

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

**January 29, 2024 – 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), April Nye (in-person), Matthew Monteiro (in-person), Jason Chisholm (in-person), Rosemary Bowman (remote), Joseph Pires (remote), Margaret McSweeney (remote), and James Muse (remote).

**District Members Absent:** None

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

**Union Members Absent:** Tiffini Reedy

**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; Michael Devoll, High School Principal; Vanessa Harvey, High School Assistant Principal; Silas Coellner, Junior High School Principal; Lauren Millette, Director of Guidance; Linda Ashley, Center School Principal; Kevin Tavares, Old Hammondtown School Principal; Heidi Letendre, Rochester Memorial School Interim Principal; Charles West, Rochester Memorial School Assistant 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 6:31 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 commented that in her last Chairperson’s report, she discussed unity and asked school committee members to keep that in their minds as they continue to work together as a joint unit. She said they have been working together well and continue to be here to make great decisions for all of the schools together.

*Chairperson Smith made the following statement: As we embark on a new year filled with promise and challenges, I want to take a moment to express my gratitude to all members of the school committee, administration, faculty, staff, students, parents, and community partners for their dedication and commitment to the success of our schools. It is through our collective efforts and shared vision that we can make a positive difference in the lives of our students and shape the future of our community. As we look ahead to the remainder of the academic year, I am confident that our continued collaboration and collective efforts will yield positive outcomes for our students and community. Let us remain steadfast in our commitment to working together towards our shared vision of educational excellence. By fostering an environment of mutual respect and civility, we ensure that all viewpoints are heard and considered in a manner conducive to productive dialogue and consensus-building. As we continue our journey forward, let us remain steadfast in our commitment to excellence in education. Thank you for your ongoing support and collaboration.*

**SUPERINTENDENT’S REPORT:**

**Superintendent Nelson made the following statement:** *I would like to acknowledge that we are now at a place where we have an approved strategic plan for the next five years, which was approved at the last*

meeting of the Joint School Committee. Since then, each school in the system has moved forward working off this master plan to adopt one year School Improvement Plans. I think that is important for all of you to know because those are the guiding documents that keep us connected as the Chairpersons just outlined. From a strategic planning standpoint, we are at a really good place in terms of knowing where we are at and where we want to go this year, and into the future. Before closing, I would like to offer a few other updates within the districts. All four districts were awarded Math Acceleration Academy grants from the Department of Education. We were four districts that got on this train early in terms of the acceleration roadmap that the Department gave out in terms of additional summer programming and also school vacation programming which ties to the Superintendent's approved goals from this committee. We will be able to offer Math Acceleration in February and April based on this grant from the Department of Education. Second is an update on the Student Opportunity Act which should sound familiar to those present. From a funding standpoint it's talked quite a bit about in the newspapers if you will, but what is happening now is our last set of SOAs have sunset and all four districts will have to submit new three year Student Opportunity Act plans by April I believe. I would ask Dr. Fedorowicz to join us at the table and provide a brief overview.

**Dr. Fedorowicz made the following statement:** *The Student Opportunity Act from the state started in 2019 and focuses on students with the greatest needs. The purpose of the Student Opportunity Act mandates each school district create a data-driven plan aimed at reducing achievement gaps among targeted student groups. Plans are submitted to the state on a three-year cycle, with annual progress updates, and some funding is usually provided from the state. I do not yet have that number just yet. They recently released the instructions for this year. Our district's SOA plan will look at actionable strategies that are focused on improving outcomes for students with low academic performance, which may include English learners, students with disabilities, and low-income students. The state requires us to run specific reports, analyze the data, reach out to stakeholders, and provide a plan to reduce the learning gaps. The SOA is due by April 1 and will require an approval from School Committee. Part of the process is to engage stakeholders for feedback, so we will solicit stakeholder feedback in the near future.*

**Superintendent Nelson continued:** *We thought this was a good opportunity to share this work, but each plan will go to the individual school committee's for approval. I wanted to remind you as well that although we appreciate the Student Opportunity Act, we do not receive a high level of funding beyond our foundation. In terms of some of the aspirations, we also have to realize the limitations of the budget but that is for Dr. Fedorowicz, our stakeholders and others to put together and present to you in the coming months. Lastly, another goal of the Superintendent endorsed by this school committee is around communication. As we have discussed, we have the weekly newsletters from the principals on Sundays, the monthly Superintendent's newsletter and now we have also launched ORRconnect Facebook page with over 400 followers. It is a nice outlet to share information as an example the Kindergarten night that is happening this week, we saw that it was shared almost a dozen times. It shows you the efforts being made to try to improve communication and getting information in the hands of parents, guardians and community members faster. The other piece is we plan on launching our ORRconnect app this week. Ms. Wilcox has been helping lead this work behind the scenes and we will move into launching this platform. Pretty exciting stuff on that front, please follow us or like us if you haven't already and spread the word, which we are also trying to do in our newsletters.*

## **I. Consent Agenda**

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

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

**Motion** to approve the September 28, 2023 minutes as presented

District, Ms. Nye

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Lavin

**MOTION PASSED**

(District 8:1) (Union 8:0)

ROLL CALL – District: (Smith: yes, Nye: yes, Chisholm: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, McSweeney: yes, Muse: yes)  
Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: abstain, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

**Motion** to approve the Special Meeting & Public Forum meeting minutes of June 12, 2023 (10:00am), June 12, 2023 (5:00pm), June 13, 2023 (1:00pm) and June 13, 2023 (4:00pm) as presented

District, Mr. Monteiro

Union, Ms. Fernandes

District, Ms. Kearns

Union, Ms. Lavin

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

## **V. General**

### **A. Approval of 24-25 School Calendar**

#### Recommendation

That the School Committees review and approve the school calendar for the 2024-2025 school year. Superintendent Nelson informed the school committee that as requested, the draft calendar was shared earlier with staff and school committee. This was shared to union representatives in each building, school committees at their local school committee meeting, school councils and the administrative team in order to solicit feedback. The feedback was shared in advance of this meeting with the school committee members. The calendar is based on the recommendations from last year, which are in place now in the 2023-2024 school year. He stated it is important to gain approval this evening to help planning for next year and keeping all four districts aligned in areas such as transportation and professional development. Superintendent Nelson reviewed the calendar month by month to highlight important dates. Please see appendix A.

#### **School Committee Feedback:**

Ms. Nye asked if the parent/teacher conferences dates are the same week as the current school year.

Superintendent Nelson confirmed that this year they were held on the 19<sup>th</sup> and 20<sup>th</sup> and next year they would be the 18<sup>th</sup> and 19<sup>th</sup>. Superintendent Nelson informed the members that there is contractual language in Mattapoisett that states conferences must be held before December 15<sup>th</sup> as a consideration on this topic. Ms. Lavin added asked if the conferences had to be the same week in all buildings. She mentioned feedback that stated it could be beneficial to allow students to have more time before conferences to get into routines with their 504 or IEP plans but she understands there may be some students that would benefit from earlier conferences. Superintendent Nelson added that parents/guardians are encouraged to reach out at any time if they have concerns, not necessarily wait for conferences.

Ms. Nye asked if Kindergarten could start on Thursday instead of the Friday half day as there were some concerns related to this. Superintendent Nelson stated that in recent years, Ms. Lopes, the Early Education Coordinator, has worked with the Kindergarten teams and elementary principals to design the start of school for Kindergarten. The first couple of days are training, screenings and bus preparations with students, but the way the calendar has fallen the first day has landed on Friday.

Ms. McSweeney asked if the November 5<sup>th</sup> professional development day could be after Veterans' Day instead. Ms. Lavin commented that the Town of Mattapoisett has submitted feedback on keeping November 5<sup>th</sup> because that is a voting day and Old Hammondtown School is used for voting.

Ms. McSweeney commented that a lot of the feedback discussed having two full weeks during the winter recess. She asked if the school committee would like to discuss that and understands it could extend the dates at the end of the calendar. Ms. Cowles stated the parent feedback she received was to have two weeks off

during winter recess. Ms. Smith added that two days at the end of the calendar plus five potential snow days would put school ending the last week of June. In her experience as a teacher, it is difficult with students at that point. Mr. Monteiro added that the students would potentially return on a Monday in June, which he does not feel like is a recipe for success. Ms. Cowles added that we have had no snow days over the last few years and school ends early this year, which could be difficult for working families. Ms. Nye added that a few years ago they did vote for two weeks during winter recess, which families loved. Ms. Rounseville added that the schedule was prior to the Juneteenth holiday, which changes the discussion for June with the additional holiday. Ms. McSweeney added that many companies are mandating time off during the holiday season and she does worry about school ending on June 11<sup>th</sup> if there are no snow days and there being a lot of time prior to summer camps starting. She wanted to make sure the school committee is considering all the feedback. Ms. Daniel commented that in the past, they have heard from Mr. Devoll and we want to have as many educational heavy days and adding them at the end of June is not typically an academically heavy time of the school year. Ms. Smith added that families will keep children home if they want to as needed.

Ms. Lavin commented that she appreciates the context for having the early release day on May 28<sup>th</sup> and she appreciates how the draft looks and there is a bulk of learning time in many months. She asked to discuss the Kindergarten start date more and asked if there would be interest in pushing the start date to Tuesday, September 3<sup>rd</sup> so the students have a full first day. Superintendent Nelson added that the Kindergarten start date had not been on the calendar and the feedback was to add it for planning purposes for families. The teachers are heavily involved in the conversation with the early education team and principals so it could be revisited and the school committee could agree to move forward with the rest of the calendar. Ms. Lavin asked that the members not vote on the start of Kindergarten this evening and eventually put on the published calendar once it is decided. Ms. Smith and Ms. Daniel agreed with September 3<sup>rd</sup> as Kindergarten teachers themselves, stating that it can be fine for some students but it can be hard for others when it is a half day and then multiple days off, then a full day again.

Mr. Chisholm suggested maybe adding one day to winter recess and that way only adding one day in June. Ms. Rounseville stated that returning for one day for winter recess could be hard on families and likely lead to most not returning. Ms. Nye mentioned that that would not be ideal for teachers. Ms. Lavin said she thinks they should lean into two weeks off or not. Mr. Monteiro added maybe having curriculum on the two days after the end of winter recess be enrichment materials rather than a test or something of that nature. Mr. Chisholm confirmed he wanted to make sure it was fully discussed. Ms. Lavin added that next year, the way the calendar falls, the holidays will not be mid-week.

**Motion** to approve the Draft 3 school calendar for 2024-2025 with Kindergarten start date to be added after it is discussed further with the administration

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Chisholm

Union, Ms. Fernandes

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

## **B. Bus Contract Update**

### Recommendation:

That the school committee hear an update on the bus contract.

Superintendent Nelson explained the current transportation agreement ends this school year. Mr. Barber informed the school committee that the first bid process was for all the districts combined but they rejected the one bid received because it was an increase of over 60%. They decided to separate it by Town and rebid. The current bid process closes tomorrow at which point Mr. Barber and Mr. Jones will review the agreements.



#### School Committee Feedback:

Ms. Cowles asked if there would be one vendor for all three towns. Mr. Barber said currently yes, but could potentially have separate vendors.

Ms. Kearns asked to clarify how it works for ORR. Mr. Barber explained that the agreement is by town, so it is for all students K-12 in each town.

### **VI. New Business**

#### **D. Policy Review**

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

The following policies were provided as first read, and will be on the agenda at the next Joint School Committee meeting for second read and potential approval. Any feedback can be shared with the Policy Subcommittee.

EFE Civil Rights Complaint Policy for Child Nutrition Programs

EHAA District Security Relating To Technology

EHB Data and Records Retention

GBEE Personnel Use of Technology

JICJ Student Use of Technology in School

KDC Community Use of Digital Resources

KDCB District Website and Social Media

The following policies were approved as presented:

- ACAB – Sexual Harassment
- ACAB-R Grievance Procedure for Complaints of Sexual Harassment Under Title IX of the Education Amendments of 1972
- AC-R Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation
- BEDH Public Comment At School Committee Meetings
- BHE Use of Electronic Messaging by School Committee Members
- DJ Purchasing
- DJ-1 Regional School District Purchasing
- DJA Purchasing Authority
- DJA-1 Regional School District Purchasing Authority
- EEA Student Transportation Services
- EFC Universal Free School Meals
- EFD School Nutrition Charge Policy
- IE Organization Of Instruction (delete)
- IGA/IGD Curriculum Development And Adoption
- IHAI Career & College Education (delete)
- IHAMA Parental Notification Relative to Sex Education
- IHBA Student Services Program
- IHBD Compensatory Education
- IHBH Homebound Instruction
- IHBG Home Schooling
- IHBHE-E Remote Learning Addendum (delete)
- IJOA Field Trips
- IL Evaluation Of Instructional Programs (delete)
- ILD Student Submission to Educational Surveys and Research
- IMA Teaching Activities/Presentations (delete)
- IMB Teaching About Controversial Issues/Controversial Speakers
- IMG Animals In School
- JEA Kindergarten Entrance Age (maintain) and JEB Entrance Age (do not adopt)
- JIC Student Discipline
- JP Student Gifts and Solicitations (delete)

**MOTION** to approve the mentioned policies as recommended by the Policy Subcommittee

District, Mr. Monteiro

Union, Ms. Fernandes

District, Mr. Chisholm

Union, Ms. Lavin

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

**The following policies were discussed further:**

- DJE Procurement Requirements
- DJE-1 Regional School District Procurement Requirements

School Committee Feedback

Mr. Monteiro clarified the threshold in the policy of \$50,000 to \$100,000. Mr. Barber explained that anything over \$100,000 would have to go out for bid.

**MOTION** to approve policies DJE Procurement Requirements and DJE-1 Regional School District Procurement Requirements with the edit of by to but as discussed

District, Mr. Monteiro

Union, Ms. Rounseville

District, Mr. Chisholm

Union, Ms. Lavin

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

- IMGA Service Animals In School

School Committee Feedback

Mr. Monteiro asked if the District would be required to hire staff if a younger child had a service animal. Superintendent Nelson explained that if a student's IEP/504 plan called for it then that would override the policy. Ms. Nye confirmed the policy includes comfort dogs as well.

**MOTION** to approve policy IMGA Service Animals in School as presented

District, Mr. Monteiro

Union, Ms. Rounseville

District, Ms. Kearns

Union, Ms. Daniel

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

- JJE Student Fund Raising

School Committee Feedback:

The school committee discussed policy JJE and the proposed revisions in order to not cause confusion for the parent organizations that host fundraisers that benefit our schools. Although the proposed policy excludes fundraisers hosted by outside organizations, the Junior High School does not have a parent organization so the

consensus was the way the revisions currently read, it would sound like the Junior High School could not have a Boosterthon fundraiser.

