Participation 22/23 NSIP Completion Letter</p>	<p>3. Establish and regularly utilize social media to share communication from the Superintendent's Office. <i>In progress - Year Two Key Action</i></p> <p>4. Distribution of regularly issued Central Office newsletters. August 2023 Newsletter</p>
<p>Resources</p> <ul style="list-style-type: none"> • New Superintendent Induction Program • Superintendent NSIP Coach 	<p>Resources</p> <ul style="list-style-type: none"> • Blackboard Tools & Services • School Website • SMORE Newsletter Tool



23/24

Professional Development Plan

Shari Fedorowicz, Ph.D.
Assistant Superintendent of Teaching and Learning
September 28, 2023

Old Rochester Regional School District
MA Superintendency Union # 55

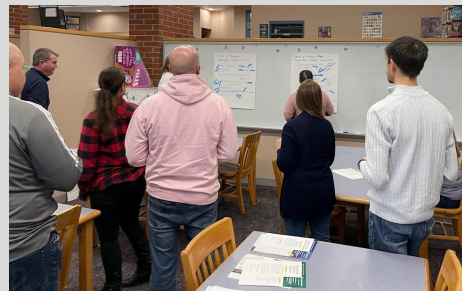


22/23 Professional Development Review

Date	Topic (Click on the blue links to see each PD days offerings.)
September 21, 2022 Half PD Day	Promethean Board Training (District-Wide)
November 10, 2022 Full Day PD	21st Century Learning, Technology Readiness and Project-Based Learning (District-Wide)
January 13, 2023 Full Day PD	Social & Emotional Learning & Global Citizenship Keynote Dr. Robert Evans: Surviving and Thriving in Challenging Times (District-Wide)
February 8, 2023 Half Day PD	Cultural Proficiency and Diversity, Equity and Inclusion (Building Based)
March 8, 2023 Half Day PD	Vertical Level Curriculum Work (Building Based)
June 7, 2023 Half Day PD	Transition Planning and/or Curriculum Work (Building Based)



Snapshots of 22/23 Professional Development





Additional 22/23 Professional Development

- CPI Training
- Improving Educational Equity as an Administrator
- Opening Day Keynote Presentation on Classroom Equity
- Curriculum Review Cycle Team
- Instructional Council
- Learning Walks
- Strategic Planning Vision 2028
- Library Media Specialist PLC
- Heggerty Phonemic Awareness Webinar
- Sippican School: Literacy Teaching in Primary Classroom
- Mentor Program
- New Teacher Orientation



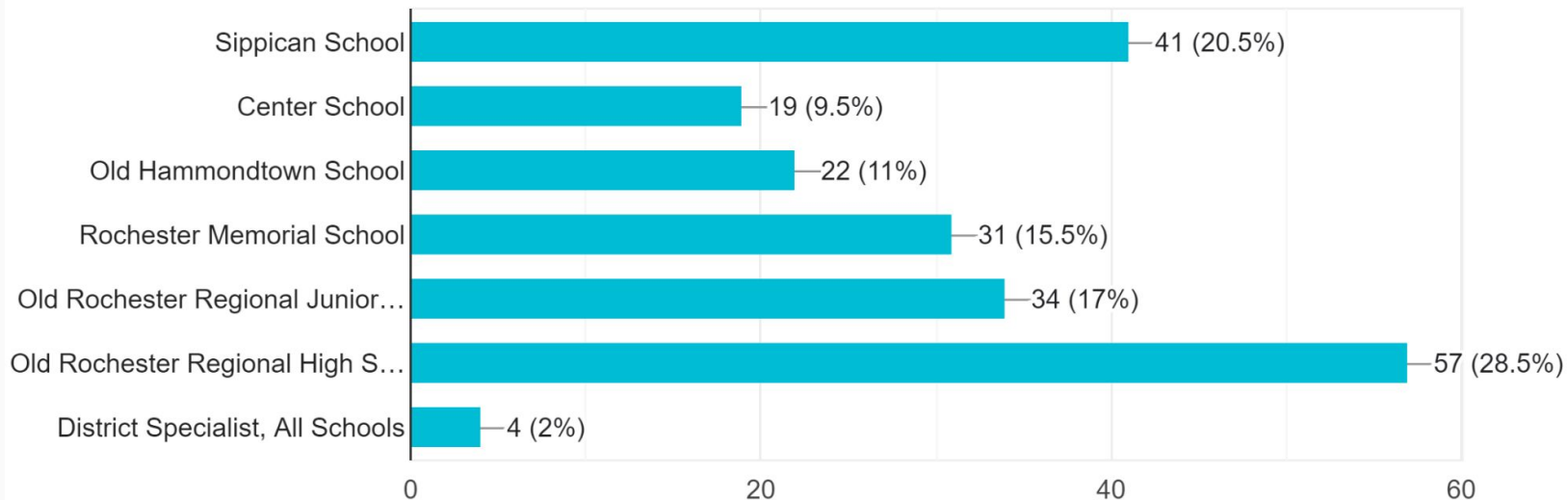
How the 23/24 PD Plan was Developed

- Instructional Council Team Collaboration
- Educator Survey Feedback
- Parent/Guardian Survey Feedback
- Administrator Feedback
- Vision 2028 Strategic Plan
- Review of 22/23 Professional Development

Educator Responses to the PD Survey

At which location(s) do you work?

200 responses



Top Three Requested Priorities

Elementary Top Priorities:

1. Social Emotional Learning
2. Literacy and Writing Strategies
3. Sense of Belonging

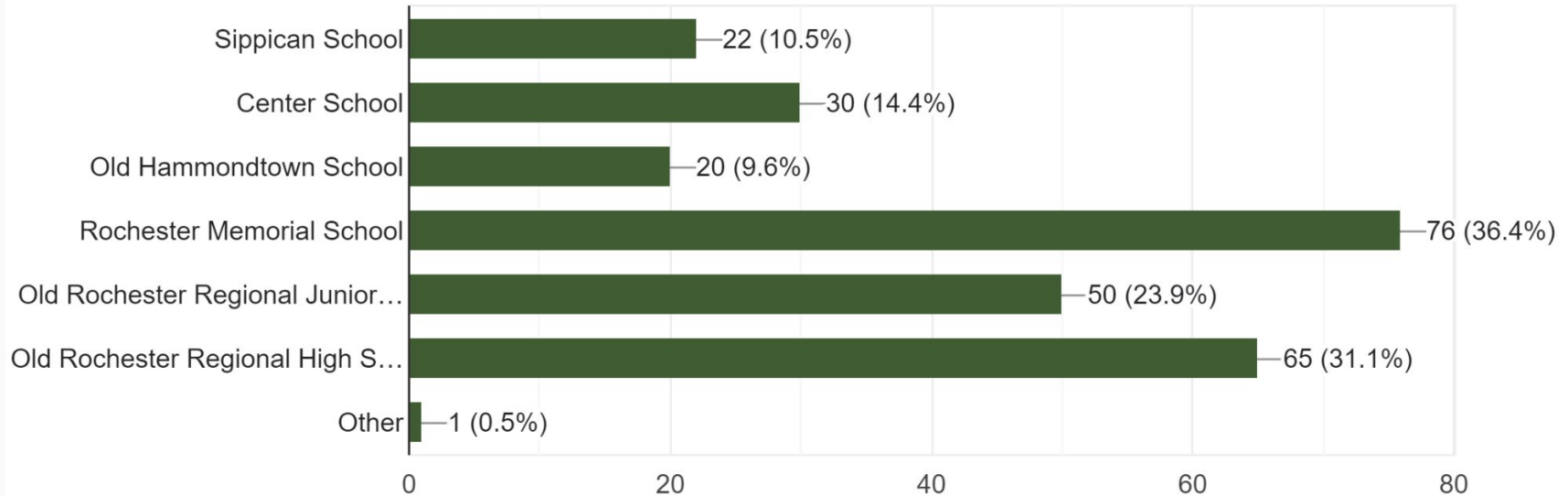
Secondary Top Priorities:

1. Curriculum, Instruction, Assessment in subject areas
2. Technology Integration
3. Global Citizenship

Parent/Guardian Responses to the PD Survey

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

209 responses



Parent/Guardian Priorities

Top Priorities Combined:

- Curriculum, Instruction, Assessment in subject areas
 - Literacy and Writing Strategies
 - Math Strategies
 - Science Technology Engineering
- Social Emotional Learning

Proposed 2023/2024 Professional Development Plan

Date/Title	Topic
August 29, 2023 Full Day PD	Teaching and Learning: Unpacking the Curriculum Review Cycle (CRC) and Curriculum Initiatives (District-Wide)
September 27, 2023 Half PD Day	Strategic Plan: Teaching and Learning - Curriculum and Assessment Recalibration; Literacy (District-Wide)
November 7, 2023 Full Day PD	Strategic Plan: Teaching and Learning, Systems of Support, Climate and Culture - Portrait of a Graduate, Literacy, Sense of Belonging (District-Wide)
January 31, 2024 Half Day PD	Strategic Plan: Culture and Climate; Literacy (Building Based)
March 6, 2024 Half Day PD	Strategic Plan: Safe Schools and Systems of Support (Building Based)
June 5, 2024 Half Day PD	Placement (Building Based)



Thank you!

Questions?

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55



2024 Curriculum Review Cycle Plan

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

Table of Contents:

“Inspire all students to think, to learn, and to care.”	0
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Mission Statement:

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

Strategic Plan: Theory of Action

IF WE...

implement an equitable, rigorous, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and equitable climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

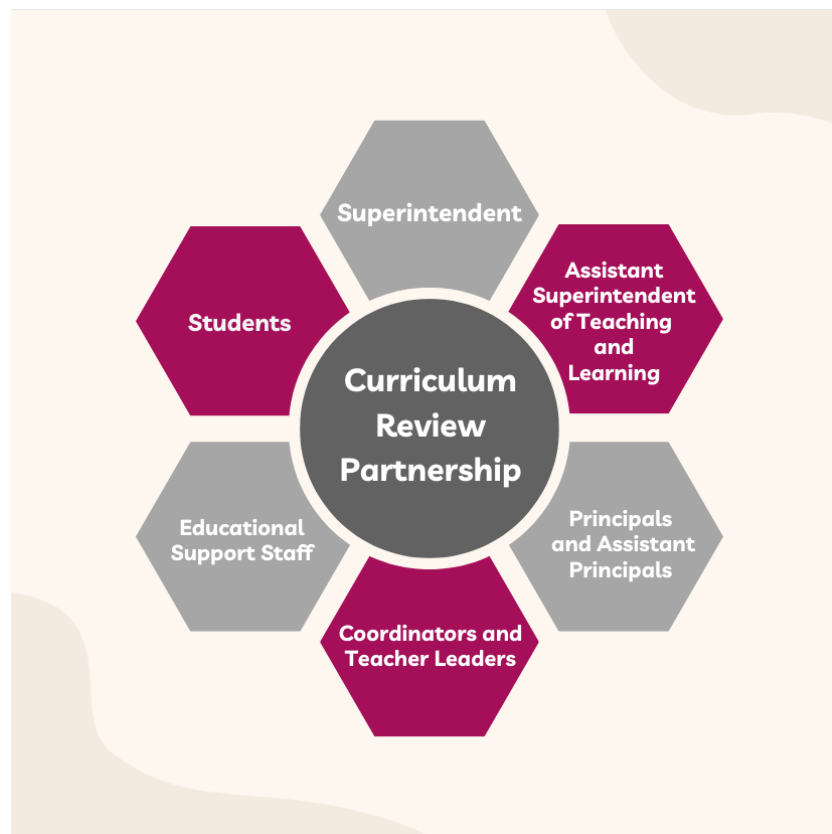
Introduction

Old Rochester Regional School District and MA Superintendency Union #55 Vision and District Strategic Plan provides a continuous curriculum review involving educators from each district's learning community as a collaborative effort to provide a rigorous and meaningful education for our students. The purpose of the flexible four phase cycle is to examine, plan, implement, and evaluate/review curriculum as part of the district's dedication to continuous and sustainable improvement in teaching and learning. The guidelines for review of this Curriculum Review Cycle include:

