

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

**January 23, 2025 – 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), Rosemary Bowman (remote), Joseph Pires (remote), Margaret McSweeney (in-person), James Muse (remote) and Robin Rounseville (in-person).

District Members Absent: None

Union Members Present: Sharon Hartley, Chairperson (in-person), Anne Fernandes (in-person), Josh Trombly (in-person), Nichole Daniel (in-person), Cristin Cowles (in-person), Carly Lavin (in-person), Jack LeBrun (in-person), Mary Beauregard (in-person) and Nichole Nye McGaffey (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; Jaime Curley, Assistant Superintendent of Student Services; Michael Devoll, Principal – ORRHS; Lauren Millette, Interim Assistant Principal – ORRHS; Silas Coellner, Principal – ORRJHS; Kelly Chouinard, Assistant Principal – ORRJHS; Heidi Letendre, Principal – Rochester Memorial School; Charles West, Assistant Principal – Rochester Memorial School; Lynn Dessert, Principal – Sippican School; Linda Ashley, Principal – Center School; Stephanie Wells, Principal – Old Hammondtown School; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person); parents, community members and members of the press.

Meeting was called to order at 6:37 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 reflected on many great things completed at Joint School Committee meetings over the years. She recalled the meetings previously being held in what is now the Superintendent’s Conference room. She is grateful for the administration being present and glad to see all of the committee members. She welcomed the new members to the Joint School Committee and thanked everyone for taking the time to be present.

SUPERINTENDENT’S REPORT:

Superintendent Nelson stated the following: *It is nice to see you all in one place together. I thank the majority of the administrative team for being present tonight and giving up more of their time to support students. We are almost halfway through the school year. I want to thank our four committees, incredible faculty and awesome students for all their hard work so far. The committees have been receiving the Superintendent’s Monthly Newsletter and the most recent was shared this evening. Tonight, you will hear an update on Vision2028. We have a lot to be proud of and I am looking forward to our meeting tonight.*

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes:

Motion to approve the June 20, 2024 minutes as presented
District, Mr. Monteiro

Union, Ms. Lavin
District, Ms. Kearns
Union, Ms. Nye McGaffey

MOTION PASSED

(District 9:0) (Union 7:0:2)

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

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: abstain, Cowles: yes, Lavin: yes, LeBrun: abstain)

Motion to approve the July 10, 2024 minutes as presented

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Nye McGaffey

MOTION PASSED

(District 7:0:2) (Union 7:0:2)

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

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: abstain, Cowles: yes, Lavin: yes, LeBrun: abstain)

Motion to approve the Superintendent's Goals Subcommittee meeting minutes of November 18, 2024 as presented

District, Mr. Monteiro

Union, Ms. Daniel

District, Ms. Smith

Union, Ms. Lavin

MOTION PASSED

(District 2:0) (Union 3:0:1)

District: (Smith: yes, Monteiro: yes)

Union: (Hartley: yes, Lavin: yes, Daniel: yes, Fernandes: abstain)

V. General

A. Project 351 Presentation

Recommendation

That the School Committees hear an update from administration on Project 351.

Ms. Millette, Interim Assistant Principal ORRHS, introduced five students that currently participate in Project 351 to share their experiences. Oliva and Jack, 10th graders at ORRHS, Charley, Raegan and Elizabeth, 7th graders at ORRJHS presented about what they have learned through Project 351 and upcoming plans. Please refer to Appendix A.

School Committee Feedback:

Chairperson Smith commended their presentation and the amazing leaders they are becoming. Mr. Monteiro asked if the district is pairing with Dartmouth as a model district. Ms. Millette explained the Celtics wanted all schools to partner with another school this year and Dartmouth was the district ORR was assigned. Superintendent Nelson added he can see the growth in the students over the years and the growth in their public speaking.

B. Strategic Plan Vision2028 Update

Recommendation

That the School Committees hear an update from administration.

Superintendent Nelson explained this is a non-voting item and with the help of the administration team, an update on Vision2028 progress thus far and next steps. He added the administration team reflected on their

work from the 2023-2024 school year during the summer retreat and updated action plans for year two, this current school year.