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

District, Ms. Kearns

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Fernandes

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

## **VIII. Future Business**

### **A. Timeline**

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

Joint School Committee

March 28, 2024

- 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 7:49 p.m. into executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements and return only to adjourn.

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Daniel

**MOTION PASSED**

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

**Motion** to exit executive session at 8:18 p.m. and return to the regular meeting only to adjourn.

District, Mr. Monteiro

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Rounseville

MOTION PASSED

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

**Motion to adjourn meeting at 8:20 p.m.**

District, Ms. Kearns

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Daniel

MOTION PASSED

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

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

Union: (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: yes, Lavin: yes, Cowles: yes, Nye McGaffey: yes, Beauregard: yes)

Submitted by,

Melissa Wilcox

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**  
**DRAFT THREE School Calendar 2024-2025**

July 2024					August 2024					September 2024									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1	2	3	4	5				1	2	2	3	4	5	6					
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13					
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20					
22	23	24	25	26	19	20	21	22NT	23	23	24	25X	26	27					
29	30	31			26TM	27TM	28*	29	30E	30									
7/4 - Independence Day					NT- New Teacher Orientation TM-Teachers Meeting *OPENING DAY - ALL E- Early Dismissal for Students & Teachers and Kindergarten First Day					E- Early Dismissal for Students & Teachers 9/2 - Labor Day X - Prof. Dev. All Schools Early Release									
3 days					20 days					23 days accrued									
October 2024					November 2024					December 2024									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4					1	2	3	4	5	6					
7	8	9	10	11	4	[5]	6	7	8	9	10	11	12	13					
14	15	16	17P	18P	11	12	13	14	15	16	17	18	19	20E					
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27					
28	29	30	31		25	26	27E	28	29	30	31								
10/14- Columbus Day P- Early Dismissal Parent Conf. MATT., ROCH. AND MARION K-6					[ ]-Prof. Dev. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/28-29 Thanksgiving Vacation					E- Early Dismissal for Students & Teachers 12/25- Christmas Vacation									
22 days					17 days					15 days									
45 days accrued					62 days accrued					77 days accrued									
January 2025					February 2025					March 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3															
6	7	8	9	10	3	4	5	6	7	3	4	5X	6	7					
13	14	15	16	17	10	11	12	13	14	10	11	12	13	14					
20	21	22	23	24	17	18	19	20	21	17	18	19	20	21					
27	28	29X	30	31	24	25	26	27	28	24	25	26	27	28					
1/1- New Year's Day 1/20 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release					2/17 - Presidents' Day Vacation					X - Prof. Dev. All Schools Early Release									
21 days					15 days					21 days									
98 days accrued					113 days accrued					134 days accrued									
April 2025					May 2025					June 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4				1	2	2	3	4	5	6					
7	8	9	10	11	5	6	7	8	9	9	10	11*	12	13					
14	15	16	17	18	12	13	14	15	16	16	17	18**	19	20					
21	22	23	24	25	19	20	21	22	23	23	24	25	26	20					
28	29	30			26	27	28X	29	30	30									
4/21- Patriots' Day Vacation					5/26 - Memorial Day X - Prof. Dev. All Schools Early Release					* 180th Day, **185th day 6/19 - Juneteenth									
17 days					21 days					8 days									
151 days accrued					172 days accrued					180 days accrued									
Holidays - No School for Students and Teachers										Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day										ORR Jr. & Sr. High Schools					11:30 a.m.				
9/2 - Labor Day										Center & Old Hammondtown					12:20 p.m.				
10/14- Columbus Day										Sippican School					12:20 p.m.				
11/11 - Veterans' Day (Observed)										Rochester Memorial School					12:30 p.m.				
11/28 - Thanksgiving Day										Telephone Numbers									
12/25- Christmas day										Superintendent's Office 508-758-2772									
1/1- New Year's Day										Old Rochester Regional High School 508-758-3745									
1/20 - Martin Luther King, Jr. Day										Old Rochester Regional Junior High School 508-758-4928									
2/17 - Presidents' Day										Sippican School 508-748-0100									
4/21- Patriots' Day										Center School 508-758-2521									
5/26 - Memorial Day										Old Hammondtown 508-758-6241									
6/19 - Juneteenth										Rochester Memorial School 508-763-2049									
										www.olderochester.org									
Approved by the Joint School Committee XX.XX.XXXX																			

**DRAFT TWO School Calendar 2024-2025**

**Approved by the Joint School Committee XX.XX.XXXX**

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**  
**DRAFT ONE School Calendar 2024-2025**

July 2024					August 2024					September 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	2	3	4	5	6
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
22	23	24	25	26	19	20	21	22NT	23	23	24	25X	26	27
29	30	31			26TM	27TM	28@	29	30E	30				
7/4 - Independence Day					NT- New Teacher Orientation TM-Teachers Meeting @ OPENING DAY - ALL SCHOOLS E- Early Dismissal for Students & Teachers 3 days					E- Early Dismissal for Students & Teachers 9/2 - Labor Day X - Prof. Dev. All Schools Early Release 20 days 23 days accrued				
October 2024					November 2024					December 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17P	18P	11	12	13	14	15	16	17	18	19	20E
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
28	29	30	31		25	26	27E	28	29	30	31			
10/14- Columbus Day P- Early Dismissal Parent Conf. MATT., ROCH. AND MARION K-6 22 days 45 days accrued					[ ]-Prof. Dev. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/28-29 Thanksgiving Vacation 17 days 62 days accrued					E- Early Dismissal for Students & Teachers 12/25- Christmas Vacation 15 days 77 days accrued				
January 2025					February 2025					March 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3										
6	7	8	9	10	3	4	5	6	7	3	4	5X	6	7
13	14	15	16	17	10	11	12	13	14	10	11	12	13	14
20	21	22	23	24	17	18	19	20	21	17	18	19	20	21
27	28	29X	30	31	24	25	26	27	28	24	25	26	27	28
1/1- New Year's Day 1/20 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release 21 days 98 days accrued					2/17 - Presidents' Day Vacation 15 days 113 days accrued					X - Prof. Dev. All Schools Early Release 20 days 133 days accrued				
April 2025					May 2025					June 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4				1	2	2	3	4X	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11	12*	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20**
21	22	23	24	25	19	20	21	22	23	23	24	25	26	20
28	29	30			26	27	28	29	30	30				
4/21- Patriots' Day Vacation 17 days 150 days accrued					5/26 - Memorial Day 21 days 171 days accrued					X - Prof. Dev. All Schools Early Release * 180th Day, **185th day 6/19 - Juneteenth 9 days 180 days accrued				
Holidays - No School for Students and Teachers					Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/2 - Labor Day					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/7- Columbus Day					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day (Observed)					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/28 - Thanksgiving Day					<b>Telephone Numbers</b>									
12/25- Christmas day					Superintendent's Office 508-758-2772									
1/1- New Year's Day					Old Rochester Regional High School 508-758-3745									
1/20 - Martin Luther King, Jr. Day					Old Rochester Regional Junior High School 508-758-4928									
2/17 - Presidents' Day					Sippican School 508-748-0100									
4/21- Patriots' Day					Center School 508-758-2521									
5/26 - Memorial Day					Old Hammondtown 508-758-6241									
6/19 - Juneteenth					Rochester Memorial School 508-763-2049									
Approved by the Joint School Committee XX.XX.XXXX					<a href="http://www.oldrochester.org">www.oldrochester.org</a>									

	Marion	Mattapoisett	Rochester	Old Rochester
<b>School Council</b>	Question of Good Friday off - discussion of inclusiveness	<p>Have the Friday before Labor Day, August 30, as a full day off from school so that kindergarten does not start with an Early Release Day. It was challenging for K to start with an early release day, especially for dismissal changes. This is also difficult for people traveling for the long weekend.</p> <p>Have a full day off before Thanksgiving.</p> <p>Discussion on the winter break: The preference is to have two full weeks for the winter break since it happens infrequently.</p> <p>Getting out of school so early in the school year makes it difficult for families to find childcare/camps before July. It makes a long summer without school - concern about increased summer slide of academic progress.</p>	<p>o Add in the 1 st day of Kindergarten for the Early release on the 1 st Friday</p> <p>o March 31 st date added to the calender, making it 21 days in March</p> <p>o June last tentative day moves up to June 11th , also changing June days to 8.</p> <p>o Discussion on the parent teacher conference dates potentially out to a later date, 10/24 and 10/25, 11/7 and 11/8, or 11/14 and 11/15. This would give children on 504/IEP's time to learn the routines and expectations.</p> <p>o Discussion on the winter break and the preference is to keep the winter break to a week and a half versus being off for the two complete weeks.</p>	<p>HS 1. Make Christmas Vacation a full 2 weeks so that we aren't heating the building for just a 2 day week.</p> <p>2. Move the last half day to either April 2 or 9 JHS</p> <p>no feedback</p>
<b>School Committee</b>	Shared at local school committee meeting.	Shared at local school committee meeting. PD day 3/5 - move to March 19 or 26th, Based on letter from town - consolidate spring pd half days to one on May 20 due to elections, Kids starts 8/27 and have 9/3 off for elections; To accommodate both the 5/20/25 town election day - we could move the end of school to 6/13/25 (that seems like a no brainer and would be helpful to working parents) and give 5/20/25 as a day	<p>Shared at local school committee meeting. What is the rationale for the half day on the first Friday of school after only 2 days? This would be 8/30/24.</p> <p>Include first day of Kindergarten</p>	Shared at local school committee meeting.
<b>Staff</b>	Majority support two days prior to start school, 1/2 day before Labor day, having school Good Friday. 50% support half day before Thanksgiving. Mentioned two week Christmas break.	<p>Most of our staff takes the approach that 180 days is 180 days no matter how you slice it, but we did have several questions about whether the past practice of having a two-week break at Christmas when the holiday falls midweek should be revisited. The first day of Kindergarten was on Friday which was an early dismissal. This is a milestone event for these children and starting on an early dismissal day is difficult. This past year proved to be a challenge for all.</p> <p>We have also discussed moving back the conference dates to later in the year, if the committee would also discuss this.</p>	<p>The only feedback so far was that parent teacher conferences appear to be a week early. Later in October would be preferable if possible.</p>	Majority support two days prior to start of school, 1/2 day before Labor Day, 1/2 day before Thanksgiving, having school Good Friday
<b>The Leadership Council</b>	Add K start dates to calendar. Changed June PD to end of May in Draft 2.			
<b>Attendance</b>	9/1/2023 Friday before Labor Day Weekend 11/22/2023 Half day before Thanksgiving		Students: 4% absent Students: 14% absent	Staff: 2% absent Staff: 7% absent



**REVISED 1.25.24**  
**JOINT SCHOOL COMMITTEE MEETING**  
**OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE**  
**MASSACHUSETTS SUPERINTENDENCY UNION #55**  
**January 29, 2024 – 6:30pm**

**Zoom link:**

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUlEg3U2l1QT09>

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**

**I. Consent Agenda**

**A. Approval of Minutes**

- 1. Regular Session: September 28, 2023**
- 2. Executive Session: September 28, 2023 (first session) and September 28, 2023 (second session)**
- 3. Special Meeting & Public Forum: June 12, 2023 (10:00am), June 12, 2023 (5:00pm), June 13, 2023 (1:00pm) and June 13, 2023 (4:00pm)**

**II. Old Business**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

**A. Approval of 24-25 School Calendar**

**B. Bus Contract Update**

**VI. New Business**

**A. Curriculum**

**B. Business**

**C. Personnel**

**D. Policy Review**

**VII. School Committee**

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

**VIII. Future Business**

**A. Timeline**

**B. Future Agenda Items**

**IX. Open Comment(s)**

**X. Information**

**XI. Executive Session**

**ADJOURNMENT**

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

**TO:** Old Rochester Regional District School Committee and Massachusetts Superintendency Union #55  
**FROM:** Michael S. Nelson, Superintendent of Schools  
**DATE:** January 18, 2024  
**SUBJECT:** Agenda Items

The following items are on the agenda for January 29, 2024.

**I. Consent Agenda**

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

Recommendation

That the School Committees review and approve the minutes of September 28, 2023. Please refer to “JSC 01182024 January Minutes”

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

Recommendation

That the School Committees review and approve the minutes of September 28, 2023.

**A.3. Approval of Minutes – Special Meeting & Public Forum**

Recommendation

That the School Committees review and approve the minutes of June 12, 2023 (10:00am), June 12, 2023 (5:00pm), June 13, 2023 (1:00pm) and June 13, 2023 (4:00pm). Please refer to “JSC 01182024 Special Meeting Minutes”.

**V. General**

**A. Approval of 24-25 School Calendar**

Recommendation

That the School Committees review and approve the school calendar for the 2024-2025 school year. Please refer to “JSC 01182024 School Calendar Draft One”, “JSC 01182024 School Calendar Draft Two” and “JSC 01182024 23-24 School Calendar Feedback”.

**B. Bus Contract Update**

Recommendation

That the School Committees hear an update on the bus contract.

**VI. New Business**

**D. Policy Review**

Recommendation:

That the school committee review and approve the following policies:

Please refer to “JSC 01182024 Policies to Review”.