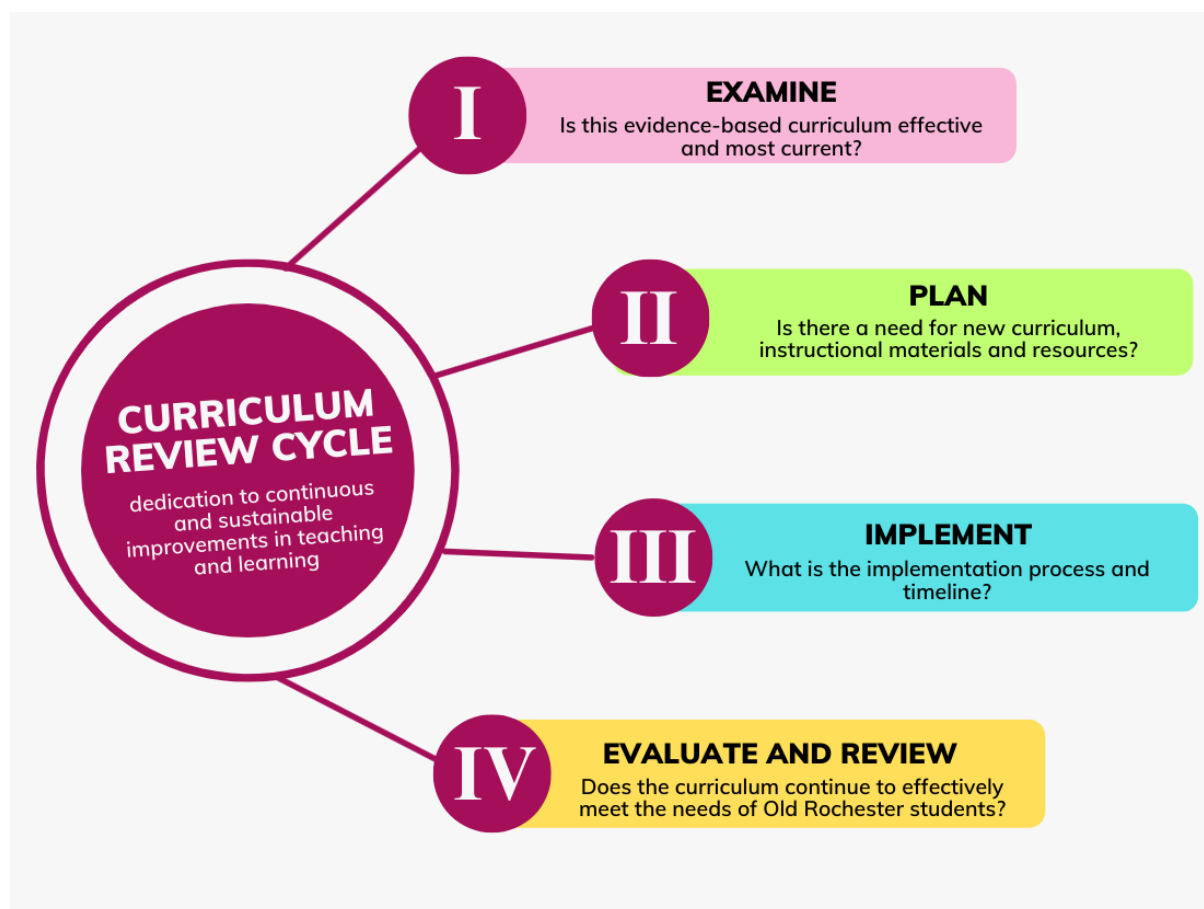
Shared Leadership Structure

Curriculum Review Cycle Leadership Team:

The shared leadership team consists of representation from across the district. Members include Assistant Superintendent of Teaching and Learning, principals, assistant principals, instructional council members, elementary and secondary teachers, special education teachers, and paraprofessionals. Decisions related to the curriculum review cycle are compiled through a collaborative effort and data collection, as shown in the diagram below:



Four Phase Cycle



Phase I: Examine

Is this evidence-based curriculum effective and most current?

- Review existing curricular materials and resources being utilized horizontally and vertically across grade levels and districts
- Review written curriculum in ATLAS for consistency and alignment to MA State Standards
- Look for gaps in curriculum aligned to MA State Standards
- Examine alignment of curriculum and instruction in all three elementary districts
- Analyze student data to determine areas of strengths and needs
- Gather resources related to exemplary programs aligned to DESE and best-practices
- Determine if the program or curricular materials address diversity, belonging, equity, and inclusion (DBEI)
- Decide on timeline for continuation of examining the curriculum or transition to the next phase

Phase II: Plan

Is there a need for a new curriculum, instructional materials and resources?

Can existing curriculum be modified to meet learning needs?

- Attend conferences and professional development as needed for most up-to-date training and pedagogy
- Develop and conduct a needs assessment on curriculum and instructional materials/resources based on grade level and/or departmental needs
 - Create action steps and plan based on results
- Identify resources and materials for potential pilot
 - Maintain spreadsheet to track resources, costs, and professional development
 - Pilot new materials or update existing curriculum
- In preparation for Phase III, collaborate and schedule curriculum purchases with Shared Leadership Team regarding yearly costs and consumables for budget sustainability
- Conduct curriculum calendar adjustments based on identified resources and purchases by grade level and/or subject needs
- Identify assessment strategies used to measure student progress
 - Create a plan to collect evidence and evaluate data
- Decide on the timeline for continued planning or transition to the next phase

Phase III: Implement

What is the implementation process and timeline?

- Initiate implementation of curriculum
- Create or update scope and sequence
- Create or update written curriculum in ATLAS
- Assign roles, responsibilities, and supports for implementation process
- Develop professional development plan and schedule based on needs of educators
- Provide time for vertical and horizontal team meetings for collaboration and discussion
- Establish potential learning walks for teachers to visit each others classrooms or other schools using new or updated materials
- Assess student progress
- Gather evidence of successes and challenges of curriculum implementation
- Decide on timeline for continued implementation or transition to next phase

Phase IV: Evaluate and Review

Does the curriculum continue to effectively meet the needs of Old Rochester students?

- Review data from student assessments
- Identify gaps in the new or updated curriculum to ensure all student needs are met
- Determine any changes for further use of new or updated curriculum
- Collect teacher data regarding effectiveness of new or updated curriculum to determine next steps in Curriculum Review Cycle
- Determine recommendations for next phase in Curriculum Review Cycle
 - Consider budgetary analysis and impacts to updating curriculum
- Aligning curricular purchases with funding, grants, and budget
 - Create schedule and calendar for renewal of digital licenses, consumables and resources
- Decide on timeline for continuation of evaluating and reviewing curriculum or transition into the next phase of the cycle

Curriculum Review Schedule

Elementary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Math	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	IV ▾	I ▾	II ▾	III ▾	IV ▾
	6	IV ▾	I ▾	II ▾	III ▾	IV ▾
ELA	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	II ▾	III ▾	III ▾	IV ▾	I ▾
	6	II ▾	III ▾	III ▾	IV ▾	I ▾
Science	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	III ▾	III ▾	III ▾	III ▾	III ▾
	6	III ▾	III ▾	IV ▾	I ▾	II ▾
Social Studies	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	III ▾	III ▾	III ▾	III ▾	III ▾
	6	III ▾	III ▾	III ▾	III ▾	III ▾

Secondary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Math	7-8	III ▾	III ▾	III ▾	III ▾	III ▾
	9-10	IV ▾	I ▾	II ▾	II ▾	III ▾
	11-12	IV ▾	I ▾	II ▾	II ▾	III ▾
English	7	I ▾	II ▾	II ▾	III ▾	III ▾
	8	III ▾	III ▾	III ▾	IV ▾	I ▾
	9	IV ▾	I ▾	II ▾	II ▾	III ▾
	10	III ▾	IV ▾	I ▾	II ▾	II ▾
	11	III ▾	IV ▾	I ▾	II ▾	II ▾
	12	I ▾	II ▾	II ▾	III ▾	IV ▾
Science	7-8	III ▾	III ▾	IV ▾	I ▾	II ▾
	9	IV ▾	I ▾	II ▾	III ▾	III ▾
	10	II ▾	III ▾	III ▾	III ▾	IV ▾
	11-12	I ▾	II ▾	II ▾	III ▾	III ▾
		TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
Social Studies	7	III ▾	III ▾	IV ▾	I ▾	II ▾
	8	III ▾	III ▾	IV ▾	I ▾	II ▾
	9	III ▾	III ▾	IV ▾	I ▾	II ▾
	10	III ▾	III ▾	IV ▾	I ▾	II ▾
	11	III ▾	III ▾	IV ▾	I ▾	II ▾
	12	I ▾	II ▾	II ▾	III ▾	III ▾
World Language	7-8	I ▾	II ▾	II ▾	III ▾	III ▾

Secondary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	9-12	I ▾	II ▾	II ▾	III ▾	III ▾
Tech/Eng	7	IV ▾	I ▾	II ▾	III ▾	III ▾
	8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	IV ▾	I ▾	II ▾	III ▾	III ▾
Computer Science	7-8	II ▾	III ▾	III ▾	IV ▾	I ▾

Unified Arts						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Art	PK - 6	I ▾	I ▾	II ▾	III ▾	IV ▾
	7-8	I ▾	I ▾	II ▾	III ▾	IV ▾
	9-12	I ▾	I ▾	II ▾	III ▾	IV ▾
Music	PK - 6	I ▾	II ▾	III ▾	III ▾	IV ▾
	7	I ▾	II ▾	III ▾	III ▾	IV ▾
	8	IV ▾	I ▾	II ▾	III ▾	IV ▾
	9-12	I ▾	II ▾	III ▾	III ▾	IV ▾
PE	PK - 6	II ▾	II ▾	III ▾	III ▾	IV ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	II ▾	II ▾	III ▾	III ▾	IV ▾
Health & Wellness	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	II ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	II ▾	II ▾	III ▾	III ▾	III ▾
Library	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾

The Curriculum Review Cycle will follow the sequential nature of the phases unless modifications need to be made based on the following updates or changes: budgets, curricular needs, state assessments, and/or the Massachusetts State Frameworks.