Shari Fedorowicz (Assistant Superintendent of Teaching and Learning), Michael Devoll (ORRHS Principal), Silas Coellner (ORRJHS Principal), Heidi Letendre (Rochester Memorial School Principal) and Linda Ashley (Center School Principal) presented an update on objective one; *Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools* and objective two; *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.*

School Committee Feedback:

Ms. Lavin inquired how the portrait of the graduate work will remain relevant in an ever changing world. Mr. Devoll explained skills included at the high school level, such as teaching skills to help students become adults. Ms. McSweeney added the portrait of the graduate will have skills that are a large umbrella so they can be adjusted accordingly. Ms. Lavin agreed and wanted to ensure the districts have the ability to be nimble enough with rapidly changing technology, and more.

Next, Jaime Curley (Assistant Superintendent of Student Services), Lauren Millette (Interim Assistant Principal ORRHS) and Lynn Dessert (Principal Sippican School) presented objective three updates; *Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.*

School Committee Feedback:

Ms. Lavin asked if all the elementary schools have a 'flex block'. Ms. Dessert explained they do, although called different things in each building. Ms. McSweeney asked if the flex time also allows students to excel. Ms. Dessert explained that was correct. The faculty and staff look at each student individually to see what they need, acceleration, individual support, remediation, etc. and it changes as student needs change.

Next, Kelly Chouinard (Assistant Principal ORRJHS), Charles West (Assistant Principal Rochester Memorial School) and Stephanie Wells (Principal Old Hammondtown School) discussed updates on objective four; *Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.*

School Committee Feedback:

Ms. Kearns acknowledged that the Smore weekly newsletters are available in 80 languages through google translate which makes it accessible for all families.

Last, Howie Barber (Assistant Superintendent of Finance and Operations) explained updates for objective five; *Ensure safe, secure, and equitable learning environments in all schools.*

Please refer to Appendix B.

C. Proposed Superintendent's Goals

Recommendation

That the School Committees review and approve the Superintendent's Goals for 2024-2026.

Superintendent Nelson presented the draft goals for 2024-2026. He explained that Vision2028 is the overarching guide, then the school improvement plans, the Superintendent's goals, administrator goals and last, teacher goals. The administration has worked together across all of the districts to align all of these items together.

- **Supporting Teaching & Learning:** By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in

the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.

- **Developing the Portrait of the Graduate:** By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process.
- **Support Systems, Climate & Culture, Safe Schools:** By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.
- **Professional Growth and School Community Communication:** By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

Please refer to Appendix C.

School Committee Feedback:

Mr. Monteiro said it was nice to hear the goals right after the Vision2028 update and see how it aligns. Ms. Lavin expressed that it is a tremendous amount of work and extremely impressive. Chairperson Hartley recognized the feeling of everything being connected and coming full circle. Chairperson Smith reminded the school committees that the Superintendent's Goals subcommittees worked with the Superintendent on these goals and reviewed them as well prior to this meeting.

Motion to approve the Superintendent's Goals for 2024-2026 as presented

District, Ms. Nye

Union, Ms. Nye McGaffey

District, Ms. Kearns

Union, Ms. Lavin

MOTION PASSED

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

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

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

D. Budget Update

Recommendation

That the School Committees hear an update on the FY2026 Budget.

Superintendent Nelson explained this is a non-voting item and an update on where the districts stand for FY2025 and information on FY2026. Mr. Barber shared that the Governor's budget was released the day before and he is currently reviewing the impacts on the budget. Each elementary district's budget subcommittee has met and voted to share level service budgets with town officials. ORR is a different process because it is a regional district. He shared Chapter 70 funding increased about \$27,000 to \$35,000 for the elementary districts and \$71,000 for ORR. He explained that many of the increases the districts are seeing in regards to utilities, contracted expenses, insurance premiums and more, are significantly higher percentages than the amount the State is increasing funding.

School Committee Feedback:

Ms. McSweeney said the districts can anticipate the state trend continuing and she hopes the towns will continue to support public education. Ms. Kearns expressed advocating through MASC on the Day on the Hill and through Senator Rodrigues who is in the district. Superintendent Nelson added there is advocacy also taking place for districts like ours that are in 'hold harmless' status. Mr. Barber explained state aid cannot substantiate expenses.