- ACAB – Sexual Harassment, ACAB-R Grievance Procedure for Complaints of Sexual Harassment Under Title IX of the Education Amendments of 1972 and AC-R Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation
- BEDH Public Comment At School Committee Meetings
- BHE Use of Electronic Messaging by School Committee Members
- DJ Purchasing
- DJ-1 Regional School District Purchasing
- DJA Purchasing Authority
- DJA-1 Regional School District Purchasing Authority
- DJE Procurement Requirements
- DJE-1 Regional School District Procurement Requirements
- EEA Student Transportation Services
- EFC Universal Free School Meals
- EFD School Nutrition Charge Policy
- EFE Civil Rights Complaint Policy for Child Nutrition Programs
- EHAA District Security Relating To Technology
- EHB Data and Records Retention

- GBEE Personnel Use of Technology
- IE Organization Of Instruction
- IGA/IGD Curriculum Development And Adoption
- IHAI Career & College Education
- IHAMA Parental Notification Relative to Sex Education
- IHBA Student Services Program
- IHBD Compensatory Education
- IHBF Homebound Instruction
- IHBG Home Schooling
- IHBHE-E Remote Learning Addendum
- IJOA Field Trips
- IL Evaluation Of Instructional Programs
- ILD Student Submission to Educational Surveys and Research
- IMA Teaching Activities/Presentations
- IMB Teaching About Controversial Issues/Controversial Speakers
- IMG Animals In School
- IMGA Service Animals In School
- JEA Kindergarten Entrance Age and JEB Entrance Age
- JIC Student Discipline
- JICJ Student Use of Technology in School
- JJE Student Fund-Raising Activities
- JP Student Gifts and Solicitations
- KDC Community Use of Digital Resources
- KDCB District Website and Social Media

## **VIII. Future Business**

### **A. Timeline**

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

#### **Joint School Committee**

March 28, 2024

### **B. Future Agenda Items**

- Budget Update (March)
- Approval of School Committee Dates (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 purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #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**

**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 8<sup>th</sup> 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 5<sup>th</sup>. 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, 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 – 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. McSweeny

Union, Ms. Nye McGaffey

MOTION PASSED

ROLL CALL:

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)

## **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 8<sup>th</sup> 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, 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)

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



Subcommittee met on March 8<sup>th</sup>, reviewed and revised the recommended changes. This policy was also reviewed by legal counsel. The Policy Subcommittee met on June 21<sup>st</sup>, 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 10<sup>th</sup> 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 31<sup>st</sup> 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
<b>Mission</b>	Your purpose: why the organization exists.
<b>Core Values</b>	What you believe in: the principles that guide decision making and action.
<b>Vision</b>	Your aspirations for students: what you value and why, and what future success will look like.
<i>Are the foundation of the...</i>	
<b>Theory of Action</b>	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>	
<b>Strategic Objectives</b>	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>	
<b>Strategic Initiatives</b>	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>	
<b>Outcomes</b>	<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><b>Final outcomes</b> 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%. <b>Interim outcomes</b> set targets for improvement during plan implementation.</p>

### Annual Action Plan Components

Element	Definition
<b>Implementation Benchmarks</b>	<p>The planned action steps and their desired impact.</p> <p><b>Process benchmarks</b> specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.</p> <p><b>Early evidence of change benchmarks</b> 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
<b>Planning Team Retreat 1: Visioning;</b> community engagement	<b>3/13/23</b>
<b>Admin Leadership Retreat 1: SWOT</b> analysis; district data	<b>3/17/23</b>
<i>Planning team members conduct visioning sessions</i>	2 weeks
<b>Planning Team Retreat 2: District Data Presentation,</b> <b>Synthesize common vision themes;</b>	<b>3/24/23</b>
<b>Planning Team Retreat 3: Data and root cause analysis</b>	<b>4/14/23</b>
<b>Admin Leadership Retreat 2: Draft Objectives, Strategic Initiatives, and Outcomes</b>	<b>4/28/23</b>
<b>Planning Team Retreat 4: Review and Revise, Vision statement, quality plan review</b> and revision, community dissemination process	<b>5/18/23</b>
<b>ACTION PLANNING</b>	<b>6/09/23, 8/2/23</b>

# The Process

Envisioning the Future

SWOT

Finding Common Themes

Root Cause Analysis

Strategic Objectives, Strategic Initiatives,  
& Intended, Measurable Outcomes

Quality Plan Review

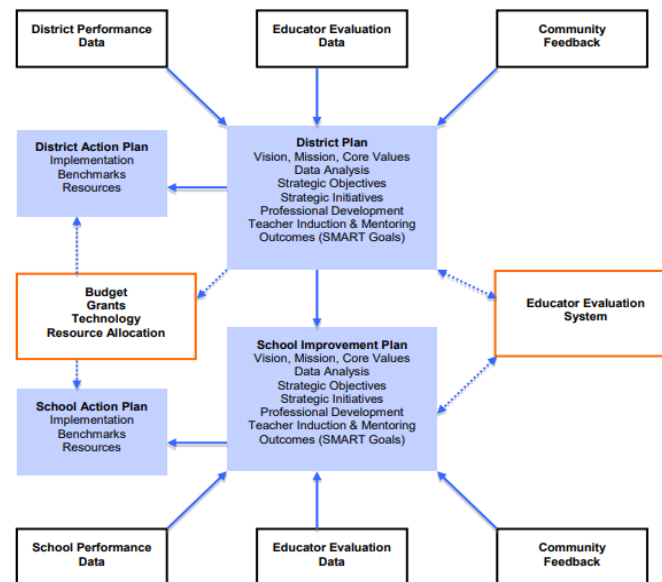
Annual Action Planning

# 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.





# 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.

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.

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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

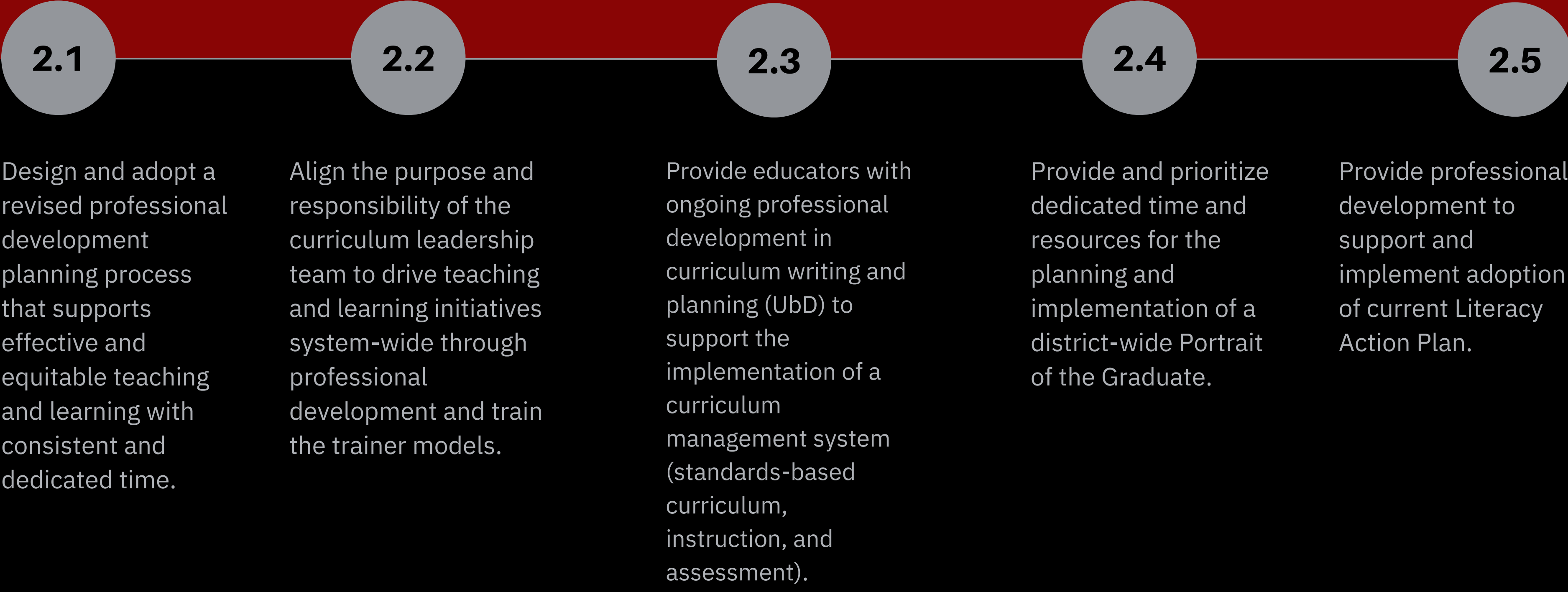
By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.

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

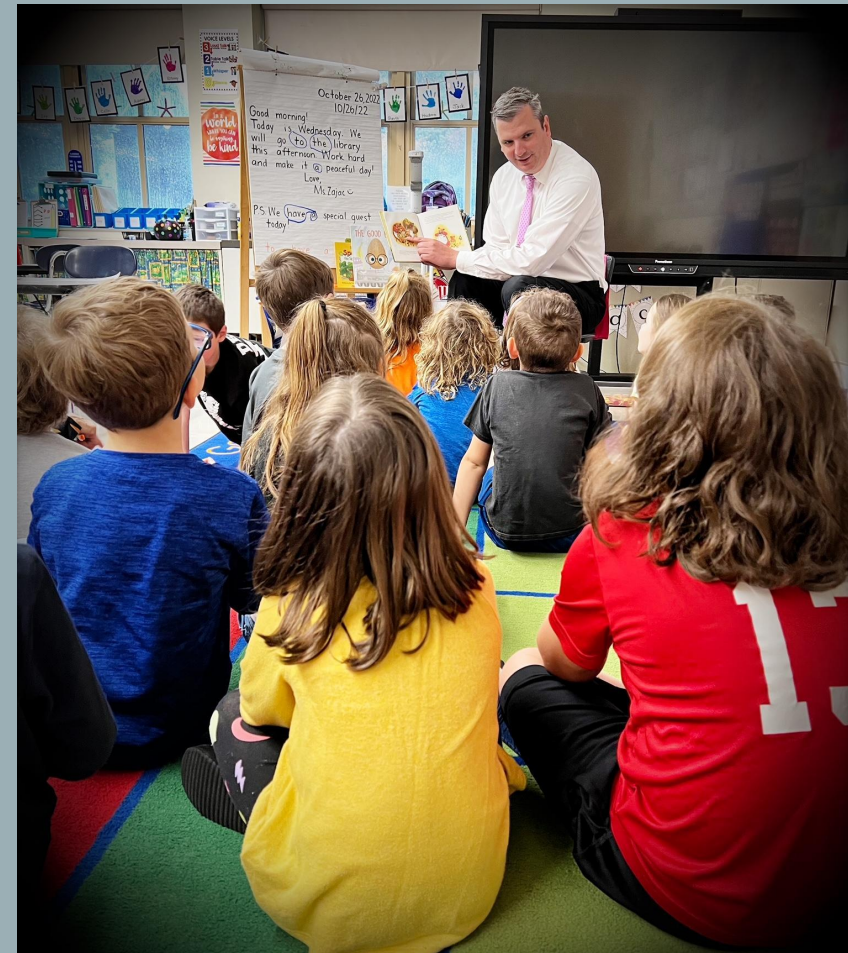
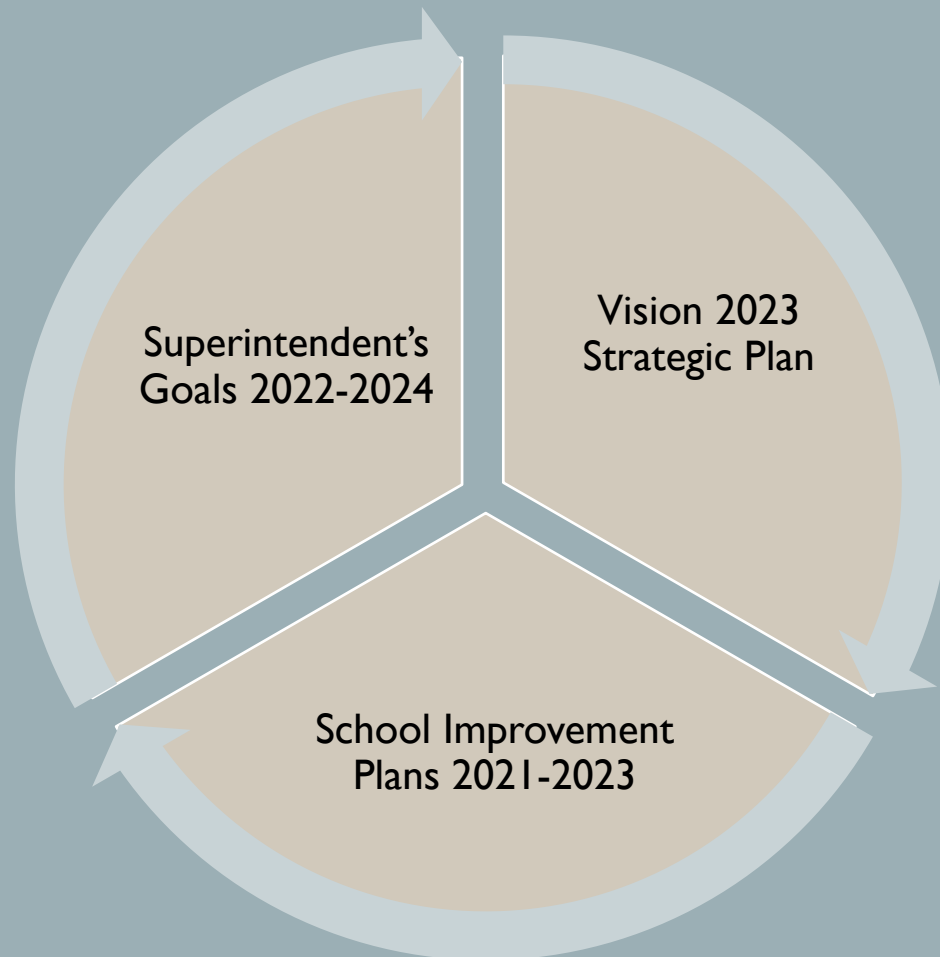
*\*\*\*Assisted in goal development through feedback meetings.\*\*\**