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

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

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

Kristine Lincoln, M.Ed.
Interim Director of Student Services

Substitute Eligibility Requirements and Compensation Schedule FY24

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 & Retired Educators	\$130/daily rate
Nurse	\$140 <u>\$160</u> /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.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of 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, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

SY23/24Substitute Rate Census

	Carver	Dartmouth	Bourne	Fairhaven	Sandwich	Wareham	ORRSD
Teacher (with Certification)	\$125	\$130	\$130	\$140	\$125	\$105	\$150
Teacher (Non- Certified)	\$100	\$115	\$120	\$120	\$110	\$105	\$120
School Nurse	\$125	\$150	\$150	\$162-\$175*	\$162-\$175*	\$105	\$140
Instructional Assistant	\$14.00	\$100	\$120	\$65	\$110	\$92	\$14.25

*hourly rate is \$25

Recommendation:

Teacher (with Certification)	\$130
Teacher (Non-Certified)	\$110
School Nurse	\$160
Instructional Assistant	\$100
Cafeteria, Clerical & Custodial	Minimum Wage

History of rates:

	FY 20	FY21	FY22	FY23
Teacher (with Certification)	\$85	\$165	\$150	\$130
Teacher (Non-Certified)	\$80	\$120	\$120	\$110
School Nurse	\$120	\$200	\$200	\$140
Instructional Assistant	\$70	\$90	\$14.25	\$100
Cafeteria, Clerical & Custodial	\$11.00/hr	\$12.25	MA Minimum Wage	MA Minimum Wage

File: JFBB - SCHOOL CHOICE

It is the policy of the Old Rochester Regional School District and the Mattapoisett District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions.

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to school choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the school choice law, a public meeting will be held to review this decision.
3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from that particular school district except if there is a lack of funding of the program.
 - a. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.
5. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of ~~of~~*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, academic performance or proficiency in the English language.

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

SOURCE MASC - August 2022

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

603 CMR [26.00](#)

[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.)

Approved by the Joint School Committee on September 29, 2022

File: JFBB-1 - SCHOOL CHOICE

It is the policy of the Marion School District and the Rochester School District **not** to admit nonresident students under the terms and conditions of the Interdistrict School Choice Law. ~~This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing.~~ In the event the School Committee votes to participate, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.
3. That the selection of nonresident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from ~~high school~~ that particular school district except if there is a lack of funding of the program.
5. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race*, color, 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, athletic performance, academic performance, or proficiency in the English language.

~~*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.~~

SOURCE: MASC - Updated 2022

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

603 CMR [26.00](#)

~~Acts of 2022, Chapter 117~~

~~<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>~~

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.)

JFBB – R - School Choice Procedures

- ~~1. The Superintendent and School Committee Chairperson will place the option of School Choice on the May agenda for consideration.~~
- ~~2.1.~~ The Superintendent and Principal will report to the school committee at the ~~May~~ March meeting to report the number of current students at each grade, the potential openings and any additional requested spaces.
- ~~3.2.~~ Non-resident students can apply for possible school choice openings ~~from~~ beginning March 1 ~~to April 1~~. The following are the guidelines for the application process:
 - All non-resident students who apply for school choice will be notified of the date and time of the lottery.
 - The first lottery will occur no later than May 1.
 - The lottery will fill all vacant school choice slots and all other applicants will be ranked in order for potential future openings up to the end of term 1.
 - ~~• Before a student is placed in the lottery, the Principal must review the student records, including attendance and discipline. Any student who has an equivalent to a Category 1 offense as outlined in the Old Rochester Regional High School and Jr. High School student handbooks will not be allowed in the lottery. In addition, any student who has an attendance record with greater than 10% unexcused absences will be excluded from the lottery.~~
 - ~~• Any student who has a category 1 offense or unexcused absences in excess of 10% may request a meeting with the Principal, to discuss the circumstances surrounding these issues that may allow the principal to place the student's name in the lottery.~~
 - All selected applicants must notify the Principal in writing of their acceptance into the School Choice Program ~~by the end of April~~ within two weeks of notification. Failure to notify the Principal will result in loss of the school choice slot.
 - A second lottery will occur the week before school starts if there are unexpected additional openings not filled by those on the waiting list.

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-laws of the Commonwealth of Massachusetts.

A School Committee meeting is a meeting of a government body at which members of the body deliberate over public business. 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 15 minutes. All speakers are encouraged to present their remarks in a respectful manner. The period for public comment may be extended by motion and majority vote.
2. An attendee must be recognized by the chair to speak. Once recognized, Sspeakers 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. No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent.
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, and shall be included in the meeting minutes considered part of the official record of the session as documents used by the Committee in an open

~~meeting. At author's request and presiding Chair's discretion those comments may be included in public records.~~ 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. Recognition for speaking will be provided only to those who sign-up.

7. If an attendee continues to disrupts the meeting after a clear warning, such as by speaking when not recognized or after public comments have concluded, 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 necessary¹.

¹ MGL Chap. 30A, Section 20(g)

File: AA - SCHOOL DISTRICT LEGAL STATUS**SCHOOL DISTRICT LEGAL STATUS**

The legal basis for public education in the District is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Under the General Laws of Massachusetts,

"... Every town shall maintain... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The public educational system of [Old Rochester -Regional School District/Massachusetts School Superintendency Union #55](#) structurally is a department of the Municipality operated under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the [Old Rochester Regional School District/Massachusetts School Superintendency Union #55 Public Schools](#) is coterminous with the Town of [Marion, Mattapoisett and Rochester](#).

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II

M.G.L. 71:1

CROSS REF.: BB, School Committee Legal Status

Historical Note: Massachusetts has the oldest public school system in the nation. Dating back to 1647, the laws of the Massachusetts Bay Colony required towns to provide for a program of public education.

SOURCE: MASC – Updated 2022

NOTE: A statement under this code is usually statutory and informational. This statement presents statutory information relating to Massachusetts school districts. Historical notes on the school district's organization and information on its areas or boundaries might also be included.

The cross reference is to a related policy in this reference manual and is offered as a suggestion for cross-referencing your own statement in this category.

As set forth in the statutes, education in the Commonwealth of Massachusetts is a function of the State. The Commonwealth delegates the actual operation of schools to local administrative units under the guidance, supervision and control of the State Board of Education. The towns of Marion, Mattapoisett and Rochester have been legally designated as Old Rochester Regional School District/Massachusetts School Superintendency Union #55 and are authorized and required to maintain a school system for the residents of those towns. As well, the towns of Marion, Mattapoisett and Rochester are authorized and required to maintain a school system for the residents of those towns.

LEGAL REF.: M.G.L. [71:61](#); [62](#)

File: AA-1 - NEW

REGIONAL SCHOOL DISTRICT LEGAL STATUS

The legal basis for public education in the District is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Regional school districts are created in accordance with state law and the regional agreement approved by the member towns.

The Old Rochester Regional School District exists through an agreement between municipalities under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the [Old Rochester](#) Regional School district is identified in the Regional Agreement.

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II

M.G.L. 71:1

M.G.L. 71:14B Regional School Districts Formation; Procedure

M.G.L. 71:16 through 17:16I

CROSS REF: BB School Committee Legal Status, [AA-E-1 District Agreement](#), [AA-E-2 Superintendency Union #5 Agreement](#)

NOTE: This policy would be recoded as Policy AA in Regional School Districts.

Superintendency Unions would add a reference to MGL 71:63.

Regional school districts often refer to the regional agreement with the legal references; many have included a copy of the regional agreement as an exhibit document coded AA-E.

SOURCE: MASC – Added 2022

File: AB - THE PEOPLE AND THEIR SCHOOL DISTRICT

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communication with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

Source: MASC – Updated 2022

File: ACA - NONDISCRIMINATION ON THE BASIS OF SEX

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex, sexual orientation or gender identity in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

SOURCE: MASC – Updated 2022

LEGAL REFS.: Title IX of the Education Amendments of 1972

45 CFR, Part 86, (Federal Register, 6/4/75)

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

BESE 603 CMR [26:00](#)

REFERENCE: USDOE Notice of Interpretation – <https://www.ed.gov/news/press-release/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity>

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

File: ACE - NONDISCRIMINATION ON THE BASIS OF ~~HANDICAP~~DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and

Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Education for All Handicapped Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

File: AD - MISSION STATEMENT

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

CROSS REFS.: IA, Instructional Goals

File: ADC - ~~TOBACCO-FREE WORKPLACE~~ **TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED**

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC Updated 2022

LEGAL REF: M.G.L. 71:37H; 270:6

CROSS REFS.: GBED, Tobacco use on School Property by Staff Members Prohibited
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

~~In accordance with Massachusetts laws the schools shall promote a tobacco-free environment that prohibits, at all times, the use of any tobacco product within school buildings, grounds, facilities, and buses and at any school-sponsored event on and off school grounds. This prohibition applies to all employees, students, visitors, and others in attendance at any activity on any property owned, used, leased or rented by or from the schools. All school employees, any individual, group or agency using a school facility, or anyone receiving payment for services from the school department are responsible for compliance and assistance in the enforcement of the tobacco-free schools policy.~~

~~At the entrance to each building or office area signs shall be posted which state that no smoking is allowed.~~

BA - SCHOOL COMMITTEE OPERATIONAL GOALS – ORR VERSION

~~The School Committees of the Old Rochester Regional District School Committee/Massachusetts School Superintendency Union #55 as representative bodies, seek to understand, plan for, and meet the educational needs of the people they serve. Accordingly, those School Committees will approve a set of long-term system goals (Strategic Plan) with measurable objectives and an accompanying long-range plan for implementation. This will serve as the basis for programs and budgets of the school system. Input will be sought from faculty, students, parents and other members of the community in the establishment of these goals.~~

~~Annually the School Committees shall approve goals for the year. Such goals shall be drafted by the Superintendent and administrative leaders of the District. Evaluation of progress toward the goals shall be discussed at the last meeting of the School Committees for that school year.~~

BA - SCHOOL COMMITTEE OPERATIONAL GOALS – MASC VERSION

The School Committee is responsible to the people for whose benefit the school district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate concerns.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and SMART district goals.
5. Conducting a periodic review of performance against these goals.

SOURCE: MASC – Updated 2022

NOTE: This category is for goals the School Committee sets for its own operations in contrast to goals set for the school district, instruction, etc. The policy may relate to the process of goal setting or may set forth the operational goals established, as in the policy above.

BB - SCHOOL COMMITTEE LEGAL STATUS

~~The School Committees' powers and duties are derived and controlled by state statute. In general, a School Committee shall have general charge and management of all public schools, including evening schools, evening high schools, summer schools, and of vocational schools and departments when not otherwise provided for by law. Thus, a School Committee is charged with the development of reasonable rules and regulations for the conduct of the school system.~~

~~Since a School Committee is the governing body of the school system, its basic function is policy making and not administrative in nature.~~

~~By law, a School Committee must exercise its powers and duties as a committee. All actions must be taken at a duly called meeting at which a majority of the Committee members are present. The decisions and actions of individual members have no legal standing unless these powers have been duly assigned to them by Committee action.~~

The School Committee is the governing board of the municipality's public school district. Although it functions as a duly elected Committee of municipal government, the School Committee has, unlike other municipal boards, autonomous and absolute authority within limitations established by the Commonwealth of Massachusetts to carry out the educational policies of the state and guide the educational process.