E. 2025-2026 School Calendar

Recommendation

That the School Committees review and discuss the school calendar for the 2025-2026 school calendar. Superintendent Nelson explained that it is extremely helpful to have an approved calendar for the next school year early this school year. This draft school calendar is similar to this school year and was provided to the building administrators, union leadership and staff in each district, school councils and school committees so we could receive feedback. Feedback has been provided for the school committees to review along with attendance information. He reviewed the calendar month by month as suggested by the school committee.

August - New teachers attend on August 21st, and school starts on August 27th following two professional development days. His interpretation from the calendar feedback was this was favorable. August 29th is an early release day heading into Labor Day weekend and the Kindergarten start date is on the calendar as well. Ms. Lavin asked if there was feedback regarding the ½ day start day for Kindergarten. Superintendent Nelson shared the majority felt it worked well.

September – Superintendent Nelson said this month is straightforward with the Labor Day holiday and the first ½ professional development day on the 24th.

October – Superintendent Nelson explained the holiday on the 13th, the same week of parent/teacher conferences for the elementary schools. There is strong feedback to move conferences later. Ms. Nye, Ms. Fernandes and Ms. Lavin discussed moving conferences later, maybe closer to report cards in November.

November – Superintendent Nelson reviewed a professional development day being proposed for November 4th and Veterans Day recognized on November 11th. There is an early dismissal on the 26th prior to the Thanksgiving break.

Ms. Lavin expressed her thanks for the committees support of Old Hammondtown School being a voting location and having election day off this year for the national election. She informed the committees that the location for voting within OHS was moved and it worked well. She continued the November 4th PD day could be moved for the 2025-2026 school year, as it is only local elections. The school committees agreed that November was very broken up. They discussed moving parent/teacher conferences to November but if that would be hard for families because it's two half days, plus the other days in November that are holidays. A suggestion was made for conferences to be on Halloween, but Ms. Bowman said they tried that in her time in the schools and it was horrible. The school committees discussed moving the November 4th professional development day to November 10th for this year, even though they typically prefer not to hold professional development days on Mondays or Fridays. They also discussed moving conferences to October 23 and 24th, one week later.

December – Superintendent Nelson reviewed the proposed winter vacation would start on Christmas Eve. There was feedback of making December 23rd a half day, or possibly a full day off.

Ms. Lavin asked if there was a difference in facilities costs having a half day. Mr. Devoll said there is no difference as staff is in the building. Ms. Nye McGaffey advocated for two full weeks off in December and adding the two days in June. They discussed the pros and cons including if there were five snow days it would put school ending after Juneteenth and if two days in December are better for students than two days at the end of June and if two weeks would be hard for working families. Mr. Devoll added that it is difficult for the high school to be shut down for two full weeks because of winter sports, clubs, etc. The majority of staff feedback was the half day on December 23rd would be preferred.

Next, Superintendent Nelson reviewed January, February, March, April, May and June. The school committees did not have any feedback on these months. He recapped the school committees recommendations of moving parent/teacher conferences to October 23rd & 24th, moving the November 4th professional development day to November 10th and making December 23rd a half day. The committees agreed.

Motion to approve the 2025-2025 school calendar with the proposed changes in October, November and December as discussed

District, Ms. Nye

Union, Ms. Fernandes

District, Ms. Rounseville

Union, Ms. Daniel

MOTION PASSED

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

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

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

VI. New Business

D. Policy Review

Superintendent Nelson reviewed there were a few categories of policies this evening, 1st reads, revisions and removals. He reviewed each section as below.

1st Reads

- DN Surplus Property (new policy) – This new policy aligns with current practice.

Superintendent Nelson shared this is current practice but there is no policy in place. This policy will be on the next agenda as a voting item.

Revisions

Superintendent Nelson reviewed the following revisions and removals.

- ADDA Background Checks – This policy has been updated to reflect current practice.
- ADDA-R DCJIS Model CORI Policy – This policy has been updated to reflect current practice.
- BDE – Subcommittees of the School Committee – This policy has been updated to reflect the structure of our districts and committees.
- BEDH Public Comment – This policy has been updated based on the Policy Subcommittee recommendations after attending MASC's online presentation regarding public comment.
- IJNDB-E-1 Elementary School Acceptable Use Agreement - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District's Technology team.
- IJNDB-E-2 Secondary School Acceptable Use Agreement - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District's Technology team.
- IJNDB-E-3 Elementary School Acceptable Use Agreement - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District's Technology team.
- IJNDC – Internet Publication - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District's Technology team.