## 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

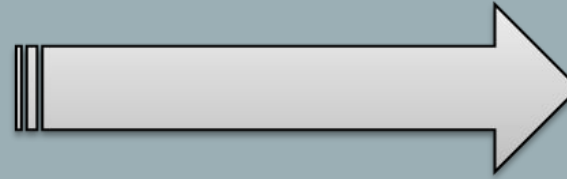


# MOVING OUR MISSION FORWARD: TO INSPIRE ALL STUDENTS TO THINK, TO LEARN, AND TO CARE.

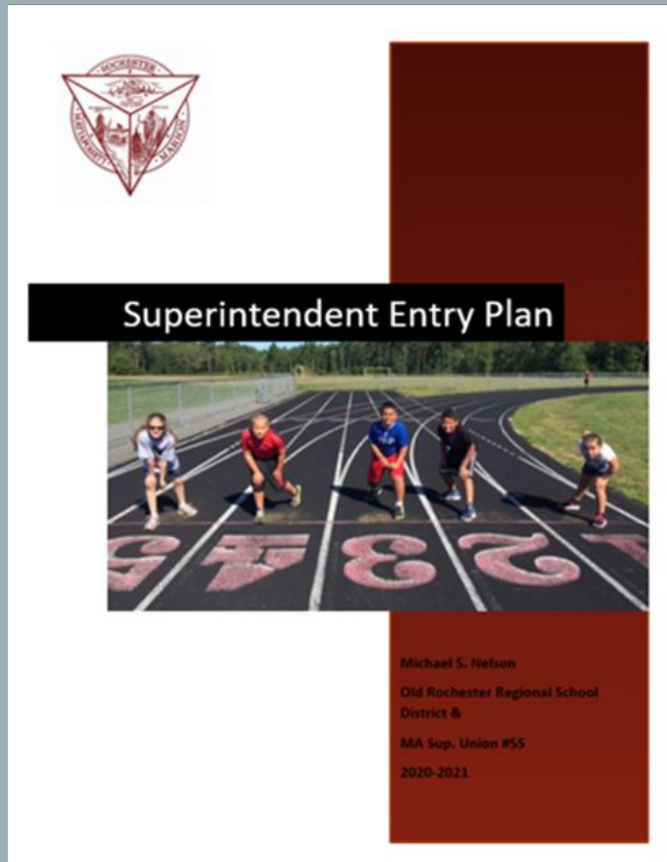




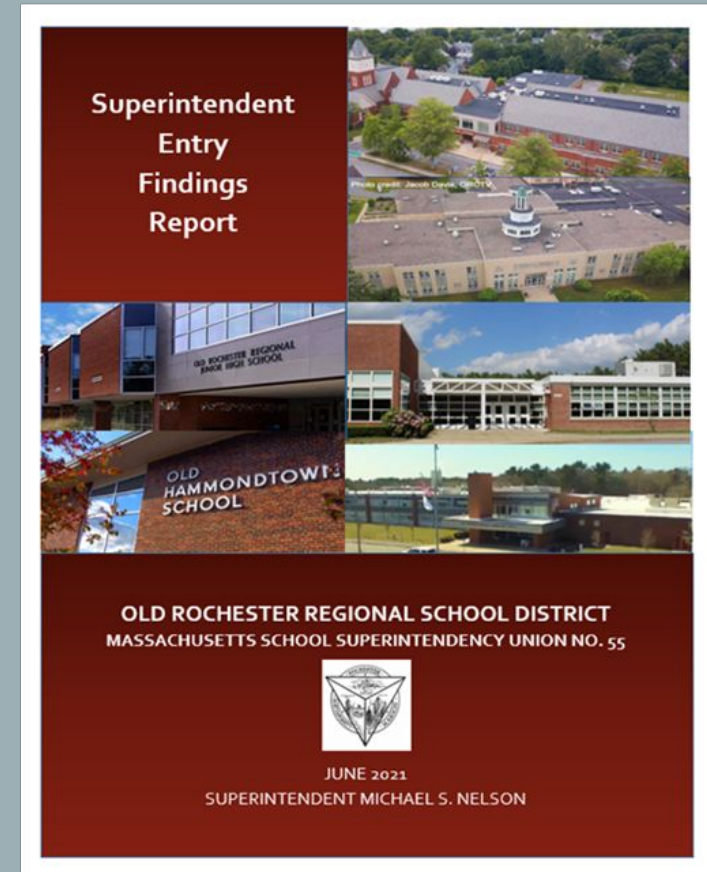
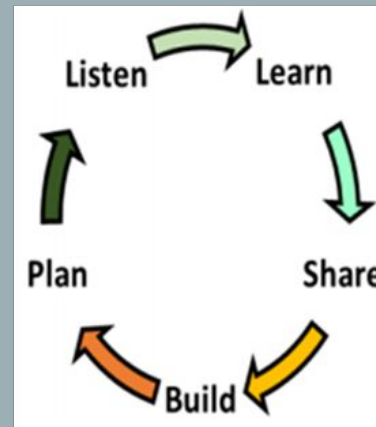
# SUPERINTENDENT ENTRY PLAN November 2020



# 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

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





# SUPERINTENDENT'S GOALS 2022-2024

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

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

Goal 3: New Superintendent Induction Program Completion


Goal 4: Communication Enhancement Strategy

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

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

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

## Key Actions

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

## Benchmarks

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

## Resources

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





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


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

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

### Key Actions

### 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

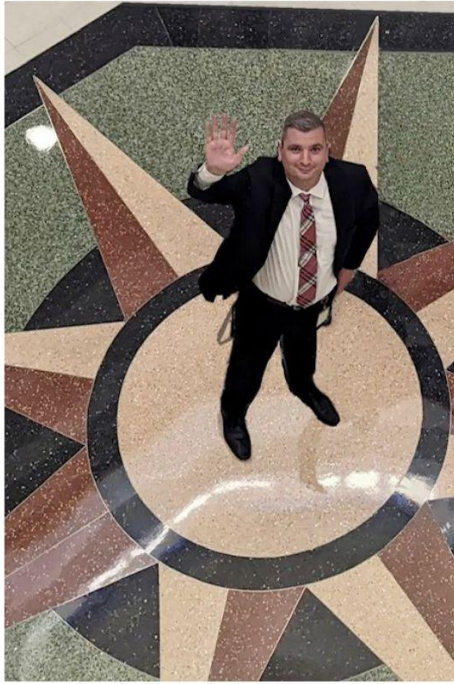
- Blackboard Tools & Services
- School Website
- SMORE Newsletter Tool





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









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**

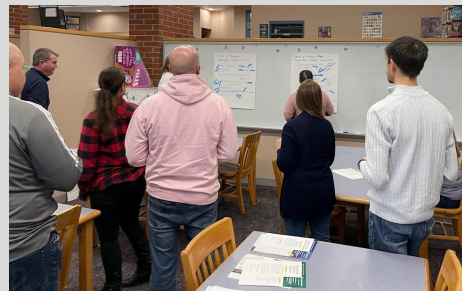


# 22/23 Professional Development Review

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



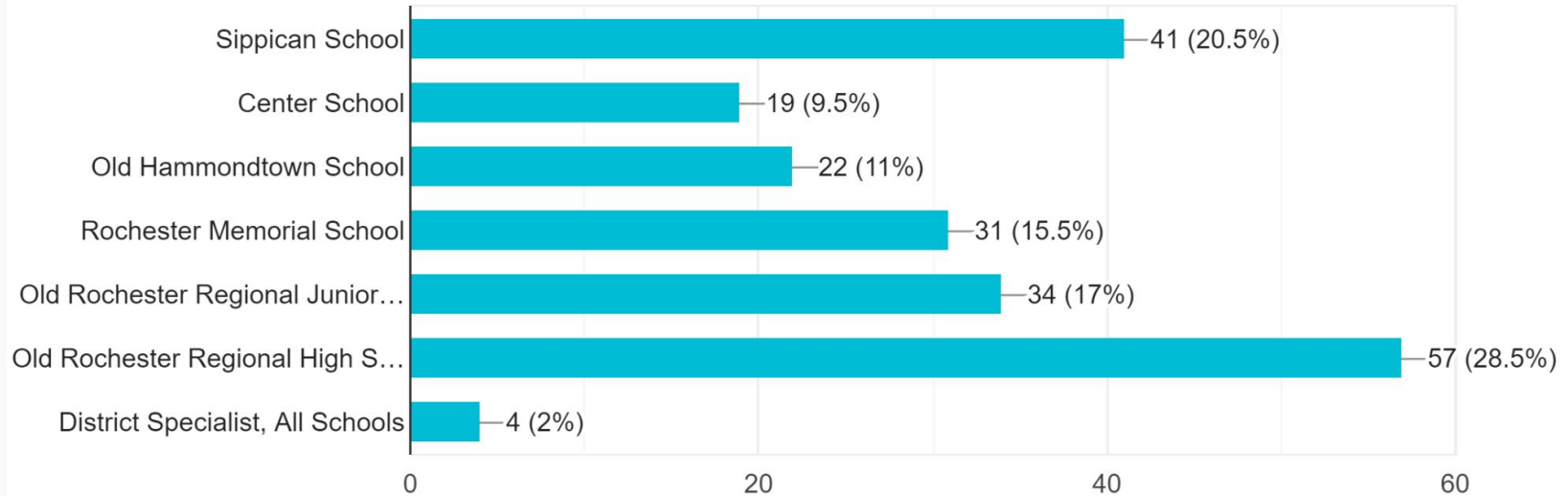
# How the 23/24 PD Plan was Developed

- 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

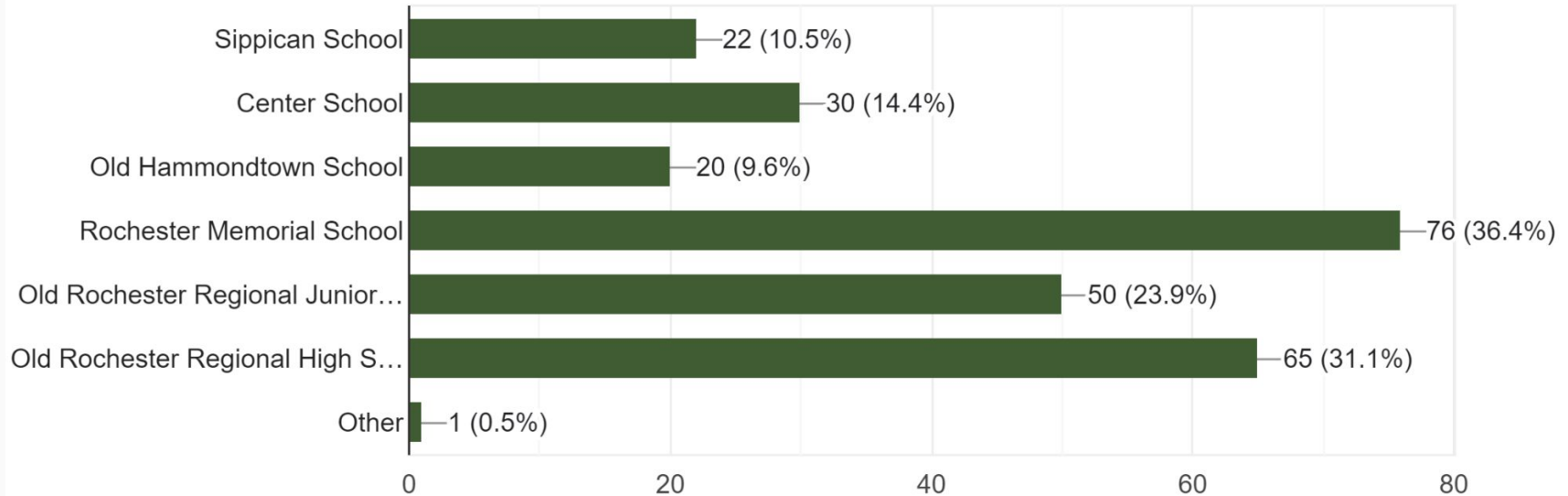
## Secondary Top Priorities:

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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Four Phase Cycle	4
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Phase II: Plan	5
Phase III: Implement	5
Phase IV: Evaluate and Review	6
Schedule	7