SOURCE: MASC – Updated 2022

LEGAL REFS.: M.G.L. 41:1 and 71:37 specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

CROSS REFS.: AA, School District Legal Status
BBA, School Committee Powers and Duties

NOTE: A statement under this code is usually statutory and informational in nature, not a "policy" in the strict sense of the word. Include under this code the number of School Committee members and the length of a regular term.

Town or city charters and ordinances often establish the composition of the School Committee and set forth provisions for the election of Committee members. Such details should be incorporated into a statement in this category. References to the pertinent section(s) of the charter or ordinances should be added to the legal references as was done with the policy above.

Regional school districts are created in accordance with state law and the regional agreement approved by the member towns. Therefore, a policy on the legal status of

a regional School Committee would be different from the sample policy above. At this code, regional school districts often include the number of members elected from each town and the term of office. Pertinent sections of the regional agreement are often cited with the legal references, which, in the case of a regional school district, would include M.G.L. 71:14B and 71:16A. A policy in this area for a School Committee that is a member of a superintendency union also would vary from the above sample. A reference to M.G.L. 71:63 would be required. The cross references are to related codes in the NEPN classification system.

BBA - SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. **Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. **Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. **Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school system to carry out the Committee's policies.
4. **Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. **Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

Personnel Matters

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

The School Committee shall appoint, upon the recommendation of the Superintendent, Assistant/Associate/Deputy Superintendent(s), School Business Administrator, Special Education Administrator, School Physician, School Nurses, and Supervisor of Attendance. Such positions shall not report directly to the School Committee.

SOURCE: MASC –Updated 2023

LEGAL REF.: M.G.L. 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

[M.G.L. 71:16 through 71:61I](#)

CROSS REF.: BB, School Committee Legal Status

BDG, School Attorney

NOTE: In addition to the legal reference cited above, regional school districts should add references to M.G.L. 71:16 through 71:16I. A reference to an appropriate section(s) of regional agreement could also be added.

***BBA - SCHOOL COMMITTEE MEMBER AUTHORITY**

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of the member's office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the ~~town's~~ public schools district.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect the member's share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of ~~the~~ all students.
7. To accept the will of the majority vote in all cases, and to remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

SOURCE: MASC - Updated 2023

~~LEGAL REF.: M.G.L. 71:16 through 71:16L; 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.~~

~~CROSS REF.: BB, School Committee Legal Status~~

~~NOTE: This category is often used for a statement of duties and responsibilities of School Committee members, as well as a statement of their authority, just as was done in the above policy.~~

BBBA/BBBB - SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town from which they are elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on ~~the member their~~ official duties as a member of the Committee.

From the Town Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Town Clerk.

No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which the member's town participates.

Established by law

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. 30A:20; 41:1; 41:107; 76:5; 268A:27-28

M.G.L. ~~76:5~~ Amended 1993

Regional Agreement

***BBBC - SCHOOL COMMITTEE MEMBER RESIGNATION**

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the ~~town-municipality~~ and/or District in which they hold office, that member shall be deemed to have vacated the office.

~~Established by law~~

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [41:2](#); [41:109](#)

***BBBE - UNEXPIRED TERM FULFILLMENT**

When a vacancy on the School Committee occurs for any reason, the ~~Board of Selectmen~~Select Board and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the ~~Selectmen~~Select Board that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the ~~Selectmen~~Select Board, so that voters of the ~~town~~municipality may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE: MASC – Updated 2023

LEGAL REF.: M.G.L. [41:11](#)

Regional Agreement

NOTE: The substance of most statements in this category is usually established by law. Certain points may be School Committee policy. City and town charters often set forth procedures for filling vacancies on the School Committee; references to these should be added, if appropriate. A regional school district should also refer to the regional agreement if portion apply.

BCA - SCHOOL COMMITTEE MEMBER CODE OF ETHICS

(Massachusetts Association of School Committees Code of Ethics)

Preamble

~~The Old Rochester Regional School District/Massachusetts Superintendency Union #55 accept the Massachusetts Association of School Committees Code of Ethics which is in existence as of this date.~~

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the laws of the Commonwealth of Massachusetts. ~~As an elected public official, a school committee member is expected to adhere to those state laws that apply to School Committees since School Committees are agencies of the state. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.~~

The code of ethics ~~outlines delineates~~ three areas of responsibility of a School Committee member's responsibility in addition to that implied above:

- ~~(1).~~ Community responsibility
- ~~;(2).~~ Responsibility to school administration;
- ~~(3).~~ Relationship to fellow Committee members.

Relationship with Community

~~Each member of the School Committee in their relations with their community should:~~

A School Committee member in their relations with their community should:

1. Realize that their primary responsibility is to the children.
2. Recognize that their basic function is policy-making and not administrative.
3. Remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a state and a local level.
5. Remember that they represent the entire community at all times.
6. Accept the office of Committee member as ~~a~~ means of unselfish service with no intent to "play politics," in any sense of a word, or to benefit personally from their Committee activities.

Relationship with Administrators

A School Committee member in their relations with their school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support administration.
2. Recognize and support the administrative chain of command and refuse to act ~~upon~~ complaints as an individual outside the administration.
3. ~~Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.~~
43. Give the chief administrator full responsibility for discharging their professional duties and hold them responsible for acceptable results.
54. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

Relationship with Members

A School Committee member in their relations to their fellow Committee members should:

1. Recognize that action at official meetings is binding and that they alone cannot bind the Committee outside of such meetings.
2. Realize that they should not make statements or promises ~~should not be made regarding of~~ how they will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communication that exists in executive sessions.
4. Not withhold pertinent information on school matters or personnel problems, either from members of their own Committee or from members of other Committees who may be seeking help and information on school problems.
5. Make decisions only after all facts on a question have been presented and discussed.

SOURCE: MASC Reviewed 2023

NOTE: MASC code of ethics is intended to be a guideline for School Committee members. The code is not binding by law.

BDB - ~~POWERS AND DUTIES OF~~ SCHOOL COMMITTEE OFFICERS

Updated Language

Duties of the Chairperson

The Chair of the School has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. They will perform those duties that are consistent with their office and those required by law, state regulations, and this Committee.

In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call a special meeting of the Committee as found necessary.
6. Be the public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee the Chair will:

1. Preside ~~and call~~ all meetings to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to vote, stating definitely and clearly the vote and result thereof.

The School Committees chairperson shall:

1. ~~Preside at all meetings of the Committees.~~

2. ~~Submit an annual report to each member town by January 15 for printing in the annual town report of the member towns.~~
3. ~~Perform such other duties as may be delegated to him/her.~~
4. ~~Have the same powers to vote upon all measures coming before the School Committees as any other member of the School Committees.~~

Duties of the Vice-chairperson

The Vice-chairperson ~~shall perform the duties of the Chairperson in the event that the Chairperson is absent or unable for any reason to perform his/her duties.~~ of the Committee will act in the absence of the Chair as presiding officer of the Committee and will perform such other duties as may be delegated as assigned to them.

Duties of the Secretary

The Secretary:

1. May send out notices of all regular and special meetings of the Committees.
2. Shall keep the minutes of all meetings.

Duties of the Treasurer of ORRS

The Treasurer shall:

1. Oversee the receipt of all monies paid to the Committees and its deposit in such banks as the Committees shall designate.
2. Oversee the payment of money in such amounts as have been approved by the Committees.
3. Oversee reports of all receipts and disbursements quarterly.

LEGAL REF.: Regional Agreement M.G.L. [71:36](#)

SOURCE: MASC – REVISED 2023

**BDD-SCHOOL COMMITTEE-SUPERINTENDENT
RELATIONSHIP**

The Committee will leave to the Superintendent all matters of decision and administration that come within their scope as executive officer or as professional leader of the school district. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent may seek guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, they will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

SOURCE: MASC – NEW POLICY 2023

BDFA/BDFA-E-1, BDFA-E-2, and BDFA-E-3 were rewritten and consolidated into BDFA and BDFA-E.

BDFA - SCHOOL COUNCILS

The Old Rochester Regional District School Committee/Massachusetts School Superintendency Union No. 55 believe that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based, decision-making process. By involving those directly affected by any action or decision of the School Council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committees. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school district.

As enacted by the state legislature in the Education Reform Act of 1993, a School Council shall be established in each school to advise the Principal in specific areas of school operation. Except as specifically defined in the law, the Principal shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and the School Committees.

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of the new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside the school hours.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order.

All meetings of the school council shall conform to the Open Meeting Law. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The superintendent shall provide copies of these materials to members of the School Committee upon request.

Membership and Selection of the School Councils

~~Each School Council shall consist of the school Principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local, recognized parent teacher organization under the direction of the principal; teachers who shall be selected by the teachers in such school; other persons, not parents or teachers of students at the school, drawn from municipal~~

~~government, business and labor organizations, institutions of higher education, human services agencies or other interested groups.~~

~~The School Council at the high school must include at least one student.~~

~~Parents shall have parity with professional personnel on the School Councils.~~

~~Not more than 50% of the Council shall be non-school members; non-school members shall mean those members of the Council, other than parents, teachers, students and staff of the school.~~

The following guidelines define the role of the School Council:

The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent.

~~5. Review of the student handbook to consider changes on the disciplinary code.~~

Meetings

~~The Principal shall convene the first meeting of the School Council no later than forty (40) days after the first day of school, at which a co-chairperson shall be elected.~~

~~Meetings of the School Council are subject to the provision of the Open Meeting Law, Ch. 30A, Sections 18-25.*~~

SOURCE: MASC – Updated 2023

LEGAL REF.: M.G.L., 71:38Q, 71:59C; C30A: 18:15 37-H

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be implemented and reviewed by of the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every ~~child~~ student.
7. The establishment of a culture of inclusion and respectful of diversity.
8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in

law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.

SOURCE: MASC – Consolidated and Updated 2022

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File: BDFA-E-1--SCHOOL IMPROVEMENT PLAN

~~The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the school council and submitted for approval to the Superintendent and review of the School Committee. The plan should be drafted with the following in mind:~~

- ~~1. The educational goals for the school consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee.~~
- ~~2. An assessment of the needs of the school in light of the proposed educational goals.~~
- ~~3. The means to address student performance.~~
- ~~4. Professional development for the school's professional staff.~~
- ~~5. The enhancement of parental involvement in the life of the school, safety, and discipline.~~
- ~~6. The development of means for meeting the diverse learning needs of every child.~~
- ~~7. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:~~
 - ~~a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and~~
 - ~~b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.~~

File: BDFA-E-2--SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN

~~The written school improvement plan shall be submitted by the Principal to the Superintendent for approval and the School Committee for review no later than July 1 of the year in which the plan is to be implemented.~~

Because the implementation of the plan is dependent on Superintendent approval, it is important that the school council be aware of certain expectations regarding the school improvement plan. The school improvement plan should:

1. Focus on improvement of student learning.
2. Specify expected student outcomes and measurable/observable results.
3. Align with the mission of the School District and any goals and policies of the School District.
4. Be consistent with state and federal law, School District policy, established curriculum and negotiated agreements.
5. Clearly identify actions to be taken on how changes will be implemented.
6. Include a plan on how to solicit community support for the changes being developed.
7. Indicate anticipated costs and available funding sources.
8. Delineate the method of evaluating and reporting progress and results.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval. If the Superintendent does not review the school improvement plan within 30 days of its receipt, the plan shall be deemed to have been approved.