Removal from Policy Manual

- ADDA-E-1 Information Concerning the Process in Correcting a Criminal Record – Delete as no longer in MASC Policy Manual.
- ADDA -E-2 CORI Requirements – Delete as no longer in MASC Policy Manual.
- IJNDC-R Website Guidelines and Procedures for Approval – Delete as no longer in MASC Policy Manual and incorporated into KDCB – District Website and Social Media

School Committee Feedback:

Mr. Monteiro asked for an explanation of the changes in ADDA. Superintendent Nelson reminded the school committees that these policies were brought to the Joint School Committee in the past but there was discussion around removing the words 'direct and unmonitored' from the first paragraph to reflect current practice. Mr. Trombly said Massachusetts law includes the words 'direct and unmonitored' and wants to ensure the committees were aware of that but he is ok with casting a bigger net. Ms. Cowles believes it is not changing the meaning of the paragraph and the law would still apply.

Ms. Fernandes asked about the list of functions and duties of subcommittees described in BDE. Superintendent Nelson said a draft of functions and duties had been developed to also include on the reorganization list but wanted this policy to be reviewed and approved first.

Ms. Cowles provided background on the changes to BEDH as she attended a webinar by MASC about public comment for background information.

Motion to approve the revised policies and the recommended policy removals as presented

District, Mr. Monteiro

Union, Ms. Daniel

District, Ms. Rounseville

Union, Ms. Lavin

MOTION PASSED

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

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

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

VII. School Committee

A. Reorganization (Union #55 Only)

Recommendation

That the Union #55 School Committee reorganize and appoint a Chairperson and a Vice Chairperson for 2024-2025 school year.

Superintendent Nelson explained this was on the agenda because there was no fall meeting and he would take nominations for Chairperson of the Union #55 group of the Joint School Committee.

Ms. Daniel nominated Ms. Hartley. Ms. Hartley said she would be interested.

Seconded by Ms. Nye McGaffey

MOTION PASSED

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

Chairperson Hartley opened the floor for nominations for Vice-Chairperson.

Ms. Nye McGaffey nominated Ms. Daniel.

Seconded by Ms. Lavin

MOTION PASSED

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

VIII. Future Business

A. Timeline

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

Joint School Committee

June 12, 2025

- Approval of School Committee Dates (spring)
- Professional Development Plan Approval (spring)
- Superintendent's Goals Mid-Cycle Update (spring)

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.

X. Information

Recommendation

That the School Committee review the DRAFT Bullying and Harassment Prevention and Intervention Plan. Superintendent Nelson explained this is for information purposes and Dr. Curley is leading the work of updating and revising the document. He reminded the school committees that approval is not needed as the policies within the document are approved by the Joint School Committee already. This document has been reviewed by legal counsel, has been included in all the weekly newsletters by the Principals and in the Superintendent's newsletter for stakeholder feedback via Google Form and Dr. Curley recently hosted an open forum for any community members that wanted to provide their feedback in person. Any additional feedback can be shared with Dr. Curley directly.

XI. Executive Session

Motion to go into executive session at 9:07 p.m. 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 to regular session only to adjourn.

District, Mr. Monteiro

Union, Ms. Lavin

District, Ms. Rounseville

Union, Ms. Fernandes

MOTION PASSED

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

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

ROLL CALL – Union: (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

Motion to exit executive session at 9:22 p.m. and return to the regular meeting only to adjourn.

District, Ms. Nye

Union, Ms. Nye McGaffey

District, Ms. Kearns

Union, Ms. Nye Beauregard

MOTION PASSED

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

MOTION PASSED

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

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

ROLL CALL – Union: (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

Motion to adjourn meeting at 9:23 p.m.