# **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.

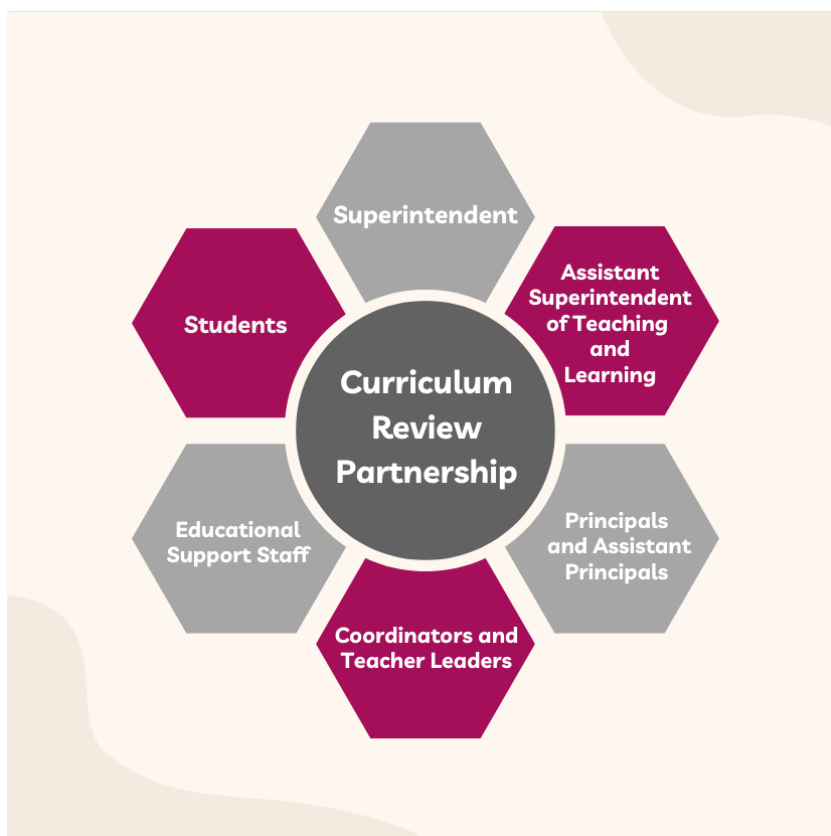
# Introduction

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

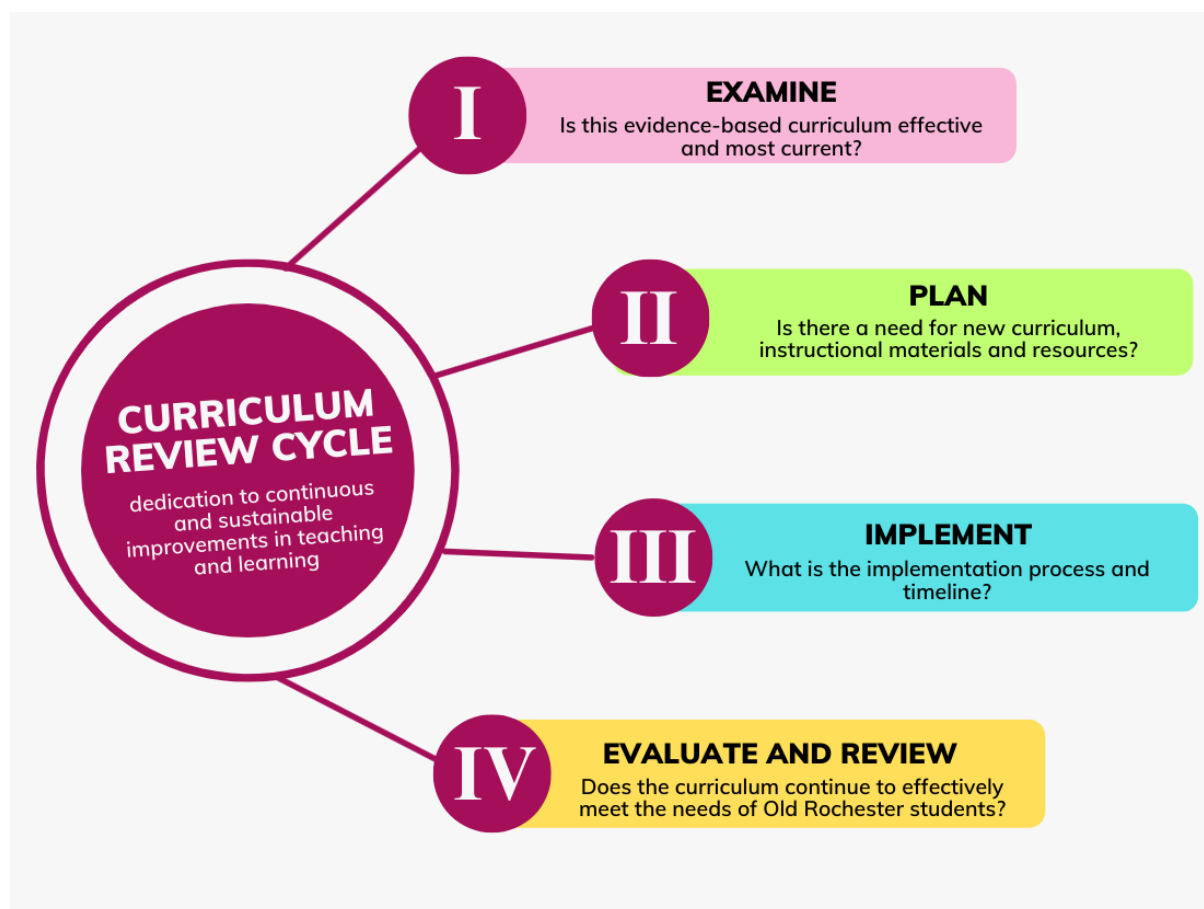
### Curriculum Review Cycle Leadership Team:

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  
June 12, 2023 – 10:00 a.m.**

**MEETING HELD IN-PERSON  
Media Center, Jr. High School  
133 Marion Road  
Mattapoisett, MA 02739**

**District Members Present:** Matthew Monteiro

**Union Members Present:** Mary Beauregard

**Staff Members Present:** Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Derek Medeiros, Principal – Rochester Memorial School; Linda Ashley, Principal – Center School; Doreen Lopes, Early Childhood Coordinator; Lauren Millette, Director of Guidance; Peter Crisafulli, Assistant Principal – Sippican School.

**Meeting to Order 10:00 a.m.**

**General**

**A. Strategic Plan Public Forum**

Dr. Fedorowicz presented information on the strategic plan process thus far and the process for the public forum to review each objective and provide feedback, opportunities, questions and comments.

**Adjournment**

The public forum concluded at 11:30 a.m.

Submitted by,

Melissa Wilcox

**JOINT SCHOOL COMMITTEE MEETING  
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
June 12, 2023 – 5:00 p.m.**

**MEETING HELD IN-PERSON  
Media Center, Jr. High School  
133 Marion Road  
Mattapoisett, MA 02739**

**District Members Present:** Matthew Monteiro, Frances-Feliz Kearns

**Union Members Present:** None

**Staff Members Present:** Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Michael Devoll, Principal – ORR High School; Charles West, Assistant Principal – Rochester Memorial School

**Meeting to Order 5:05 p.m.**

**General**

**A. Strategic Plan Public Forum**

Dr. Fedorowicz presented information on the strategic plan process thus far and the process for the public forum to review each objective and provide feedback, opportunities, questions and comments.

**Adjournment**

The public forum concluded at 6:37 p.m.

Submitted by,

Melissa Wilcox

**JOINT SCHOOL COMMITTEE MEETING  
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
June 13, 2023 – 1:00 p.m.**

**MEETING HELD IN-PERSON  
Media Center, Jr. High School  
133 Marion Road  
Mattapoisett, MA 02739**

**District Members Present:** Matthew Monteiro

**Union Members Present:** None

**Staff Members Present:** Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Craig Davidson, Director of Student Services; Marla Sirois, Principal – Sippican School; Kevin Tavares, Principal – Old Hammondtown School; Silas Coellner, Principal – ORR Junior High School; Michael Devoll, Principal – ORR High School;

**Meeting to Order 1:00 p.m.**

**General**

**A. Strategic Plan Public Forum**

Dr. Fedorowicz presented information on the strategic plan process thus far and the process for the public forum to review each objective and provide feedback, opportunities, questions and comments.

**Adjournment**

The public forum concluded at 2:30 p.m.

Submitted by,

Melissa Wilcox



**JOINT SCHOOL COMMITTEE MEETING  
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
June 13, 2023 – 4:00 p.m.**

**MEETING HELD IN-PERSON  
Media Center, Jr. High School  
133 Marion Road  
Mattapoisett, MA 02739**

**District Members Present:** Matthew Monteiro

**Union Members Present:** None

**Staff Members Present:** Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Craig Davidson, Director of Student Services; Kevin Tavares, Principal – Old Hammondtown School; Vanessa Harvey, Assistant Principal – ORR High School; Peter Crisafulli, Assistant Principal – Sippican School; Derek Medeiros, Principal – Rochester Memorial School.

**Meeting to Order 4:00 p.m.**

**General**

**A. Strategic Plan Public Forum**

Dr. Fedorowicz presented information on the strategic plan process thus far and the process for the public forum to review each objective and provide feedback, opportunities, questions and comments.

**Adjournment**

The public forum concluded at 5:30 p.m.

Submitted by,

Melissa Wilcox

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**  
**DRAFT ONE School Calendar 2024-2025**

July 2024					August 2024					September 2024									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1	2	3	4	5				1	2	2	3	4	5	6					
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13					
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20					
22	23	24	25	26	19	20	21	22	NT 23	23	24	25X	26	27					
29	30	31			26	TM	27	TM	28@	29	30E								
7/4 - Independence Day					NT- New Teacher Orientation					E- Early Dismissal for Students & Teachers									
					TM-Teachers Meeting					9/2 - Labor Day									
					@ OPENING DAY - ALL SCHOOLS					X - Prof. Dev. All Schools Early Release									
					E- Early Dismissal for Students & Teachers					20 days 23 days accrued									
3 days																			
October 2024					November 2024					December 2024									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4					1	2	3	4	5	6					
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13					
14	15	16	17P	18P	11	12	13	14	15	16	17	18	19	20E					
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27					
28	29	30	31		25	26	27E	28	29	30	31								
10/14- Columbus Day P- Early Dismissal Parent Conf. MATT., ROCH. AND MARION K-6					[ ]-Prof. Devl. Day 11/11 - Veterans' Day					E- Early Dismissal for Students & Teachers									
					E- Early Dismissal for Students & Teachers					12/25- Christmas									
					11/28-29 Thanksgiving Vacation					Vacation									
					22 days 45 days accrued					17 days 62 days accrued					15 days 77 days accrued				
January 2025					February 2025					March 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3						3	4	5X	6	7					
6	7	8	9	10	3	4	5	6	7	10	11	12	13	14					
13	14	15	16	17	10	11	12	13	14	17	18	19	20	21					
20	21	22	23	24	17	18	19	20	21	24	25	26	27	28					
27	28	29X	30	31	24	25	26	27	28										
1/1- New Year's Day 1/20 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release					2/17 - Presidents' Day					X - Prof. Dev. All Schools Early Release									
					Vacation					20 days 133 days accrued									
					15 days 113 days accrued														
					21 days 98 days accrued														
April 2025					May 2025					June 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4				1	2	2	3	4X	5	6					
7	8	9	10	11	5	6	7	8	9	9	10	11	12*	13					
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20**					
21	22	23	24	25	19	20	21	22	23	23	24	25	26	20					
28	29	30			26	27	28	29	30	30									
4/21- Patriots' Day Vacation					5/26 - Memorial Day					X - Prof. Dev. All Schools Early Release									
					21 days 171 days accrued					* 180th Day, **185th day 6/19 - Juneteenth									
					17 days 150 days accrued					9 days 180 days accrued									
Holidays - No School for Students and Teachers										Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					Start & End Times:					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/2 - Labor Day					ORR Jr. High School					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/7- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day (Observed)					ORR High School :					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/28 - Thanksgiving Day					7:30 to 2:03 p.m.					Telephone Numbers									
12/25- Christmas day					Center School & OHS :					Superintendent's Office 508-758-2772									
1/1- New Year's Day					8:30 a.m. to 2:45 p.m.					Old Rochester Regional High School 508-758-3745									
1/20 - Martin Luther King, Jr. Day					Sippican School:					Old Rochester Regional Junior High School 508-758-4928									
2/17 - Presidents' Day					8:40 a.m. to 2:57 p.m.					Sippican School 508-748-0100									
4/21- Patriots' Day					Rochester Memorial School:					Center School 508-758-2521									
5/26 - Memorial Day					8:40 a.m. to 3:00 p.m.					Old Hammondtown 508-758-6241									
6/19 - Juneteenth										Rochester Memorial School 508-763-2049									
										www.oldrochester.org									
Approved by the Joint School Committee XX.XX.XXXX																			

# **DRAFT TWO School Calendar 2024-2025**

***Approved by the Joint School Committee XX.XX.XXXX***

**DRAFT THREE School Calendar 2024-2025**

**Approved by the Joint School Committee XX.XX.XXXX**

	Marion	Mattapoisett	Rochester	Old Rochester
<b>School Council</b>	Question of Good Friday off - discussion of inclusiveness	<p>Have the Friday before Labor Day, August 30, as a full day off from school so that kindergarten does not start with an Early Release Day. It was challenging for K to start with an early release day, especially for dismissal changes. This is also difficult for people traveling for the long weekend.</p> <p>Have a full day off before Thanksgiving.</p> <p>Discussion on the winter break: The preference is to have two full weeks for the winter break since it happens infrequently.</p> <p>Getting out of school so early in the school year makes it difficult for families to find childcare/camps before July. It makes a long summer without school - concern about increased summer slide of academic progress.</p>	<p>o Add in the 1 st day of Kindergarten for the Early release on the 1 st Friday</p> <p>o March 31 st date added to the calender, making it 21 days in March</p> <p>o June last tentative day moves up to June 11th , also changing June days to 8.</p> <p>o Discussion on the parent teacher conference dates potentially out to a later date, 10/24 and 10/25, 11/7 and 11/8, or 11/14 and 11/15. This would give children on 504/IEP's time to learn the routines and expectations.</p> <p>o Discussion on the winter break and the preference is to keep the winter break to a week and a half versus being off for the two complete weeks.</p>	<p>HS 1. Make Christmas Vacation a full 2 weeks so that we aren't heating the building for just a 2 day week.</p> <p>2. Move the last half day to either April 2 or 9 JHS no feedback</p>
<b>School Committee</b>	Shared at local school committee meeting.	Shared at local school committee meeting. PD day 3/5 move to March 19 or 26th, Based on letter from town - consolidate spring pd half days to one on May 20 due to elections, Kids starts 8/27 and have 9/3 off for elections; To accommodate both the 5/20/25 town election day - we could move the end of school to 6/13/25 (that seems like a no brainer and would be helpful to working parents) and give 5/20/25 as a day	<p>Shared at local school committee meeting. What is the rationale for the half day on the first Friday of school after only 2 days? This would be 8/30/24.</p> <p>Include first day of Kindergarten</p>	Shared at local school committee meeting.
<b>Staff</b>	Majority support two days prior to start school, 1/2 day before Labor day, having school Good Friday. 50% support half day before Thanksgiving. Mentioned two week Christmas break.	<p>Most of our staff takes the approach that 180 days is 180 days no matter how you slice it, but we did have several questions about whether the past practice of having a two-week break at Christmas when the holiday falls midweek should be revisited. The first day of Kindergarten was on Friday which was an early dismissal. This is a milestone event for these children and starting on an early dismissal day is difficult. This past year proved to be a challenge for all.</p> <p>We have also discussed moving back the conference dates to later in the year, if the committee would also discuss this.</p>	<p>The only feedback so far was that parent teacher conferences appear to be a week early. Later in October would be preferable if possible.</p>	Majority support two days prior to start of school, 1/2 day before Labor Day, 1/2 day before Thanksgiving, having school Good Friday
<b>The Leadership Council</b>	Add K start dates to calendar. Changed June PD to end of May in Draft 2.			
<b>Attendance</b>	9/1/2023 Friday before Labor Day Weekend 11/22/2023 Half day before Thanksgiving		Students: 4% absent Students: 14% absent	Staff: 2% absent Staff: 7% absent



## ACAB – SEXUAL HARASSMENT

The Old Rochester Regional School Committee/Massachusetts Superintendency Union #55 School Committee and Old Rochester Regional School District/Massachusetts Superintendency Union #55 Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the District.

**Sexual harassment** is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. [119, Section 51A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Schools must promptly respond to allegations of sexual harassment that are alleged to have occurred in the school's program or activities in a manner that is not deliberately indifferent (clearly unreasonable in light of the known circumstances).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive

or insulting comments;

- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate. In accordance with Title IX, a complainant's wishes with respect to whether the school investigates an allegation of sexual harassment will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. However, in certain cases sexual harassment of a student may constitute child abuse under Massachusetts law. The District will comply with all legal requirements governing the reporting of suspected cases of child abuse. The District will also report instances of harassment that may involve a crime to the local Police Department as appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

### **NOTICE OF SEXUAL HARASSMENT**

The Title IX regulations require a school district to respond promptly when the district has actual notice of sexual harassment in a manner that is not deliberately indifferent. School districts have actual notice when an allegation is made known to any school employee. Schools are required to investigate every formal Title IX complaint and respond meaningfully to every known report of sexual harassment in order to stop any harassment; to remedy the effects of any harassment and to prevent future harassment.

Title IX requires that the District provide supportive measures to a complainant which are designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the District will

implement remedies designed to restore or preserve access to the school's education program or activity.