File: BDFA-E 3—CONDUCT OF SCHOOL COUNCIL BUSINESS

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order shall prevail if there are questions of procedure.

All meetings of the school council shall conform to the Open Meeting Law, Chapter 30A, Section 18-25, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore does not qualify for, executive session.

~~The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.~~

BG - SCHOOL COMMITTEE POLICY DEVELOPMENT

Updated Language

The School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school system. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operation.

~~The School Committee accepts the definition of policy set forth by the National School Boards Association:~~

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Education, and other regulatory agencies of the various levels of government.

SOURCE: MASC - Updated 2022

NOTE: One of the first policy needs of a School Committee is a policy, or set of policies, on policy development. The policy above is one of a set of policies adopted by a Massachusetts School Committee.

BGC - POLICY REVISION AND REVIEW

~~The School Committees will follow through on the policies they have formulated. They shall evaluate how the policies have been executed by the school staff. The School Committees shall rely on the school staff, students and community for providing evidence of the effect of the policies which they have adopted.~~

~~The School Committees shall strive to keep their policies up to date. To achieve this end, the School Committees may appoint a standing policy sub-committee that shall meet annually to review the Policy Manual and make recommendations to the School Committees regarding any revisions.~~

~~The policy sub-committee shall also meet when a new policy or revision is to be considered.~~

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decision, the Committee will review its policies on a regular basis.

In its review, the Committee will evaluate how policies have been implemented. It will consider feedback from school staff, students, and the community when revising policies, as appropriate.

The Superintendent is expected to call to the attention of the Committee all policies that are out of date or for other reason appear to need revision.

SOURCE: MASC – Updated 2022

BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), Internet web forums, and Internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the School Committee chairperson, in consultation with the Superintendent of Schools, shall annually designate a member of the central office staff who shall be copied on all electronic correspondence between and among members of the School Committee, or the district shall provide district e-mail addresses, which are archived. ~~These copies shall be printed and retained in the central office in the same fashion as any other School Committee records.~~ School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.

LEGAL REF.: M.G.L.[4:7](#); [30A:18](#)-25, [66:10](#)

BIBA - SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. The School Committee will be made aware of ~~clerk will maintain a calendar of~~ School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school ~~system~~ district. ~~At least annually, the Committee will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings.~~
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel reimbursement policy.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

SOURCE: Updated 2022

LEGAL REFS.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses

[DKC](#), Expense Reimbursements

BID - SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES

The School Committee shall serve without compensation, unless otherwise eligible under city or town charter or regional agreement. ~~except that a member of a School Committee of a city, town, regional school district or superintendency union may be compensated for his/her services by a majority vote of the city council in a city having a Plan D or Plan E charter; in a city not having a Plan D or Plan E charter by vote of the city council, subject to the provisions of the charter of such a city; in a town by a majority vote at a town meeting; and in a regional school district or school superintendency by a majority vote of the voting member towns authorized at their respective town meetings, the amount of such compensation, in each case, to be set by the respective cities, towns or groups of towns.~~

No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which his/her town participates.

Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Committee, members may be reimbursed from school funds.

Reimbursable expenses may include the cost of attendance at conferences of School Committee associations and other professional meetings or visitations when such attendance and expense payment has had prior School Committee approval.

SOURCE: Updated 2022

LEGAL REFS.: M.G.L. [40:5](#); [71:52](#)

CROSS REF.: [BIBA](#), School Committee Conferences, Conventions, and Workshops

BJ - SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee will annually designate a person, who may or may not be a member of the Committee, to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the School Committee.

SOURCE: MASC – Updated 2022

CA - ADMINISTRATIVE GOALS

~~Administrators in the Old Rochester Regional District School Committee/Massachusetts School Superintendency Union #55 are charged with the responsibility of implementing the policies established by the School Committees. Further, the Committees expect administrators, as educational leaders, to help in shaping policy by proposing programs, curricula, and staffing arrangements; and by providing information and counsel to the Committees in their deliberations.~~

~~Administrators are also expected to show expertise and leadership in budget preparations, educational planning, public relations, resource supply and allocation, and staff management. Especially significant is the administrator's role in staff training and evaluation. A high level of ability, effort and performance is expected of all school employees. In cases where these expectations are not met, the administrator is held accountable. The administrator should then provide counsel, training, or other assistance in an attempt to raise the level of performance. It is the administrator's responsibility to provide to the Superintendent with a detailed, accurate, written record of the problem, attempts to resolve it, and a recommendation for the disposition of the case.~~

The School Committee intends to employ qualified personnel to administer the school district efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. The Superintendent will establish channels so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to their area of operation.

LEGAL REFS.: M.G.L. 71:41, 71:42

SOURCE: MASC – Updated 2022

CB - SUPERINTENDENT OF SCHOOLS

Updated Language

~~The Old Rochester Regional District/Massachusetts School Superintendency Union #55 shall employ a Superintendent of Schools who is the advisory and the executive officer of the School Committees. Under their direction, the Superintendent shall administer and supervise the public schools of the District and Union and shall have authority over all employees of the school system. In all matters where duties are not definitely prescribed by the School Committees or by the law, the Superintendent shall exercise discretion, subject to the subsequent approval of the School Committees.~~

LEGAL REF.: M.G.L. [71:59](#); [59B](#); [63](#)

REGIONAL SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix their compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the Department of Elementary and Secondary Education and shall submit materials for the Committee's annual report to ~~the mayors of member cities and the select boards of the member towns~~ in sufficient time for printing in the annual reports of the member municipalities.

SOURCE: MASC - Updated 2022

LEGAL REFS: M.G.L. 71:59, 72:3

CBD - SUPERINTENDENT'S CONTRACT

Updated Language

~~The School Committees of the Old Rochester Regional District/Massachusetts School Superintendency Union #55 may award a contract to the Superintendent of Schools for a period of three years which may provide for the salary, fringe benefits and other conditions of employment, including, but not limited to, severance pay, relocation expenses, reimbursement for expenses incurred in the performance of his/her duties or office, liability insurance and leave for said Superintendent.~~

~~LEGAL REFS.: M.G.L. 71:41; 71:42~~

The Committee, upon the appointment of a candidate to be Superintendent, will enter into a written contract with the Superintendent which will meet the requirements of law and protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 71:41; 71:42

NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.

CBI - EVALUATION OF THE SUPERINTENDENT

Updated Language

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Clarify for the Superintendent ~~his/her~~ their role in the school system as seen by the School Committee.
2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among ~~his/her~~ their responsibilities as agreed upon by the Committee and the Superintendent.
3. Develop harmonious working relationships between the School Committee and Superintendent.
4. Provide administrative leadership of excellence for the school system.

The School Committee will periodically develop with the Superintendent a set of ~~performance objectives-goals~~ based on the needs of the school system in accordance with the Educator Evaluation Standards published by the Department of Elementary and Secondary Education. The Superintendent's performance will be reviewed in accordance with these specified goals and standards according to the evaluation cycle. ~~Additional objectives will be established at intervals~~ agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the Open Meeting Law.

SOURCE: MASC Updated 2022

LEGAL REFS.: M.G.L. 30A:18-25, 603 CMR 35.00

***CCB - ~~LINE AND~~ STAFF RELATIONS**

Updated Language

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes, ~~but~~ all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

SOURCE: MASC – Updated 2022

CE ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

New to ORR

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as they deem necessary for assuring staff participation in decision making, for implementing policies and procedures, and for the improvement of the educational program.

Functioning in an advisory capacity, all councils, cabinets, and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at their discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school district, but only within budgetary allotments and when approved in advance by the Superintendent.

SOURCE: MASC - Updated 2022

***CH - POLICY IMPLEMENTATION**

*Added Comma and
source*

The Superintendent has responsibility for carrying out, through procedures, the policies established by the School Committee.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures, and for seeing that they are implemented in the spirit intended.

SOURCE: MASC - Updated 2022

NOTE: This policy is one of a coordinated set of policies relating to Policy Implementation adopted by a Massachusetts School Committee. Other statements cover Development of Procedures (code CHA) and Procedures Dissemination (code CHC). However, a policy related to these two subcategories could be included in the more general code CH, Policy Implementation.

~~CHA—DEVELOPMENT OF PROCEDURES~~

*Language included
in CHA/CHC*

~~The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.~~

~~In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. They must weigh with care the counsel given by representatives of staff, student and community organizations. They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.~~

~~As long as the Superintendent operates within the guidelines of policy adopted by the Committee, they may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.~~

~~CHC—PROCEDURES DISSEMINATION~~

*Language included
in CHA/CHC*

~~It will be the responsibility of the Superintendent to see that the procedures developed to implement Committee policies and administer the school system are appropriately coded and included as procedures in the School Committee's policy manual.~~

~~A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.~~

CHA/CHC DEVELOPMENT AND DISSEMINATION OF PROCEDURES

Merged CHA and CHC

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school district will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. They must weigh with care the counsel given by representatives of staff, student, and community organizations. They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, they may issue procedures without prior Committee approval unless Committee action is required by law; or the Committee has specifically asked that certain types of procedures be given Committee approval; or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

It will be the responsibility of the Superintendent to see that the procedures developed to implement Committee policies and administer the school district are appropriately coded and included as procedures in the School Committee's policy manual.

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the procedure.

CROSS REF.: BDG, School Attorney

SOURCE: MASC - Updated 2022

CHCA - APPROVAL OF HANDBOOKS AND DIRECTIVES

Updated Language

~~The law directs that in each school building containing the grades nine to twelve, inclusive, t~~

The Principal, in consultation with the school council, shall prepare and distribute to each student a hand-book setting forth the rules pertaining to conduct of students. As a school district, every school has developed a student/parent handbook. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September at the beginning of the next school year.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use ~~his/her~~ their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

SOURCE:MASC – Updated 2023

LEGAL REFS.: M.G.L. [71:37H](#)

CROSS REF: BGD, School Committee Review of Procedures

~~CL—ADMINISTRATIVE REPORTS~~

Removed as unnecessary

~~The School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.~~

~~School building administrators will be required to keep such records and make reports as the Superintendent may direct or require.~~

~~Upon receipt of the Superintendent's reports, the Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school system.~~

~~Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all required statistical and other information.~~

***CM - REGIONAL SCHOOL DISTRICT ANNUAL REPORT**

Updated Language

An annual report covering the diversified activities of the school ~~system~~ district and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report shall be submitted to each member community and will be made available to the public and used as one means for informing parents/guardians and citizens, the Commissioner of Education, and others of the programs and conditions of the District's schools. Said report shall contain a detailed financial statement, a statement showing the method which computes the annual charges against each town, and any other information regarding the operation of the 'School District' as may be necessary.