District, Mr. Muse

Union, Ms. Nye McGaffey

District, Mr. Monteiro

Union, Ms. Daniel

MOTION PASSED

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

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

Union – roll call not needed, all in-person (Hartley: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes, Lavin: yes, LeBrun: yes)

Submitted by,

Melissa Wilcox

Meeting Resources

Superintendent's Newsletter

June 20, 2024 Minutes – Draft

July 10, 2024 Minutes – Draft

November 18, 2024 Superintendent's Goals Subcommittee Minutes – Draft

Project 351 Updates Press Release

Vision 2028 Update Presentation

Superintendent's Goals 2024-2026 Presentation – Draft

Superintendent's Goals 2024- 2026 – Draft

2025-2026 School Calendar – Draft

2025-2026 School Calendar Feedback

Policies:

DN Surplus Property

ADDA Background Checks

ADDA-R DCJIS Model CORI

BDE Subcommittees of the School Committee

BEDH Public Comment

IJNDB-E-1 Acceptable Use Elementary

IJNDB-E-2 Acceptable Use Secondary

IJNDB-E-3 Acceptable Use Staff

IJNDC Internet Publication

ADDA-E-1 Information Concerning the Process in Correcting a Criminal Record

ADDA-E-2 CORI Requirements

IJNDC-R Website Guidelines

Union Reorganization – Draft

Working Draft of Bullying Plan



24-25



Launch Day 2025

Project 351 - 8th Grade Ambassadors

- Sophie Zhou,
Marion
- Grace Hebert,
Mattapoissett
- Esther Smith,
Rochester

OUR SCHEDULE: Launch Day includes four highlights:

1. **Morning Kick-off at John F. Kennedy Presidential Library** with your Service Hero team and inspirational special guests!
2. **Afternoon of Service** in partnership with 10 nonprofit organizations addressing issues including hunger, homelessness, mental health and wellness, gratitude for our military, and hygiene insecurity. Your impact will reach families in every region of the state!
3. **Closing Celebration at John F. Kennedy Presidential Library** featuring the celebration of your Launch Day impact and kick-off to Spring Service, your first service project as Ambassador!
4. **Unity Project:** We kick-off each year with a special **Launch Day Unity Project** -- your first act of Ambassador leadership and a demonstration of 35ONE unity. You are invited ***but not required*** to participate. This year, we dedicate our Unity Project to those affected by the devastating wildfires in Los Angeles. We will collect spare change upon arrival at the Kennedy Library and report back on our collective donation at the end of the day. **GIVE CHANGE • GIVE HOPE** will address food insecurity, provide firefighters' with protective gear and supplies, and bring care and comfort to animals and wildlife displaced by the fires. Every penny, nickel, or quarter is valued and appreciated. Remember, together as **35ONE**, extraordinary change is possible!

Our Experience as Trainers

- This year we visited the Auerbach center where we were trained, acting both as participants and observers in the workshops.
- With our previous experience as influencers (starting in 8th grade) we felt immensely prepared to take on these roles.
- The summit gave us great insight in leadership along with strong communication with other school trainers.

Community Building

- We form great leaderships skills for the younger generations.
- We influence kids to speak their real opinions and thoughts to create better conversations and environments.
- This year we are pairing up with Dartmouth and sharing our leadership with other communities to create more influencers.

7th Grade Influencers

- Good Apple & Energy Givers in Leadership
- Scenarios (written by students)
- Using my voice to lead, comfort with helping my peers
- Bring others up when they might feel down



The Outcomes



Through the implementation of Playbook, our students will gain:

- The courage and tools to positively intervene in challenging social situations
- Motivation to lead as bridge builders and upstanders
- A commitment to unity and respect for the dignity of all.

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.

January 2025 Update



Our Vision

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

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

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



Core Values

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

Our school community will inspire us to:

THINK:

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

LEARN:

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

CARE:

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



Theory of Action

IF WE...

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

AND...

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

AND...

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

AND...

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

AND...

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

THEN WE WILL...

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



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

OBJECTIVE ONE
TEACHING & LEARNING

1.1

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

1.2

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

1.3

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

1.4

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

Year One - Strategic Initiatives Focus

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

**OBJECTIVE TWO
TEACHING & LEARNING**

2.1

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

2.4

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

2.5

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



Year One Outcomes



1.1 Define and create a high school Portrait of the Graduate that encompasses equitable practices in students' social and academic lives.