### **DUE PROCESS PROTECTIONS**

Due process protections include the following:

- 1) A presumption that respondent is not responsible throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through questions submitted to decision-maker subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence along with the opportunity to select an advisor of the party's choice who may be, but need not be, an attorney;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Parties must be provided notice of appeal rights;
- 8) Upon filing a formal complaint, the District must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties, explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard.

For additional information regarding due process protections under Title IX and the District's Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 ([ACAB-R](#)).

### **RECORD KEEPING REQUIREMENTS**

Schools must create and maintain records documenting every formal Title IX sexual harassment complaint including the formal complaint, investigation, relevant evidence; decision-makers determination and any appeal. This could also include mediation, restorative justice, or other models of alternative dispute resolution. Additionally, schools must maintain records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Title IX Coordinator

~~Old Rochester Regional School District/Massachusetts Superintendency Union #55~~

~~Craig Davidson~~

~~Telephone: 508-758-2772 ext. 1943~~

~~Email:-~~

~~OR~~

Human Resources Coordinator

Susana Cunningham

Telephone: 508-758-2772 ext. 1939

Email: [susanacunningham@oldrochester.org](mailto:susanacunningham@oldrochester.org)

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601  
Boston, MA 02108.  
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)  
5 Post Office Square, 8th Floor  
Boston, MA 02109.  
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,  
John F. Kennedy Bldg.  
475 Government Center  
Boston, MA 02203.

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

**Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including**

Policy Subcommittee approved (December 2023)

**Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.**

Approved by the Joint School Committees on ~~June 27, 2022.~~



## **ACAB-R - GRIEVANCE PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX OF THE EDUCATION AMENDMENTS OF 1972**

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy [ACAB](#).

### **I. Reporting of Sexual Harassment Complaints**

#### **A. How to Report a Complaint of Sexual Harassment**

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator, ~~Craig Davidson~~ [Susana Cunningham](#), 508-758-2772 ext. 194339, email: [craigdavidsonsuecunningham@oldrochester.org](mailto:craigdavidsonsuecunningham@oldrochester.org). If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged by the victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

#### **B. Handling of Sexual Harassment Complaints**

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator. The Title IX Coordinator (or designee), investigator and decision maker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

### **II. Supportive Measures and Filing of a Formal Complaint**

#### **A. Supportive Measures**

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the "Complainant") to discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any

formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

"Supportive measures" are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to" no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

#### **B. Filing a Formal Complaint**

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances.

#### **C. Contents of a Formal Complaint**

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District's education program or activity, the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan

### **III. Grievance Procedure**

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

**A.** The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.

**B.** Any interim supportive measures, as appropriate, will be offered to both parties.

**C.** The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.

**D.** During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.

**E.** The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.

**F.** During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

**G.** The investigator will make findings based on a preponderance of the evidence standard.

**H.** The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.

**I.** Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

**J.** Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the

decision-maker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.

**K.** The decision-maker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).

**L.** The decision-maker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

#### **IV. Disciplinary Action**

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

#### **V. Retaliation Prohibited**

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

#### **VI. Appeal Procedure**

Both parties have the right to appeal the decision-maker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

- A. Was there any procedural irregularity with the investigation process?
- B. Is there any new evidence not reasonably available at the time of the investigation?
- C. Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

**VII. Training Requirements**

All Title IX personnel including Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

*Approved by the Joint School Committee on ~~June 27, 2022~~*



## **AC-R - PROCEDURES FOR RESPONDING TO COMPLAINTS OF DISCRIMINATION, HARASSMENT AND RETALIATION**

The Old Rochester Regional School District/MA Superintendency Union #55 School District will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to district policies and procedures described below and in related policies [AC](#), [ACAB](#); [ACAB-R](#) and [JICK](#). Where it is determined that discrimination or harassment has occurred in a school program or activity, The District will act promptly to stop the discrimination or harassment, remedy the impact and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action to prevent the recurrence.

### Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law, in the administration of its educational and employment policies, or in its programs and activities.

. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Implied or explicit threats concerning one's grades, achievements or other school matters.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the District or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, create a hostile educational or work environment.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the District's Procedures for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

Any student or employee of the District who feels that they been discriminated against or subjected to harassment for any of the reasons cited in Policy AC, or who becomes aware of an incident of such discrimination or harassment, should utilize the following procedure set forth in this policy to report the incident.

### **Complaint Procedure for Non-Sexual Harassment matters**

#### **1. Reporting a Complaint of Discrimination or Harassment**

If any District student or employee believes, in good faith, that he or she has been subjected to discrimination or harassment as defined in School Committee Policy [AC](#), the individual has a right to file a complaint with the District through the Equity Coordinator/Title IX Coordinator (hereinafter the "Coordinator"). This may be done verbally or in writing to the following:

Title IX Coordinator

Old Rochester Regional School District/Massachusetts Superintendency Union #55

~~Craig Davidson~~

~~135 Marion Road~~

~~Mattapoisett, MA 02739~~

~~Telephone: 508-758-2772 ext. 1943~~

~~Email: [craigdavidson@oldrochester.org](mailto:craigdavidson@oldrochester.org)~~

~~OR~~

Human Resources Manager

Susana Cunningham

135 Marion Road

Mattapoisett, MA 02739

Telephone: 508-758-2772 ext. 1939

Email: [susanacunningham@oldrochester.org](mailto:susanacunningham@oldrochester.org)

Any complaint by a member of the school community must be reported to the Coordinator. If a complaint comes to any member of the staff, that staff member must notify the Coordinator. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or designee. Administrators aware of harassment involving any employee should promptly report such incidents to the Coordinator.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or administration in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

#### **2. Interim Measures and Investigation**

The District takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim measures to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation.

All complaints will be thoroughly investigated by the Coordinator or designee. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. A record will be kept of each investigation.

Complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received, except for extenuating circumstances. When more than thirty (30) school days is required for the investigation, the Coordinator or designee shall inform the Complainant that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the findings in writing, in a manner consistent with federal and state law.

### 3. Appeals

If either party disputes the results of the investigation or resolution, such person may submit an appeal in writing to the Superintendent within ten (10) school days of the Coordinator or designee's decision. After receipt of such an appeal, the Superintendent or designee will review the records of the investigation and may request a meeting with the appellant to obtain additional information. The Superintendent or designee will issue a written decision within ten (10) business days of receipt of the appeal or meeting (if requested), whichever is later. The Superintendent or designee's decision shall be final.

### 4. Responsive Measures and Disciplinary Action

If a complaint is substantiated, the Coordinator or designee will act promptly to eliminate the conduct and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining agreement procedures, if applicable. Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

While this policy sets forth the District's goals of promoting a school environment that is free from discrimination and harassment, this policy is not designed or intended to limit the District's authority to discipline and/or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct falls within the ambit of this policy.

In certain cases, harassment, especially sexual harassment, of a student may constitute child abuse under Massachusetts law. The District will comply with all legal requirements governing the reporting of suspected cases of child abuse. The District will also report instances of harassment that may involve a crime to the local Police Department as appropriate.

For more specific information regarding complaints of sexual harassment, sexual assault or sexual violence in violation of District policy, Massachusetts law and Title IX of the Education Amendments of 1972, and the grievance procedures related thereto, please refer to School Committee Policy ACAB (Harassment) and accompanying ACAB-R.

Nothing in this policy or procedure shall be deemed to affect a complainant's right to other remedies at law. Administrative agencies with jurisdiction in these matters include:

Massachusetts Commission Against Discrimination ("MCAD")  
One Ashburton Place, Room 601  
Boston, MA 02108  
P: (617) 727-3990

U.S. Department of Education, Office for Civil Rights  
5 Post Office Square 8th Floor  
Boston, MA 02109-3921  
P: (617) 281-0111  
F: (617) 289-0150  
Email: OCR.Boston@ed.gov

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148  
(781) 388-3300

U.S. Equal Employment Opportunity Commission ("EEOC")  
John F. Kennedy Federal Building  
25 Sudbury Street  
Boston, MA 02222  
One Congress Street - 10th Floor  
Boston, MA 02114  
P: (617) 565-3200

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

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

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

[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](#), Non-Discrimination Policy Including Harassment and Retaliation

[ACE](#), Non-Discrimination on the Basis of Disability

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

Title IX Sexual Harassment Grievance Procedure

Civil Rights Grievance Procedure

~~Approved by the Joint School Committees on June 27, 2022~~

Approved by the Joint School Committee on ~~September 29, 2022~~



## **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 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 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, speakers will be allowed three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chairperson may permit extension of this time limit, in extenuating circumstances. 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' 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 may be presented to the presiding Chair before the meeting, and shall be considered part of the official record of the session as documents used by the Committee in an open meeting. All remarks will be addressed through the Chair of the

meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the School Committee.

6. Sign up instructions will be provided for those who wish to participate in Public Comment. Recognition for speaking will be provided only to those who sign-up.

7. If an attendee continues to disrupt the meeting after a clear warning, such as by speaking when not recognized or after public comments have concluded, the Chair has the authority to order that person to leave. If the person does not leave, the chair may authorize a constable or other officer to remove the person from the meeting, and further action could be considered if necessary<sup>1</sup>.

LEGAL REFS:

M.G.L. [30A: 18](#)-25

<sup>1</sup> M.G.L. Chap. 30A, Section 20(g)

CROSS REFS: [BE](#) SCHOOL COMMITTEE MEETINGS, [BEC](#) EXECUTIVE SESSIONS, [BEDA](#) NOTIFICATION OF SCHOOL COMMITTEE MEETINGS, [BEDB](#) AGENDA FORMAT.

*Approved by the Joint School Committee September 28, 2023.*

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## **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, and School Committee members are expected to use, District e-mail addresses, which are archived. ~~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](#)

CROSS REF: EHB – DATA/RECORDS RETENTION

*Approved by the Joint School Committee on ~~September 28, 2023.~~*

**File: DJ - PURCHASING**

It shall be the responsibility of the Superintendent:

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

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

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

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

SOURCE: MASC 202~~3~~4

LEGAL REF.: M.G.L. [30B](#); [71:49A](#)

~~Approved by the Joint School Committee on January 19, 2023~~

## **File: DJ-1 REGIONAL SCHOOL DISTRICT PURCHASING**

It shall be the responsibility of the Superintendent:

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

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

~~The Superintendent~~The School Committee will designate the District's Chief Purchasing Officer. ~~purchasing agent~~. The Chief Purchasing Officer will develop and administer the purchasing program for the schools in keeping with legal requirements and within the adopted school budget.

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

SOURCE: MASC Updated 202~~3~~2

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

## **DJA - PURCHASING AUTHORITY**

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through cost-center appropriation as part of the District budget process.

The purchase of items and services within the cost-center appropriation requires no further Committee approval except when by law or by Committee policy.

Contracts may be entered into for a period of up to three years. Contracts of longer duration may only be entered into by vote of a duly called town meeting.

SOURCE: MASC 2021

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

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

~~Approved by the Joint School Committee on January 19, 2023~~

NOTE: In cities, contracts of longer duration may be entered into by vote of the City Council, with mayoral approval if required by municipal charter.



**DJA-1 – REGIONAL SCHOOL DISTRICT PURCHASING AUTHORITY**

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through cost-center appropriation as part of the District budget process.

The purchase of items and services within the cost-center appropriation requires no further Committee approval except when by law or by Committee policy.

Contracts may be entered into for a period of up to three years. Contracts of longer duration must be approved by a two-thirds vote of the Committee.

SOURCE: MASC 202~~4~~3

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

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

~~Approved by the Joint School Committee on January 19, 2023~~

NOTE: In cities, contracts of longer duration may be entered into by vote of the City Council, with mayoral approval if required by municipal charter.

## **DJE - PROCUREMENT REQUIREMENTS**

All purchases of materials and equipment and all contracts for construction or maintenance will conform to the requirements of law. Any contract between the District and a vendor is subject to procurement requirements, whether the District or another entity completes the purchase.

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

For any supply or service over \$~~105~~0,000, bids will be advertised appropriately. Suppliers will be invited to have their names placed on distribution lists to receive invitations to bid. When specifications are prepared, they will be distributed to all merchants and firms who have indicated an interest in bidding.

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

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

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

The contract will be awarded to the responsive and responsible bidder offering the lowest price for the supplies/services specified in the Invitation to Bid. The bidder to whom an award is made may be required to enter into a written contract with the school district.

A procurement for a supply or service in the amount of \$10,000 or greater by not more than \$~~51~~00,000 shall be awarded to the responsible party offering the needed quantity or supply among three written quotations sought and retained by the procurement officer.

The Chief Purchasing Officer may, if it would best serve district interest, use a Request for Proposals, instead of the above process.

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

SOURCE: MASC 202~~3~~<sup>4</sup>

LEGAL REF.: M.G.L. [7:22A](#); [7:22 B](#); [30:39M](#); [30B](#)

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

~~Approved by the Joint School Committee on January 19, 2023~~

NOTE: Chapter 198 of the Acts of 2022 lifted the thresholds for both written quotations and for bids for school districts ONLY from \$50,000 to \$100,000. The School Committee of a municipal district conducting all of its own purchasing may choose to lift the caps above at its discretion.

In order for districts in which purchasing is conducted by the municipal purchasing department to do so, the municipality may, per the Office of the Inspector General, 1) change the procurement policy to decentralize the procurement function so the school department can conduct its own procurement process; OR 2) make a limited policy change by using the Chief Purchasing Officer's delegation to revert some school-related procurements back to the school department); OR 3) keep a centralized process but the CPO can make separate purchases for the school department using the higher school-related thresholds. If none of these occur, the Committee must keep the thresholds as they stand.

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

## DJE-1 – REGIONAL SCHOOL DISTRICT PROCUREMENT REQUIREMENTS

All purchases of materials and equipment and all contracts for construction or maintenance will conform to the requirements of law. Any agreement between the District and a vendor is subject to procurement requirements, whether the District or another entity completes the purchase.

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

For any supply or service over \$100,000, bids will be advertised appropriately with an Invitation to Bid. Suppliers will be invited to have their names placed on distribution lists to receive invitations to bid. When specifications are prepared, they will be distributed to all merchants and firms who have indicated an interest in bidding.

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

Any bid may be withdrawn prior to the scheduled time for the opening of the bids.

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

The contract will be awarded to the responsive and responsible bidder offering the lowest price for the supplies/services specified in the Invitation to Bid. The bidder to whom an award is made may be required to enter into a written contract with the school district.

The Chief Purchasing Officer may, if it would best serve district interest, use a Request for Proposals, instead of the above process.