~~Established by law and Committee policy~~

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [72:4](#)

M.G.L. [71:16](#)(k)

EB - SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that can result in tragic consequences—~~bodily harm, loss of school time, property damage, legal action, and even fatality~~. The School Committee will guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school ~~plant~~facility, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept in-formed of current state and local requirements relating to fire prevention, ~~civil defense, sanitation, public health, and occupational safety~~health and safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

SOUCE: MASC Updated 2023

LEGAL REF.: M.G.L. 71:55C ~~and Acts of 1985c 614 Sec 1~~

Board of Education 603 CMR 36:00

CROSS REFS.: EEAE, School Bus Safety Program

GBGB, Staff Personal Security and Safety

IHAM, Health Education

JLI, Student ~~Safety~~Welfare

EBB - FIRST AID

Updated Language

The school attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call ~~the school physician~~ emergency medical services. In the case of illness that may include an infectious disease the Board of Health shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the ~~child-student~~ to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a ~~child-student~~ or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
3. No young ~~child-student~~ who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young ~~child-student~~ who is ill or injured will not be taken home unless it is known that someone is there to receive ~~him or her~~ them.
4. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance if at all possible.
5. The teacher or other staff member to whom a ~~child-student~~ is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
6. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:55A](#); [71:56](#)

CROSS REF.: [JLC](#), Student Health Services and Requirements

***EBC - EMERGENCY PLANS**

Updated Language

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section [1 of Chapter 71](#).
7. ~~In the event the school possesses Automated External Defibrillators (AEDs),~~ ~~the~~ location of all available Automated External Defibrillators (AEDs), whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC Updated 2023

LEGAL REF: M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

~~Section 7 of Chapter 284 of the Acts of 2014~~

CROSS REF.: [EBCD](#), Emergency Closings

[JL](#), Student Welfare

[JLC](#), Student Health Services and Requirements

~~SOURCE: MASC August 2015~~

***EBCD - EMERGENCY CLOSINGS**

Updated Language

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the childrenstudents:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:4](#); [71:4A](#)

CROSS REF.: [EBC](#), Emergency Plans

***EC - BUILDINGS AND GROUNDS MANAGEMENT**

Updated Language

The Old Rochester Regional School District and the Massachusetts School Superintendency Union # 55 Regional School District Committee's most important function is to provide for the education of ~~children~~students, and it recognizes that the education of ~~children~~students is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent-~~Director~~. They will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the pro-per maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that the school is equally well maintained, equipped, and staffed.

The Superintendent-~~Director~~ will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the building administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

SOURCE: MASC Updated 2023

LEGAL REF.: M.G.L. [71:68](#)

EC-1 REGIONAL SCHOOL DISTRICT BUILDINGS AND GROUNDS MANAGEMENT

New to ORR

The Regional School District Committee's most important function is to provide for the education of students, and it recognizes that the education of students is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent. They will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that the school is equally well maintained, equipped, and staffed.

The Superintendent-Director will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the building administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

SOURCE: MASC – Reviewed 2022

ECA — Building and Grounds SECURITY

Updated Language

Public school buildings and grounds are one of the greatest investment of the municipality. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

~~Any suspicious activity on school property (buildings and grounds) will be reported to the police.~~

~~All schools will post signs requiring any person not employed in the school district to report to the main office upon entering the building.~~

SOURCE: MASC Updated 2023

ECAF - SECURITY CAMERAS IN SCHOOLS

Updated Language

The Districts work to maintain a safe and secure environment for the students, staff, visitors. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School buildings and their equipment, constitute one of the greatest investments of the community. The Districts believe it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the Districts authorize the use of security cameras in the schools and on the properties to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside school buildings, where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of the districts' policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee and School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee as the situation requires.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC Updated 2023

~~Adopted: August 2015~~

***EEAE - SCHOOL BUS SAFETY PROGRAM**

Updated Language

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. ~~Children-Students~~ will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport ~~children-students~~ will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [90:7b](#) as amended by Ch. 246 Acts of 1986
M.G.L. [90:1](#) et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

~~CROSS REF.: EB, Safety Program~~

***~~EEAE-1B~~ - DRUG AND ALCOHOL TESTING FOR
SCHOOL BUS AND
COMMERCIAL VEHICLE DRIVERS**

Coding Change

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49, Section 382 et seq. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

SOURCE: MASC NEPN Code Updated 2022

LEGAL REF.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)

49C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol Testing Programs

49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing

49 C.F.R. Part 391 Qualification of Drivers

***EEAEC (also [JICC](#)) - STUDENT CONDUCT ON SCHOOL BUSES**

Updated Language

The School Committee and its staff share with students and parents/[guardians](#) the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/[guardians](#) of ~~children- students~~ whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their ~~children- students~~ face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOUCE: MASC Updated 2023

***EFC - FREE AND REDUCED PRICE FOOD SERVICES**

Updated Language

The school ~~system-district~~ will take part in the National School Lunch Program and other food programs that may become available to assure that all ~~children-students~~ in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no ~~child- student~~ who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his parents or guardians.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

SOURCE: MASC Updated 2023

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966
P.L. 89-642, 80 Stat. 885, as amended
M.G.L. [15:1G](#); [15:1L](#); [69:1C](#); [71:72](#)

~~GA--PERSONNEL POLICIES GOALS~~

Removed – goals are more specific to district

~~The District's specific personnel goals are:~~

- ~~1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection that will result in the employment and retention of individuals with the highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the system's learning program.~~
- ~~2. To develop a general staff assignment strategy that will contribute to the learning program, and to use it as the primary basis for determining staff assignments.~~
- ~~3. To provide positive programs of staff development that contribute both to improvement of the learning program and to each staff member's career development aspirations.~~
- ~~4. To provide for a genuine team approach to education.~~
- ~~5. To develop and use for personnel evaluation positive processes that contribute to the improvement of both staff capabilities and the learning program.~~

~~LEGAL REF.: 603 CMR 26:00~~

GBA - EQUAL EMPLOYMENT OPPORTUNITY

Updated Language

The School Committee subscribes ~~to the fullest extent~~ to the principle of the dignity of all people and of their labors ~~and will take action to ensure that a~~ Any individual ~~within the District~~ who is responsible for hiring and/or personnel supervision ~~understands must understand~~ that applicants are employed, assigned, and promoted without regard to their *race, color, sex, sexual orientation, gender identity, religion, ~~and~~ 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. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

SOURCE: MASC ~~August 2022~~ Updated 2023

LEGAL REF.: M.G.L. [151B:4](#);

~~BESE Regulations~~ 603 CMR [26:00](#)

[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.)

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

NOTE: Although it is not usually necessary to have a policy that simply restates existing law, in this case it is important to reaffirm the School Committee's commitment to equal opportunity and to remind the hiring authorities in the District that many considerations other than District educational goals are factors to be considered.

***GBEA - STAFF ETHICS / CONFLICT OF INTEREST**

Updated Language

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents/guardians, coworkers, and officials of the school system.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with ~~his/her~~ their duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in ~~work outside employment~~ of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the super-vision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to ~~him/her~~ them.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Town or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:52](#); [268A:1](#) et seq.

GBEB - STAFF CONDUCT

Updated Language

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

~~Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:~~

- ~~1. Faithfulness and promptness in attendance at work.~~
- ~~2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students.~~
- ~~3. Diligence in submitting required reports promptly at the times specified.~~
- ~~4. Care and protection of school property.~~
- ~~5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.~~

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:37H](#); [264:11](#); [264:14](#)

GBEBD ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

New to ORR

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy. The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents/guardians of students in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents/guardians who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23;
Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;
GBEBC, Gifts To and Solicitations by Staff;
KCD, Public Gifts to Schools

SOURCE: MASC - Updated 2023

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

***GBEC - DRUG-FREE WORKPLACE POLICY**

Updated Reference

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free workplace; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of this policy as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.

SOURCE: MASC ~~March 2016~~ Updated 2023

LEGAL REFS.: ~~The Drug-Free Workplace Act of 1988~~ 41 USC 81

CROSS REFS.: IHAMB, Teaching about Alcohol, Tobacco and Drugs

JICH, Drug and Alcohol Use by Students

**GBED - TOBACCO USE ON SCHOOL PROPERTY BY STAFF
MEMBERS PROHIBITED**

Updated Language

~~Smoking or the use of tobacco within school buildings, the school facilities or on school property or buses by any individual, including school personnel, is prohibited. Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.~~

Staff members who violate this policy will be referred to their immediate supervisor.

SOURCE: MASC Updated 2023

LEGAL REF.: M.G.L. [71:37H](#)

CROSS REFS: ADC, Tobacco products on School Premises Prohibited

JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

GBGB - STAFF PERSONAL SECURITY AND SAFETY

Updated Language

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

~~Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment.~~

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the town's employee assistance program.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:54](#); [71:55C](#)

CROSS REFS.: [EB](#), Safety Program

GBI - STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Updated Language

The School Committee recognizes that employees of the school ~~system-district~~ have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office or ballot initiatives and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss ~~his/her~~ their campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Public employees are prohibited under state law from soliciting funds for political campaigns.

Under no circumstances, will students be pressured into campaigning for any staff member.

SOURCE: MASC Updated 2023

LEGAL REF.: M.G.L. 55:11-13; 71:44

***GBJ - PERSONNEL RECORDS**

Updated Language

Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon written request, to review the contents of ~~his/her~~ their own personnel file.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include ~~his/her~~ their written response in the file.
6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by ~~the laws~~ law.

SOURCE: MASC Updated 2023

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247
Title IV, as amended
88 Stat. 571-574 (20 U.S.C. 1232g) and regulations
M.G.L. [4:7](#); [71:42C](#)
Teachers' Agreement

CONTRACT REF.: All Agreements

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

GCA - PROFESSIONAL STAFF POSITIONS

Updated Language

All professional staff positions in the school system will be created initially by the School Committee. It is the Committee's in-tent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, or an existing position is modified, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

SOURCE: MASC Updated 2023

NOTE: Job descriptions for professional staff positions are available for review in the office of the Superintendent.

GCBA - PROFESSIONAL STAFF SALARY SCHEDULES

Updated Language

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals and Administrators on Individual Contracts

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for merit increases.

Administrators

~~Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.~~

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:40](#); [71:43](#)

CROSS REF: GCBB, Employment of Principals

CONTRACT REF.: Teachers' Agreement

***GCBB - EMPLOYMENT OF PRINCIPALS**

Updated Language

Principals shall be employed by the under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current ~~certification~~ licensure, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under ~~his/her~~ their direction.

SOURCE: MASC Updated 2023

LEGAL REF: MGL [71:41](#); [71:59B](#)

CROSS REF: GCBA, Professional Staff Salary Schedules

GCBC - PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Updated Language

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they ~~will~~ may be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, they will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

SOURCE: MASC UPDATED 2023

LEGAL REF.: Collective Bargaining Agreement

***GCE - PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES**

Updated Language

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school ~~system~~ district and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school ~~system~~ district. Any current employee may apply for any position for which they have ~~certification~~ licensure and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC Updated 2023

LEGAL REFS.: Collective Bargaining Agreements

***GCG - SUBSTITUTE PROFESSIONAL STAFF
EMPLOYMENT**

Updated Language

~~The~~To the extent possible, the school ~~system-district~~ will employ as substitute teachers, ~~to the extent possible,~~ persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.