2.4 Provide and prioritize dedicated time and resources for the planning of a high school Portrait of the Graduate.

- Created a high school Portrait of the Graduate (POG) team with various stakeholders
- Scheduled regularly dedicated time for planning and development for POG team
- Identified and reviewed POG exemplars from other high schools
- Defined equitable practices related to social and academic lives related to the POG
- Provided resources needed by the POG team
- Defined and created the POG for the high school
- Developed POG draft and presentation
- Presented to The Leadership Council (TLC)

Year One Outcomes



1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan (LAP).

1.3 Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership by grade span (Year 1 of multi-year).

2.5 (Year 1 of multi-year) Provide professional development to support and implement adoption of current LAP.

- Provided CRC professional development to secondary department coordinators
- Provided professional development on Curriculum Review Cycle (CRC) for staff
- On-going review of CRC during Instructional Council (IC)
- Presented CRC to the Joint School Committee
- Utilized leadership role of department coordinators and team leaders to lead and maintain department curriculum review phase work
- Communicated and shared the Literacy Action Plan (LAP) with faculty and staff
- Provided professional development for new Tier I IntoReading core literacy program and data analysis
- Implemented newly adopted Tier I IntoReading core literacy program
- Assembled the District Literacy Leadership Team (DLLT), which met monthly
- Updated and revised Literacy Action Plan by DLLT

Year One Outcomes



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.

- Posted and shared district-wide assessment calendar with staff
- Established a professional development schedule in order to collect and analyze data
- Created and communicated literacy data meetings schedule to educators
- Started and reviewed a Needs Assessment for currently administered assessments for all subject areas (ongoing)

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

- Discussed PD planning process and best practices
- Investigated the suggested State PD planning process
- Explored the PD planning process utilized by other districts
- Created PD planning process document
- Shared PD planning process document with Instructional Council and TLC
- Utilized PD planning process to develop district-wide PD

Year Two Initiatives



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

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

2.5 (Year 2 of multi-year) Provide professional development to support and implement adoption of current LAP.

- On-going updates using the Curriculum Review Cycle (CRC) during Instructional Council (IC)
- Outline Professional Development timeline for department coordinators for the year
- Utilize leadership role of department coordinators to lead and maintain department curriculum and review phase work
- Communicate and share Literacy Action Plan (LAP) with the faculty and staff
- Provide professional development for IntoReading Tier I Writing and Tier II/III literacy program and data analysis
- Implement Tier I writing IntoReading and Tier II practices in ELA
- Revise the Literacy Action Plan with the DLLT monthly

Year Two Initiatives



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.

- Post and share current district-wide common assessment calendar
- Provide professional development related to data collection and analysis for current common assessments
- Schedule and communicate literacy data meetings scheduled and communicated to educators
- Start needs assessment using Curriculum Review Cycle (CRC) and review of currently used assessments for all subject areas
- Analyze MCAS results by grade and subject area and create actions steps

1.5 (Year 2 of multi-year) 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.

- Continuous update to curriculum in curriculum management system
- Synchronize Program of Studies and curriculum management system courses along with course descriptions for secondary
- Review all currently used curriculum to determine gaps

Year Two Initiatives



2.1 (Year 2 of multi-year) Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

- Edit and review the PD Plan Process document on a yearly basis
- Review and edit the PD Plan Process document with the Instructional Council
- Implement and share PD Plan Process with faculty and staff
- Create PD schedule based on PD Plan Process in spring for the following year

1.1 (Year 2 of multi-year) Define and create a Portrait of the Graduate that encompasses equitable practices in students' social and academic lives.

2.4 (Year 2 of multi-year) Provide and prioritize dedicated time and resources for the planning of a Portrait of the Graduate.