A procurement for a supply or service in the amount of \$10,000 or greater by not more than \$100,000 shall be awarded to the responsible party offering the needed quantity or supply among three written quotations sought and retained by the procurement officer.

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

SOURCE: MASC Updated 202<sup>3</sup>

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

CROSS REF.: DJA, Purchasing Authority

**NOTE: Chapter 198 of the Acts of 2022 lifted the thresholds for both written quotations and for bids for school districts ONLY. School Committees in regional districts may choose to adopt these new thresholds at their discretion.**

## EEA - STUDENT TRANSPORTATION SERVICES

~~The School Committees of Old Rochester Regional School District/Massachusetts School Superintendency Union #55 are responsible for transporting students to and from school each day. The School Committees' first consideration is to provide the safest kind of bus operation possible. Next in importance to the safety of pupils are efficiency in service and punctuality during operation. The School Committees depend upon the cooperation of the bus contractor, school administrators, drivers, pupils and their parents in order to implement their transportation policies. The Transportation Policy and regulations for School Bus Use will be published in student handbooks and other school department publications.~~

In Grades K-6, ~~pupils-students~~ residing 1 ½ miles or more from the school will be furnished transportation each school day. The District will also provide transportation for those ~~pupils~~ students who live less than 1 ½ miles from the school ~~but whose health requires it with school administration approval~~. In accordance with the District Agreement, all junior and senior high school ~~pupils-students~~ will be furnished transportation each school day.

~~The School Committees will contract for transportation services with a private bus contractor using the public bidding system.~~

The major purpose of the school district's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school district may contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors, 7D contractors and school districts, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

SOURCE: MASC - Updated 2022

LEGAL

REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14

CROSS REF.: EEAA, Walkers and Riders

**NOTE: For additional information, refer to Guidelines to School Transportation Services in Massachusetts, published by the Department of Education in 1975.**

**NOTE: Regional school districts should refer to M.G.L. 71:16C before formulating a policy in this area.**

**Special publications that offer procedures and informational details can be referred to as a source of additional information, as in the policy above.**



## **EFC - ~~FREE AND REDUCED PRICE FOOD SERVICES~~ UNIVERSAL FREE SCHOOL MEALS**

~~The school district will take part in the National School Lunch Program and other food programs that may become available to assure that all 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 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.~~

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs, and to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program.

The District will participate in the National School Breakfast Program and National School Lunch Program, the Massachusetts Universal Free Meals Program, and other food programs that may become available to assure that all students in the schools receive healthy, nutritious school meals.

In accordance with guidelines for participation in these programs, the District will provide universal free meals to all students in the District.

Students seeking additional meals or a la carte items will be charged accordingly for those additional items.

Each student in the District is entitled to (1) free breakfast, and (1) free lunch, per academic day.

• It remains important that families complete the annual Household Application for Free and Reduced Price Meals. This form allows the school district to serve families more effectively for other important programs such as P-EBT benefits, fee waivers for school district programs/ services, (as determined by each school district), state and federal grant eligibility, and more.

• Districts participating through the Community Eligibility Provision (CEP), serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

As required by state and federal regulations, the School Committee approves this policy statement pertaining to eligibility for universal free school meals for all students in the District.

SOURCE: MASC Updated 2023

CROSS REF: EFE, Civil Rights Complaint Policy for Child Nutrition Programs

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](#)

[Chapter 28 of the Acts of 2023 7053-1909](#)

*Approved by the Joint School Committee on ~~September 28, 2023~~.*

## EFD - ~~MEAL CHARGE POLICY~~ School Nutrition Charge Policy

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of the meal programs and minimizing any impact on students with ~~meal~~-charges for a la carte purchases.

The District provides free meals to all students (one free meal per meal service period).

However, unpaid ~~meal~~-charges for additional meals, or a la carte items place a large financial burden on the school district, as ~~the food services program~~ is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal and state reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

~~The provisions of this policy pertain to reimbursable school meals only. The School Committee will provide a reimbursable meal to students who forget or lose their lunch money.~~

### ~~Meal~~ Charges and Balances

~~Each student will be allowed to take one regular meal per meal service period. Students will pay for additional meals and a la carte items at the regular rate approved by the School Committee. Student Accounts will be maintained by the District Food and Nutrition Program as prescribed by the District and delineated in the Student Handbook. Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status.—The parents/guardians is responsible for any charges incurred beyond the free meals provided. If there is a financial hardship, a parents/guardians should contact the Food Service Director directly to discuss payment options such as an individualized repayment plan.~~

### Payments

~~Payments for additional food purchases beyond the regular meal will be made to the District Food and Nutrition Program. Parents/guardians will be notified of account balances or deficits at regular intervals as prescribed by the District. Parents/Guardians are responsible for all meal payments to the food service program. Notices of deficit balances will be sent directly to parent/guardians via email or via postal mail once balance reaches a \$20.00 deficit at regular intervals during the school year.—At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have concerns with student purchases they should contact the Food Services Director for assistance.~~

Parents/Guardians may pay ~~for meals~~ in advance for anticipated purchases beyond the free meal allowed during each meal service period. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without ~~meal money~~ a positive balance in their account on any

given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year. ~~All negative balances MUST be brought into good standing prior to the last day of the academic school year.~~

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the Food Service Director. The point of sale system is designed to prevent ~~overt~~ direct identification of a student's ~~meal account~~ status. Parents/guardians will receive automated ~~negative~~low-balance ~~emails or mailed~~ notices ~~weekly, if applicable~~. If notices do not result in payment, parents/guardians will receive a phone call from ~~Administration~~the Food Service Director. If the phone call does not result in ~~payment~~payment, the Food Service Director shall turn the account over to the business office ~~for further action~~.

## Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted, within 30 days of withdrawal/graduation. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

## Delinquent Accounts/Collections

Failure to maintain up to date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

~~If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Meal Applications are available year round.~~ Each school handbook shall contain detailed instructions for parental-family assistance.

## Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017, Chapter 28 of the Acts of 2003

CROSS REFS: [JQ](#), Student Fees, Fines & Charges

EFE, Civil Rights Complain Policy for Child Nutrition Programs

SOURCE: MASC ~~February 2018~~ Updated 2023

Policy Subcommittee approved (December 2023)

Approved at the Joint School Committee, March 22, 2018 (1st Read)

Approved at the Joint School Committee, December 13, 2018 (final version)

## **EFE - CIVIL RIGHTS COMPLAINT POLICY FOR CHILD NUTRITION PROGRAMS**

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is committed to complying with Civil Rights Requirements in all of its programs, including the USDA Food and Nutrition Services and DESE School Food and Nutrition Programs, and specifically the Civil Rights Requirements outlined in Food and Nutrition Programs Instruction 113-1 and the 2016 MoU between USDA FNS Civil Rights Division and the Massachusetts DESE Office for Food and Nutrition Programs.

Any person alleging discrimination in the District's School Food and Nutrition Program 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, either written or verbal, has the right to file a complaint. The designee at the District/school level will provide assistance to the individual(s) including but not limited to explaining the steps in the complaint process, and maintain a complaint log, as required by law.

LEGAL REF.: [FNS 113-1: Civil Rights Compliance and Enforcement](#)

**NOTE:** [Procedures Template for USDA Food and Nutrition Services Complaints can be found here](#). Districts are required by FNS 113-1 to establish procedures to receive complaints, assist individuals with complaints, log, and report Civil Rights complaints related to School Food and Nutrition Services.

**NOTE:** The Superintendent or designee will develop complaint procedures

SOURCE: MASC 2023



## EHAA DISTRICT SECURITY RELATING TO TECHNOLOGY

The protection of sensitive data and technology is vital in supporting teaching and learning through access to resources, information, learning activities, interpersonal communications, research, training, collaboration, curriculum, and materials.

-The School Committee recognizes data and information as resources that must be protected from unauthorized access or use, and, as such, supports a balance of security and access. The Committee expects district staff, student, and family data to be protected by adequate controls ~~commensuration~~ commensurate with the sensitivity of the data.

The Committee directs the Superintendent to develop and maintain ~~an~~ effective District ~~data~~ protection-system-of procedures for the protection of sensitive ~~distriet~~ information. Such procedures should protect the confidentiality, availability, and integrity of district information.

SOURCE: MASC 2023

Cross Reference: IJNDB Digital Use Policy

## EHB DATA AND RECORDS RETENTION

The School Committee recognizes that, as an entity of local government, every District record is presumed to be public unless it may be withheld under a specific exemption. The custodian of public records of the district is the Superintendent of Schools or designee; contact information for this position will be placed in a prominent position on the district website.

The District is responsible for a myriad of records which vary in the length of time retention is required. The Superintendent, or designee, is responsible for ensuring such retention requirements are followed.

Under the Public Records Law, electronic messages between public officials, including public employees, may be considered public records. As such, all ~~d~~District employees and the School Committee will be given ~~d~~District email addresses, with which they are to conduct all ~~d~~District business, so the ~~d~~District may ~~compile-comply~~ with public records requirements.

SOURCE: MASC 2023

LEGAL REFS.: M.G.L.4:7; 66:10

REF: A Guide to the Massachusetts Public Records Law (Secretary of the Commonwealth)

CROSS REFS.: BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS  
GBEE – PERSONNEL USE OF TECHNOLOGY

## GBEE PERSONNEL USE OF TECHNOLOGY

The School Committee recognizes that the use of technology is an important part of preparing students for adult life. As such, the School Committee expects that staff will use technology as provided, as necessary, and as beneficial.

Employees shall use digital resources in a responsible, efficient, ethical, and legal manner in accordance with the mission of the ~~D~~istrict. Staff members are responsible for teaching and for modeling responsible digital citizenship. The digital resources are provided to support the work of the ~~d~~District; occasional personal communication is permitted so long as such use does not interfere with the employee's job duties and performance, with systems operation, other users, or network performance. All use must comply with the policies and procedures of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 Public Schools.

All staff must agree to and sign an appropriate digital use form prior to being granted access to ~~d~~District digital resources.

Staff is required to use their school-issued accounts, not personal accounts, for all communication with students, and parents/guardians; such accounts must be also used with other staff members when conducting school business.

Employees' communication is a matter of public record. This extends to employee use of social media when conducting ~~d~~District business.

Any online activities that would not be considered appropriate in the classroom should not be conducted online. High standards of appropriate online communication and conduct must be maintained.

Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.

All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.

When interacting with students online, group interactions are encouraged and should include two staff members. One-to-one interactions should be avoided.

Failure to uphold the responsibilities above is misuse, which may lead to disciplinary action.

REF: M.G.L. Ch. 66 10 (b)

CROSS REF: ACAB SEXUAL HARASSMENT  
GBEB STAFF CONDUCT  
GBEBD ONLINE FUNDRAISING AND SOLICITATION  
INJD ACCESS TO DIGITAL RESOURCES  
INJDC ACCEPTABLE USE OF DIGITAL RESOURCES

SOURCE: MASC 2023

## ~~IE--ORGANIZATION OF INSTRUCTION~~

~~The District offers a diversified educational program compatible with the needs of the community and state standards.~~

~~The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.~~

~~The structure will consist of multiple levels (for example, Primary/Elementary, Middle and Secondary levels).~~

~~The Primary/Elementary level includes schools with preschool through grade six. The Middle level consists of schools for grades seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, twelve and a transitional program.~~

~~Special education services are integrated across each grade level in all schools.~~

~~The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, by Time and Learning regulations, and in order to serve the needs of all students.~~

~~CROSS REFS: IC/ICA School Year/School Calendar~~

~~LEGAL REFS: 603 CMR 27.00~~

~~*Approved by the Joint School Committee on November 19, 2020*~~

## **CURRICULUM DEVELOPMENT AND ADOPTION**

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC – Updated 2023

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E  
603 CMR 26:05

### **~~IGA—CURRICULUM DEVELOPMENT~~**

~~Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.~~

~~The Committee expects the faculty and administration to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, and the addition or deletion of courses to the instructional program.~~

~~LEGAL REF.: M.G.L. 69:1E; 603 CMR 26:05~~

~~*Approved by the Joint School Committee on November 19, 2020*~~

### **~~IGD—CURRICULUM ADOPTION~~**

~~The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.~~

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~~LEGAL REF.: M.G.L. 15:1G 71:1; 69:1E~~

~~*Approved by the Joint School Committee on November 19, 2020*~~

## ~~IHA1 – CAREER AND COLLEGE EDUCATION~~

~~The School Committee recognizes that students should:~~

- ~~1. Be afforded the opportunity to be informed about the world of work.~~
- ~~2. Be aware of the many vocations available to them.~~
- ~~3. Develop a respect for the dignity of work.~~
- ~~4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.~~

~~LEGAL REFS.: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.~~

~~Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77~~

## **IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

In accordance with ~~law, General Laws Chapter 71, Section 32A,~~ the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students ~~in our schools~~ will be notified in writing of the courses and curriculum ~~we offer~~ that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

~~REF.: Dept. of Elementary and Secondary Education~~

LEGAL REFS: M.G.L. 71:32A

603 CMR 5

SOURCE: MASC - Updated 2023

**IHBA - ~~PROGRAMS FOR STUDENTS WITH DISABILITIES~~ STUDENT SERVICES  
PROGRAM**

In ~~keeping with the intention of the state of Massachusetts order~~ to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

LEGAL REF.: Rehabilitation Act of 1973, Section 504

## **IHBD - COMPENSATORY EDUCATION**

### **(Title 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

CROSS REF.: DEC, Federal Funds Supplement Not Supplant Policy

SOURCE: MASC - Cross Reference Update 2023

## **IHBF - HOMEBOUND INSTRUCTION**

The schools may furnish homebound instruction to ~~those students who are unable to attend classes for at least two consecutive weeks due to a physical injury, medical situation, or a severe emotional problem~~ any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of no less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of ~~Pupil-Student~~ Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

LEGAL REF: 603 CMR 28.03 (3)(c)

SOURCE: MASC Updated 2023



## IHBG - HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets s with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent/~~or~~ guardian of a student below the age of 16 wants to establish a home-based educational program for their ~~child~~student, the following procedures shall be followed in accordance with the law:

Prior to removing the ~~child~~student from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the ~~child or children~~student/students are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each ~~child~~student in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents/guardians to teach the ~~children~~student/students,
3. The textbooks, workbooks and other instructional aids to be used by the ~~children~~student/students and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the ~~children~~student/students to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the District may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.