The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes.

SOURCE: MASC Updated 2023

GCIA - PHILOSOPHY OF STAFF DEVELOPMENT

Updated Language

All staff members will be encouraged ~~to~~in and provided with suitable opportunities for the development of increased competencies beyond those they may attain through the performance of their assigned du-ties and assistance from supervisors.

Opportunities for professional growth may be provided through such means as the following:

1. Planned in-service programs and workshops offered within the school system from time to time; these may include participation by outside consultants.
2. Membership on curriculum development committees drawing personnel from within and without the school system.
3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
- ~~4. Leaves of absence for graduate study, research, and travel.~~
- ~~5. Partial payment of tuition for approved courses.~~

The Superintendent will have authority to approve or deny released time for conferences and visitations and reimbursements for expen-ses, provided such activities are within budget allocations for the purpose.

SOURCE: MASC Updated 2023

GCJ - PROFESSIONAL TEACHER STATUS

*Updated Language
(first line is MGL)*

~~Teachers and certain other professional employees who have served in the School District for three consecutive years shall be entitled to professional teacher status.~~

The Superintendent, upon recommendation of the Principal, may award such professional teacher status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base their decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which they are legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which they are not legally qualified.

~~Established by law and Committee policy~~

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:38](#); [71:38G](#); ~~[71:38H](#)~~; [71:41](#); [71:42](#); [71:42B](#); [71:43](#)

***GCK - PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS**

Updated Language

The basic consideration in the assignment of professional staff members will be the needs of the students and the instructional pro-gram.

Therefore, the assignment and transfer of professional staff members will be accomplished by the Superintendent on the basis of the employee's qualifications, the needs of the school system, and the employees' expressed desires.

Care will be exercised by the Superintendent to assure that all schools are staffed with ~~effective~~ highly qualified teachers.

Within an individual school, the building administrator will have the authority to assign classes and courses, provided this is done with full regard for the teacher's area of ~~certification-~~ licensure and the policies delineated above.

SOURCE: MASC Updated 2023

CONTRACT REF.: Teachers' Agreement

GDB - SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

Updated Language

In establishing rates of pay and levels of compensation for support staff personnel, the School Committee will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the school department.

Compensation plans will be reviewed annually for all categories of staff. Such review, where applicable, will be carried out in connection with negotiations with representatives of recognized bargaining units. The master agreements with these units ~~will be considered appendices to this manual and~~ will have the full force of School Committee policy.

The School Committee will set the rates of pay for personnel not covered by collective bargaining agreements.

Overtime

Support staff employees will be paid overtime wages for work performed in excess of 40 hours in a work week.

In counting hours for the purpose of allowing overtime work and pay, supervisors will consider sick leave, vacation time, and holidays as time worked.

Every effort must be made to minimize overtime by scheduling duties during the regular workday. Overtime will be authorized only by the Superintendent and only to cover emergency situations. All such work will be assigned on a fair and equitable basis.

SOURCE: MASC Updated 2023

LEGAL REF.: M.G.L. [71:38](#)

CONTRACT REFS.: All Contracts

~~GDQD – SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS~~

*Removed –
suspension and
dismissal covered in
contracts*

~~Support staff employees employed by the School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.~~

~~Support staff employees will generally be given notice of their dismissal two weeks prior to the effective date.~~

~~The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend employees from their assignments.~~

HA - NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people-students of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

~~All policies, plans and regulations as well as the work of every employee of the school district, are directed toward the main goal of the system—the education of the individual child.~~

~~The employees of the Old Rochester Regional School District/Massachusetts Superintendency Union #55 and the respective School Committees enter into professional negotiations for the purpose of providing quality education under good working conditions, establishing a democratic atmosphere in which to work, and providing an orderly method of resolving grievances and disputes.~~

~~The School Committees will negotiate in good faith on appropriate concerns. They will deal with staff negotiating units openly and fairly, and will sincerely endeavor to reach agreement on items being negotiated. Nothing in negotiations will abridge the School Committees' legal responsibilities nor will any staff member's rights and privileges under state statutes be impaired.~~

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee, or its representatives, and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities, nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

SOURCE: MASC – Updated 2023

HB - NEGOTIATIONS LEGAL STATUS

*Updated to reflect
school committee
responsibilities*

All negotiations between the School Committee and recognized employee groups are conducted subject to ~~Chapter 150E of the~~ Massachusetts General Laws. The legal status of negotiations is defined in part by Section ~~21~~ of that chapter, as follows:

~~Employees shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.~~

“In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives.”

Basic to all employer/employee negotiations is the concept of "bar-gaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

~~Established by law~~

SOURCE: MASC Updated 2023

LEGAL REF.: M.G.L. [150E:1](#) et seq.

HF - SCHOOL COMMITTEE NEGOTIATING AGENTS

Updated Language

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, ~~and~~ working conditions of employees, and all other mandated subjects of bargaining represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. They will follow guidelines set forth by the Committee as to acceptable agreements and will regularly report on the progress of negotiations in a properly posted executive session.
 - d. They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC Updated 2023

LEGAL REF.: M.G.L. [71:37E](#)

JBB - EDUCATIONAL EQUITY

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

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

To achieve educational equity the district will commit to:

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

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

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

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

SOURCE: MASC Updated 2023

~~ADOPTED: September 12, 2019~~

~~Approved by the Joint School Committee on July 6, 2021.~~

***JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

Updated Language

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an ~~active-active~~-duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of ~~active-~~duty personnel who died on active duty. Children of retired ~~active-active~~-duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- o Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- o Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- o Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- o Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as

a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- o In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

- o As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.

- o Students of ~~active-active~~ duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.

- o An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which they were enrolled while living with the custodial parent or guardian, without any tuition fee imposed.

- o The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [Part I, Title II, Chapter 15E](#);

~~*Approved by the Joint School Committee on September 24, 2020*~~

SOURCE: MASC ~~October 2019~~ [Updated 2023](#)

***JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

Updated Language

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with ~~DCF~~ The Department of Children and Families (DCF) to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and their foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in their school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster

parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which they reside in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008
(Fostering Connections Act)

~~*Approved by the Joint School Committee on September 24, 2020*~~

SOURCE: MASC ~~October 2019~~ Updated 2023

JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Updated Language

Denial of Admission

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

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

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

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

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

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

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

SOURCE: MASC Updated 2023

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

603 CMR [26:00](#)

CROSS REF: [JEB, Entrance Age](#)

***JICA - STUDENT DRESS CODE**

*Updated Legal
Reference*

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REF: ~~Creating a Respectful and Open World for Natural Hair Act of 2022~~

Acts of 2022, Chapter 117 -

<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

SOURCE: MASC - ~~August 2022~~ Updated 2023

***JICC (also [EEAEC](#)) - STUDENT CONDUCT ON SCHOOL BUSES**

*Updated Language to
match EEAEC changes*

The School Committee and its staff share with students and parents/[guardians](#) the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/[guardians](#) of ~~children~~ [students](#) whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their ~~children~~ [students](#) face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC Updated 2023

JICE - STUDENT PUBLICATIONS

Updated Language

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

~~The School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.~~

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF.: M.G.L. [71:82](#)

SOURCE: MASC Updated 2023

***JICFA - PROHIBITION OF HAZING**

Updated Language

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

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

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

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

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

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

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

[SOURCE: MASC Updated 2023](#)

JICFB - BULLYING PREVENTION

Updated Language

The Old Rochester/MA School Superintendency Union #55 School

Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to ~~his/her~~ their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature, ~~transmitted in whole or in part by a:~~

- ~~wire~~
- ~~radio~~
- ~~electromagnetic~~
- ~~photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.~~

Cyber-bullying shall also include the creation of ~~a web page or blog~~ electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within ~~his or her~~their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred ~~he/she~~ they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26.00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: [AC](#), Nondiscrimination
[ACAB](#), Sexual Harassment
~~[JBA](#), Student-to-Student Harassment~~
~~[JIC](#), Student Discipline~~
[JICFA](#), Prohibition of Hazing
[JK](#), Student Discipline Regulations

SOURCE: MASC Updated 2023

JICK - HARASSMENT OF STUDENTS

Updated Language

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

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race*, 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, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

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

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

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

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

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

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

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

The District will promptly and reasonably investigate allegations of harassment through designation of ~~Civil Rights~~ Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees and will respond to any reports or complaints of discrimination, including ~~sexual~~ harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Grievance Procedures for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R). Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action ~~to remedy the harassment and to prevent its recurrence.~~

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR [26:00](#)

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Acts of 2022, Chapter 117 -

<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: [AC](#), Non-Discrimination Policy Including Harassment and Retaliation

~~AC-R~~

~~ACAB~~

~~ACAB-R~~

~~Approved by the Joint School Committees on June 27, 2022.~~

SOURCE: MASC Updated 2023

JIH SEARCHES AND INTERROGATIONS

Updated Language

Searches by Staff

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

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

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

Interrogations by Police

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

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

SOURCE: MASC Updated 2023

***JII - STUDENT COMPLAINTS AND GRIEVANCES**

Updated Language

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

Students and their parents and/or guardians who believe that a student has received unfair treatment may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings.

SOURCE: MASC ~~February 2019~~Updated 2023

CROSS REF: JIB, Student Involvement in Decision Making

JIC Student Discipline

~~Approved by the Joint School Committee on July 6, 2021.~~

JJ - CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

Updated Language

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

~~1. The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.~~

~~2. The assistance of parents in planning activity programs will be encouraged.~~

~~3~~1. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility.

~~4~~2. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.

~~5~~3. All activities will be supervised; all clubs and groups will have a faculty advisor.

LEGAL REF.: M.G.L. [71:47](#)

603 CMR [26.00](#)

NOTE: This category is useful for a general policy on student activities and for establishing definitions.

JJE - STUDENT FUND-RAISING ACTIVITIES

Updated Language

~~In general, the Committee discourages fund-raising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items.~~

~~Exceptions to this policy will be:~~

- ~~1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.~~
- ~~2. Sale of advertising space in school publications.~~
- ~~3. A fund-raising activity approved by the Superintendent.~~
- ~~4. Proposals to raise funds for charitable purposes or for benefit of the school or community (for example: American Field Service activities, United Nations, or scholarship funds) provided such proposals have been individually approved by the building Principal and Superintendent.~~

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process. The Committee further recognizes that families have different resources; those differences should, as much as possible, not be highlighted by school activities, including fundraising.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and the Superintendent.

Other fundraising activities that would involve students in the fundraising process shall be submitted to the Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

Fundraising activities may not involve competitions among students. Students may not be rewarded with additional recess, snacks, activities or any type of prize for having raised larger amounts of funds or reaching fundraising goals.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

SOURCE: MASC Updated 2023

CROSS REFS.: ~~JP, Student Gifts and Solicitations~~, [KHA](#), Public Solicitations in the Schools

JJF - STUDENT ACTIVITY ACCOUNTS

Updated Language

Member Towns

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefits of students and managed in accordance with sound business practices, which include accepted budgetary, ~~and~~ accounting and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law ~~Chapter 71, Section 47~~, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited to a Student Activity Checking Account except from the Student Activity Agenda Account.
2. Authorizes the Town Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the ~~regulations~~ procedures established by ~~School Committee policy~~ the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee ~~policy~~. Payments for expenditures shall be made, whenever possible, by check, debit or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with limits that exceed \$25,000.00, ~~the Massachusetts Dept. of Elementary and Secondary Education recommends that districts consider the School Committee shall consider, in accordance with DESE guidelines, that~~ an audit conducted by an outside accounting firm every ~~two to~~ three years.

Region

Student activities funds may be raised and spent to promote the general welfare, education, and morale of all students and shall finance authorized activities of student organizations and the

district. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be managed in accordance with sound business practices, which include accepted budgetary and accounting practices.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited to a Student Activity Checking Account except from the Student Activity Agenda Account.
2. Authorizes the District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the District's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations procedures established by ~~School Committee policy~~ the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee policy. Payments for expenditures shall be made, whenever possible, by check, debit or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with limits that exceed \$25,000.00, the Massachusetts Department of Elementary and Secondary Education recommends that districts consider an audit conducted by an outside accounting firm every two to three years.

Authorized clubs, organizations, and other extracurricular groups within the schools may use district facilities and equipment for fund raising if such use does not create an additional direct cost to the district or does not conflict with school use. If additional cost is incurred, the Principal will determine whether the club or organization shall pay such cost.

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of

graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activities

When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:

1. Obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC – Updated 2023

LEGAL REFS: MGL 71:47

CROSS REFS: JJA, Student Organizations
DIE, Audits

NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

LEGAL REF.: M.G.L. 71:47

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***JJIB - INTERSCHOLASTIC ATHLETICS**

Updated Language

The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

District P participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities will be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. There-fore, the Superintendent will establish regulations to ensure the safety and well-being of students and staff members who participate in these activities.

The Old Rochester Regional School District believes that an interscholastic athletic program contributes to a student's physical, mental and social growth. Adequate funding must be available through available funds in the district budget, student fees and/or fundraising so that the activity can be supported. Interscholastic athletic programs may be added, dropped or streamlined in accordance with the following procedures and protocols.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:47](#); [71:54A](#)

603 CMR [26.00](#)

CROSS REFS.: [AC](#), Nondiscrimination (and subcodes)

~~JKA--CORPORAL PUNISHMENT~~

~~State law provides that:~~

~~The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.~~

~~Established by law~~

~~LEGAL REF.: M.G.L. 71:37G~~

*Language
incorporated into
JKAA*

JKAA - PHYSICAL RESTRAINT OF STUDENTS

*Updated Language to
include corporal
punishment*

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring ~~himself or herself~~ themselves, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR [46.02](#).

- ~~1. Extended Restraint: a physical restraint the duration of which is longer than twenty (20) minutes.~~
- ~~2. Physical Escort: Touching or holding a student without the use of force for purpose of directing the student.~~
- ~~3. Physical Restraint: The use of bodily force to limit a student's freedom of movement.~~

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint

unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);

- A process for obtaining principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/[guardians](#) of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC [Updated 2023](#)

~~ADOPTED: August 2015~~

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

~~Approved by the Joint School Committees on November 19, 2015.~~

***JL - STUDENT WELFARE**

Updated Language

Supervision of Students

School personnel assigned supervision are expected to act as ~~reasonably~~ prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave ~~his/her~~ their assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. [119, S 51A](#).

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.

Student Safety

Instruction in courses in industrial arts, science, homemaking, art, physical education, health, and safety will include and emphasize accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playground and playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity.

Fire Drills and Reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL [71:37L](#); [148:2A](#)

CROSS REFS.: EB, Safety Program
EBB, First Aid

SOURCE: MASC Updated 2023

JLC - STUDENT HEALTH SERVICES AND REQUIREMENTS

Updated Language

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents/guardians shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a ~~neighbor~~ family member or other individual to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents/guardians. Requests made by parents/guardians for such administration of medication shall be reviewed and approved by the Principal or designee;
- Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate ~~executive director~~ administrator of education immediately;
- Prompt reporting by teachers to the Principal or designee of any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to ~~call for~~ pick up the student ~~or provide the transportation.~~

Transportation of an ill or injured student is not normally to be provided by the school. If the parent/[guardian](#) cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

[SOURCE: MASC Updated 2023](#)

LEGAL REF.: M.G.L. [71:53;54;54A;54B;55;55A;55B;56; 57; 69:8A](#)

CROSS REF.: [EBB](#), First Aid

[EBC](#), Emergency Plans

[JLCD](#), Administration of Medications to Students

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Updated Language

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will provide evidence of or will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children-students referred to them by the school nurse. They will examine school employees when, in their opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child-student suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

** NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [71:53](#); [71:54](#); [71:56](#); [71:57](#)

105 CMR 200

CROSS REF.: [JF](#), School Admissions

JLCB - IMMUNIZATION OF STUDENTS

Updated Language

Students ~~entering school for the first time, whether at kindergarten or through transfer from another school~~ registering in the district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the ~~child~~ student, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

SOURCE: MASC ~~October 2016~~ Updated 2023

LEGAL REF.: M.G.L. [76:15](#)

CROSS REF.: JF, School Admissions

~~Approved by the Joint School Committee on July 6, 2021.~~

***JLCC - COMMUNICABLE DISEASES**

Updated Language

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

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

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

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

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

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

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

SOURCE: MASC ~~February 2019~~ Updated 2023

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

~~Approved by the Joint School Committee on July 6, 2021.~~

KBA - SCHOOL/PARENT/GUARDIAN RELATIONS GOALS

It is the general goal of the District to foster relationships with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents/guardians are individually responsible for their children, the District provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents/guardians regarding student progress and achievement, methods to enhance student development, and matters of ~~correction~~ student conduct.

Additionally, parental/guardian involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/guardian/ ~~and~~ teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

SOURCE: MASC Updated 2023

KBE - RELATIONS WITH PARENT/GUARDIAN ORGANIZATIONS/BOOSTER ORGANIZATIONS

Updated Language

~~To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:~~

- ~~1. Consult with and encourage parents to share in school planning and in setting objectives and evaluating programs.~~
- ~~2. Help parents understand the educational process and their role in promoting it.~~
- ~~3. Provide for parent understanding of school operations.~~
- ~~4. Provide opportunities for parents to be informed of their child's development and the criteria for its measurement.~~

To ~~accomplish the above and to~~ enhance communications between parents/guardians and school officials, the Committee encourages the maintenance of formal parent/guardian organizations at each school building. For this purpose, the Committee will officially recognize a parent/guardian organization at each building. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of ~~children-student(s)~~ enrolled, will designate the organization to be recognized if more than one organization makes the request.
3. All parent/guardians organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. All parent/guardians organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

LEGAL REFS: Title IX, Education Amendments of 1972

CROSS REFS: ACA – Nondiscrimination on the Basis of Sex

SOURCE: MASC - Updated 2023

KCB - COMMUNITY INVOLVEMENT IN DECISION-MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee.

~~Residents who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.~~

~~The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.~~

CROSS REF.: [BDF](#), Advisory Committees to the School Committee

KDB - PUBLIC'S RIGHT TO KNOW

Updated Language

The School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and ~~other-classified~~ legally confidential matters.

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

The official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent/guardian).

Each building administrator is authorized to use all means avail-able to keep parents/guardians and others in the particular school's community informed about the school's program and activities.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [4:7](#); [66:10](#); [30A:18](#)-25

CROSS REFS.: [BEDG](#), Minutes

[GBJ](#), Personnel Records

[JRA](#), Student Records

***KDD - NEWS MEDIA RELATIONS/NEWS RELEASES**

Updated Language

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the successes, challenges, programs, problems, planning, and activities of the school-~~system~~ district.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

1. The School Committee Cehairman will be the official spokes~~man~~person for the Committee, except as this duty is delegated to the Superintendent.
2. News releases that are of a system-wide or a sensitive nature or pertain to established Committee policy are the responsibility of the Superintendent.
3. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the Principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the Principal.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school-~~system~~district.

SOURCE: MASC Updated 2023

KE - PUBLIC COMPLAINTS

Updated Language

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit their complaint in writing. Anonymous complaints will be disregarded.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [76:5](#)

603 CMR [26.00](#)

LBC - RELATIONS WITH NONPUBLIC SCHOOLS

*Updated to better
spell out the required
steps*

Private Schools

~~In accordance with state law, the School Committee will approve a private school when it is satisfied that the instructional program of the school equals that of the town's public schools in thoroughness, efficiency, and progress made.~~

~~The Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.~~

In accordance with state law, the School Committee will approve a private school when it is satisfied that the school equals that of the municipality's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools.
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation.
3. The Superintendent or designee reviews the submitted materials.
4. The Superintendent or designee visits the school.
5. The school makes a presentation to the School Committee.
6. The Superintendent makes a recommendation to the School Committee.
7. The School Committee takes formal action on the recommendation.
8. The school is notified of the School Committee's decision.

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The School Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

SOURCE: MASC – Updated 2022

LEGAL REFS.: M.G.L. [40:4E](#); [71:48](#); [71:71D](#); [71B:4](#); [74:4](#) through [74:7A](#); [76:1](#)

MASSACHUSETTS SCHOOL SUPT. UNION # 55
2023-2024 DRAFT

Mary Beauregard
Nichole Daniel
Nichole Nye McGaffey
Carly Lavin
Tiffini Reedy
Cristin Cowles, Vice-Chairperson
Anne Fernandes
Sharon Hartley, Chairperson
Robin Rounseville

Marion
Marion
Marion
Mattapoissett
Mattapoissett
Mattapoissett
Rochester
Rochester
Rochester

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION NO. 55
Marion, Mattapoisett, and Rochester, Massachusetts**

TO: Town Clerk, Town of Marion, Massachusetts
Town Clerk, Town of Mattapoisett, Massachusetts
Town Clerk, Town of Rochester, Massachusetts
DATE: September 26, 2023
SUBJECT: Meeting Notice

Pursuant to Chapter 30A of the General Laws, you are notified of the following REGULAR joint meeting of the **OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE and the MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55.**

Thursday, September 28, 2023 at 6:30 p.m.

Please see attached agenda.

If you have any questions, please feel free to contact me at 508-758-2772 ext. 1956.

Respectfully submitted,
Melissa Wilcox
Executive Assistant to the Superintendent

**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
September 28, 2023 – 6:30 p.m.**

Zoom link:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U21lQT09>

Meeting ID: 968 1584 5547

Passcode: 146869

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

XI. Executive Session

I. Consent Agenda

A. Approval of Minutes

1. Regular Session: January 19, 2023

2. Executive Session: January 19, 2023

3. Superintendent's Goals Subcommittee: June 20, 2023

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. Appointment of Interim Director of Student Services

B. Approval of School Committee Dates for the 2023-2024 School Year

C. Approval of Strategic Plan Vision 2028

D. Superintendent's Mid-Cycle Review

E. Approval of Professional Development Plan

F. Curriculum Review Cycle Presentation

G. Approval of Substitute Daily Rates

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 Comment(s)

X. Information

XI. Executive Session

ADJOURNMENT