~~A student, with the approval of the School Committee, may be awarded a high school diploma if they have satisfied the Dept. of Elementary and Secondary Education's competency requirements and has met the District's educational standards for graduation.~~

SOURCE: MASC Updated 2023

LEGAL REFS.: M.G.L. [69:1D](#); [76:1](#), Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)

## **~~IHBHE E – REMOTE LEARNING ADDENDUM~~**

~~Issues to consider when developing remote learning plans:~~

- ~~• Which of these issues requires policy or policy changes?~~
- ~~• What are the policy implications and what should school committees delegate to the superintendent for operating protocols?~~
- ~~• Do we learn anything from earlier experiences in emergencies?~~
- ~~• What can we learn from our current services to students who are unable to attend school because of illness or other disability or for disciplinary reasons?~~

~~Specific items to consider in developing a plan:~~

- ~~• When is remote learning appropriate?~~
- ~~• Designating a remote learning point person~~
- ~~• Reviewing the various models for remote learning~~
- ~~• Equity – how to ensure that students have access to tools to learn remotely.~~
- ~~• Internal vs. external resources.~~
- ~~• Collective bargaining implications~~
- ~~• Responsibilities of remote educators
  - ~~o Evaluating remote educators and programs
    - ~~• Who may observe remote instruction~~~~
  - ~~o Teacher professional development to incorporate various elements of remote learning~~
  - ~~o Common planning time~~~~
- ~~• Identifying cost implications and approving spending~~
- ~~• Special constituencies:
  - ~~o Special education students~~
  - ~~o English Language Learners~~
  - ~~o Physically challenged students~~
  - ~~o Homeless students~~
  - ~~o Students in foster care~~
  - ~~o Students of military families~~~~

- ~~o Pregnant and parenting students~~
- ~~Facilitating collaboration/removing barriers to collaboration.~~
- ~~Protecting privacy rights of students and parents~~
  - ~~o FERPA (Federal Educational Rights and Privacy Act and COPPA (Children's On Line Privacy Protection Act)~~
  - ~~o What privacy protections do vendors and districts/schools have in place.~~
- ~~Health and nutrition issues that may impact student wellness and/or privacy~~
- ~~Internet security for students and faculty.~~
- ~~Protecting educators and others who identify threats to student wellbeing via remote learning.~~
- ~~Engaging district partners including companies, consultants, media (i.e., public television).~~
- ~~Impact on decisions to retain or grant professional status educators.~~
- ~~Academic implications (testing, grading, educator accountability, curriculum adaptations)~~
- ~~Parental rights (opting in or opting out)~~
- ~~Data gathered remotely or on-line (who gathers, aggregates, or analyzes).~~

~~*Approved by the Joint School Committee on September 24, 2020*~~

~~SOURCE: MASC May 2020~~

## IJOA - FIELD TRIPS

~~Field trips are recognized as a valuable teaching tool and should be related to the curriculum appropriate for the grade level of participants. Since such trips are a part of the instructional program, no child should be excluded unless said exclusion occurs pursuant to reasons determined by the Principal and communicated to the parents/guardians.~~

~~Each teacher who wants to take a group on a field trip away from school will first obtain permission from the Principal, then make out the form "Request to be Away During School Hours". The teacher will send home a permission slip to be signed by the pupil's parent or guardian. This slip shall be kept on file. If the Principal is to accompany a group, the Principal shall make out a "Request to be Away During School Hours" form.~~

~~Any overnight field trips must be approved by the Principal, Superintendent of Schools and School Committee.~~

~~On all trips a sufficient number of chaperones must be provided. Generally, the number may be one for every ten pupils or a reasonable number approved by the Principal of the school. On a bus trip in the evening, there should be a male and a female chaperone on each bus.~~

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

- 1.All students have permission from a parent or guardian for trips.
- 2.All trips are properly supervised.
- 3.All safety precautions are observed.
- 4.All trips contribute substantially to the educational program.
- 5.All trips allow student access without regard of to family ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel

JJE, Student Fund-Raising Activities

SOURCE: MASC Cross Reference Update-2023

## **~~II—EVALUATION OF INSTRUCTIONAL PROGRAMS~~**

~~The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:~~

- ~~1. Determine educational needs and provide information for planning.~~
- ~~2. Indicate instructional strengths and weaknesses.~~
- ~~3. Check on the suitability of programs in terms of community requirements.~~
- ~~4. Show the relationship between achievement and the system's stated goals.~~
- ~~5. Provide data for public information.~~

~~Elements of this evaluation process may include:~~

- ~~1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.~~
- ~~2. Study of school achievement records.~~
- ~~3. Study of students' high school and drop-out records.~~
- ~~4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.~~
- ~~5. Teacher and parent evaluation of student behavior.~~
- ~~6. State Dept. of Elementary and Secondary Education specialists and services.~~
- ~~7. Evaluation by the regional accrediting association.~~
- ~~8. Evaluation by other agencies.~~

~~An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.~~

## ILD - STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such programs.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy.

~~Where practical,~~ The District will ~~also~~ directly notify parents/guardians annually at the beginning of the school year, and during the school year, -when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their ~~child-student~~ out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: [JRA](#), Student Records

~~Approved on March 7, 2018~~

## **~~IMA—TEACHING ACTIVITIES/PRESENTATIONS~~**

~~It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.~~

~~An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.~~

~~Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.~~



## **IMB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS**

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

### Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to ~~express~~ endorse partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

### Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on ~~contro-versial~~ controversial issues in the schools. The Principal may grant such re-quests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the

requesting student group, an adult advisory group consisting of at least two parents and two faculty members.

3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

#### Requests from Groups or Individuals Outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

CROSS REF.: IJOB, Community Resource Persons/Speakers

File: IMG

## **ANIMALS IN SCHOOL**

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

~~The School Principal, in consultation with the School Nurse in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and~~ shall review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to ~~the "Guidelines for Animals in Schools or on School Grounds" and~~ any other conditions established by the Principal to protect the health and well-being of students.

### **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

### **Animals Prohibited from School**

~~Rabies is a growing problem and any fur bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.~~

**~~Wild Animals and Domestic Stray Animals~~** — ~~Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).~~

**~~Fur-Bearing Animals~~** (pet dogs,\* cats, wolf hybrids, ferrets, etc.,) — ~~These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.~~

**~~Bats~~** — ~~Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.~~

**~~Poisonous Animals~~** — ~~Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.~~

**~~\*Exception: Guide, Hearing and Other Service Animals Dogs or Law Enforcement Dogs~~** — ~~These animals may be allowed in school or on school grounds with proof of current rabies vaccination.~~

~~Exceptions may be made with the prior approval of the Superintendent of Schools.~~

SOURCE: MASC October 2023

## **IMGA - POLICY REGARDING DOGS, CATS, AND OTHER PETS SERVICE ANIMALS IN SCHOOL**

~~Pet owners are not permitted to bring their animals on campus without the expressed, written consent of the Principal or the Superintendent.~~

~~Pet owners who bring animals on campus will be asked to leave, and repeat offenders may risk being barred from returning to the school property.~~

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of

the animal will be required to remove the service animal from District premises immediately upon notification by the School Principal..

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff and will include ing the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2023

**File: JEA - KINDERGARTEN ENTRANCE AGE**

The Massachusetts School Superintendency Union #55 provides kindergarten experiences for age-eligible resident youngsters in accordance with Massachusetts General Laws mandating such services. The School Committee approved student handbook will include current information on the kindergarten program offering in each of the towns.

To be eligible for enrollment in the kindergarten class in any of the three Massachusetts Superintendency Union #55 elementary school districts, a child must be, without exception, 5 years of age before September 1 of the school year of registration.

Parents of students who have completed a kindergarten program but have not passed their sixth birthdays by September 1 of the year in which they would like to begin grade 1 may apply to the respective school district for consideration of the waiver of the age requirement.

LEGAL REFS.: M.G.L. [15:1G](#)

Board of Education Regulations for Entrance to First Grade and Kindergarten,  
adopted 7/20/71

**JEB ENTRANCE AGE**

*New for ORR*

~~In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:~~

~~1. Children who will be five years of age prior to September 1st of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.~~

~~\_\_\_\_\_The admission of children whose birthdays fall after September 1<sup>st</sup> will be solely at the school's discretion.~~

~~2. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.~~

~~SOURCE: MASC—Updated 2023~~

~~LEGAL REFS.: \_\_\_\_\_M.G.L. 76:1~~

~~603-CMR 8.00~~



## JIC - STUDENT DISCIPLINE

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

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

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

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

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

### Suspension

In every case of student misconduct for which suspension may be imposed ~~(except for offenses referenced in the note at the end of this policy)~~, a Principal shall consider ways to re-engage the student in learning ~~;~~ ~~and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, the principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.~~

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an

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

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

## **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;

4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Superintendent's Hearing**

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

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

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

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

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

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

### **Expulsion**

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

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

## Academic Progress

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

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

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

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

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

## Reporting

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

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

SOURCE: MASC - August 2022

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)



603 CMR 53.10(3) through (5)

603 CMR 53.13(1)

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

~~Approved by the Joint School Committee on January 19, 2023.~~

**NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and excluded for more than 10 cumulative days in a school year and to make recommendations thereon.**



## JICJ STUDENT USE OF TECHNOLOGY IN SCHOOLS

The School Committee recognizes that the use of technology is an important part of students being prepared for adult life. As such, the student use of technology as part of their education is to be encouraged, as teaching students appropriate use of technology is part of the responsibility of the ~~d~~District.

Annually, all students must agree to and sign an appropriate digital use form. ~~developed by the Superintendent in conjunction with the Director of Technology; t~~IThis form must also be signed ~~for by~~ the parent/~~or~~ guardian for students under the age of 18.

Students shall utilize digital resources in a responsible, efficient, ethical, and legal manner. Students are required to abide by the ~~D~~istrict Code of Conduct in their use, both on and offline, of district digital resources, which should be regarded as an extension of the classroom.

Students are reminded that there is no expectation of privacy in the use of district digital resources.

Failure to abide by ~~D~~istrict policies and procedures regarding the use of ~~D~~istrict digital resources will be met with consequences.

SOURCE: MASC 2023

LEGAL REF: 47 USC § 254

CROSS REF: ACAB SEXUAL HARRASSMENT  
JICFB BULLYING PREVENTION  
JK STUDENT CONDUCT  
INJD ACCESS TO DIGITAL RESOURCES  
INJDC ACCEPTABLE USE OF DIGITAL RESOURCES  
STUDENT HANDBOOKS

## JJE - STUDENT FUND-RAISING ACTIVITIES

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.

The School Committee also encourages schools and their districts to thoroughly scrutinize commercially sponsored fundraising activities on an annual basis to ensure that they are not exploitative of children, do not sell products or services at highly inflated prices, and do not unfairly pressure children to participate by offering attractive rewards for high levels of sales performance. Competitive enticements for participation in fundraisers are 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.: KHA, Public Solicitations in the Schools

~~**JP—STUDENT GIFTS AND SOLICITATIONS**~~

~~Because of the embarrassment that might result among children, students will be discouraged from giving gifts to classroom teachers and other school personnel. For the same reason, there will be no formal exchange of gifts between students in the classroom.~~

~~Solicitation of funds for charitable purposes from students of the school system will be made only as approved by the School Committee.~~

~~Any organization desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.~~

~~CROSS REFS.: GBEBC, Staff Gifts and Solicitations~~

~~JJE, Student Fund-Raising Activities~~

~~KHA, Public Solicitations in the Schools~~

~~KHB, Advertising in the Schools~~

## KDC COMMUNITY USE OF DIGITAL RESOURCES

On recommendation of the Superintendent ~~in conjunction with the Director of Technology~~, the ~~d~~District shall determine when and which computer equipment, software, and information access, including the use of wireless internet access, ~~systems~~ will be available to the community.

Those using the ~~d~~District systems as a member of the community must abide by the ~~d~~District's procedures regarding responsible use.

All guests will be prompted to review, and must accept, the ~~D~~eistrict's digital use form before accessing the ~~D~~eistrict network.

The Superintendent or designee may revoke such access at any time.

SOURCE: MASC 2023

CROSS REF: INJD ACCESS TO DIGITAL RESOURCES  
INJDC ACCEPTABLE USE OF DIGITAL RESOURCES

## KDCB DISTRICT WEBSITE AND SOCIAL MEDIA

The School Committee wishes to ensure accurate delivery of information, and as such, the Old Rochester Regional School District and Massachusetts Superintendency Union #55 will maintain a ~~d~~District website and such ~~d~~District and school social media accounts as authorized by the Superintendent. All such online platforms will be maintained by ~~D~~istrict staff, acting in their professional capacities.

In order for public communication with the School Committee and ~~D~~istrict personnel to be responded to in a timely manner, in line with the legal requirements for public communication, commenting on all ~~d~~District and school sites will be turned off. Every school and ~~d~~District site will clearly indicate this policy and will direct those wishing to contact the school and ~~d~~District personnel to the appropriate venues to do so.

Unauthorized use of ~~d~~District or school name is prohibited.

A high priority will be placed on such platforms being accessible, frequently updated, and user friendly.

SOURCE: MASC 2023

LEGAL REF: Constitution of the Commonwealth of Massachusetts, Declaration of Rights,  
Article 16

Constitution of the United States of America, Amendment 1

MGL Ch. 66

MGL Ch. 30A

REF: A Guide to the Massachusetts Public Records Law (Secretary of the Commonwealth)

CROSS REF: BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

GBEE - PERSONNEL USE OF TECHNOLOGY

BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE  
MEMBERS

**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: January 18, 2024  
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.**

Monday, January 29, 2024 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  
January 29, 2024 – 6:30 p.m.**

**Zoom link:**

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U2l1QT09>

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**

**I. Consent Agenda**

**A. Approval of Minutes**

1. Regular Session: September 28, 2023

2. Executive Session: September 28, 2023 (first session) and September 28, 2023 (second session)

3. Special Meeting & Public Forum: June 12, 2023 (10:00am), June 12, 2023 (5:00pm), June 13, 2023 (1:00pm) and June 13, 2023 (4:00pm)

**II. Old Business**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

**a. Approval of 24-25 School Calendar**

**VI. New Business**

A. Curriculum

B. Business

C. Personnel

**D. Policy Review**

**VII. School Committee**

A. Reorganization (Union #55 Only)

**VIII. Future Business**

A. Timeline

B. Future Agenda Items

**IX. Open Comment(s)**

**X. Information**

**XI. Executive Session**

**ADJOURNMENT**