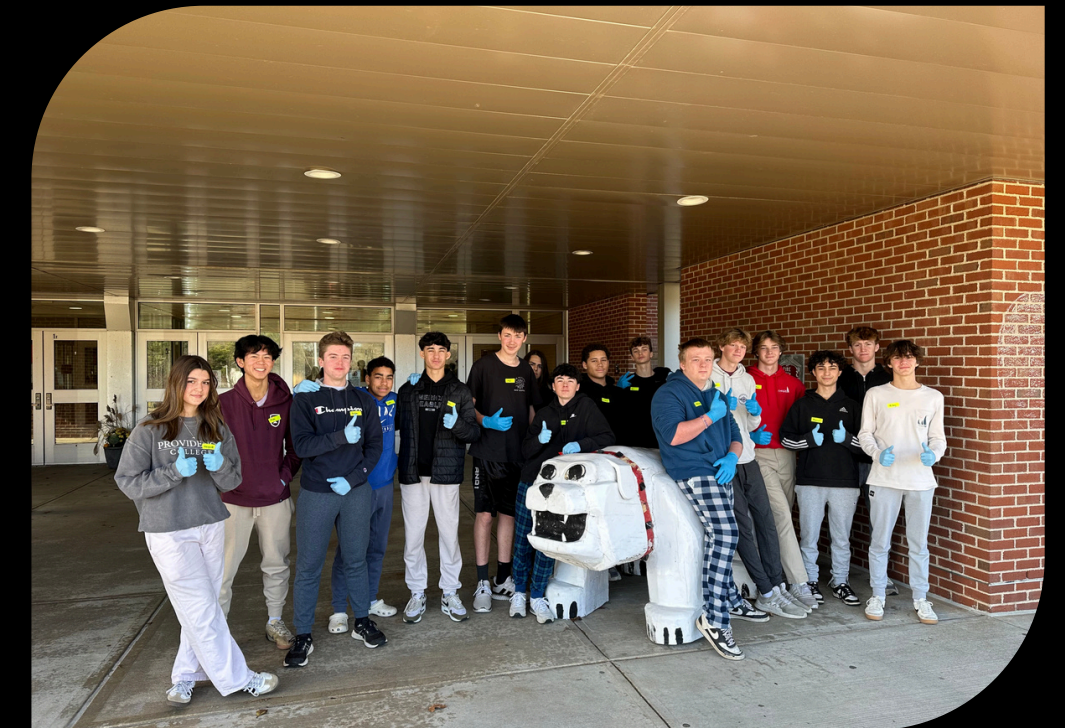
- Create a POG team with various stakeholders
- Schedule regularly dedicated time for planning and development for POG team
- Review ORR high school Portrait of the Graduate (POG) process
- Identify and review POG exemplars from our high school and other districts for PreK-8
- Define equitable practices related to social and academic lives related to the POG
- Provide resources needed by the POG team
- Begin defining and creating draft of the district-wide POG

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.



Year One - Strategic Initiative Focus

Year One Outcomes



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

- Reviewed Responsive Classroom's Fly Five SEL Curriculum utilizing clinical teams throughout the districts
- Piloted Character Strong resources and tool kit at ORRHS
- Used Character Strong resources and tool kit at ORRJHS as part of advisory lessons
- Provided Character Strong PD
- Implemented SEL and Academic Pathways Team at ORRJHS
- Aligned 7-12 vertical practices to support students' needs
- Utilized TLC and clinical teams to review systems of support (Tier 1, 2 and 3)
- Reviewed literacy Needs Assessment data with assistance from Hill for Literacy to support HQIM Tier 1 core literacy program adoption
- Developed system of incident reporting and data tracking

Year Two Initiatives



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

- Work with the Birch Center to review Needs Assessment on SEL (completed in 2021) and develop action steps
- Complete a Needs Assessment on MTSS academic tiers (1, 2 and 3)
- Collaborate across elementary districts during grade level monthly literacy data meetings with HILL for Literacy to determine tiered intervention support for individualized student learning needs
- Enhance incident reporting and use data to develop interventions
- Pilot Responsive Classroom's Fly-Five in grades K-8
- Implement Kyle Cares at ORRHS

Year Two Initiatives



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

- Implement Hill for Literacy Tier 2 & 3 supports
- Identify clinical team to review and implement SEL tiered supports
- Schedule intervention blocks at each building to implement tiered academic supports based on data analysis

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

- Ongoing professional development for tier 2 & 3 interventions from Hill for Literacy
- Provide professional development for the ambassadors of Fly-Five pilot
- Training on 504 for guidance staff across the district
- Ongoing professional development for the new IEP
- Create and review results of Needs Assessment to determine action steps and subsequent professional development

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

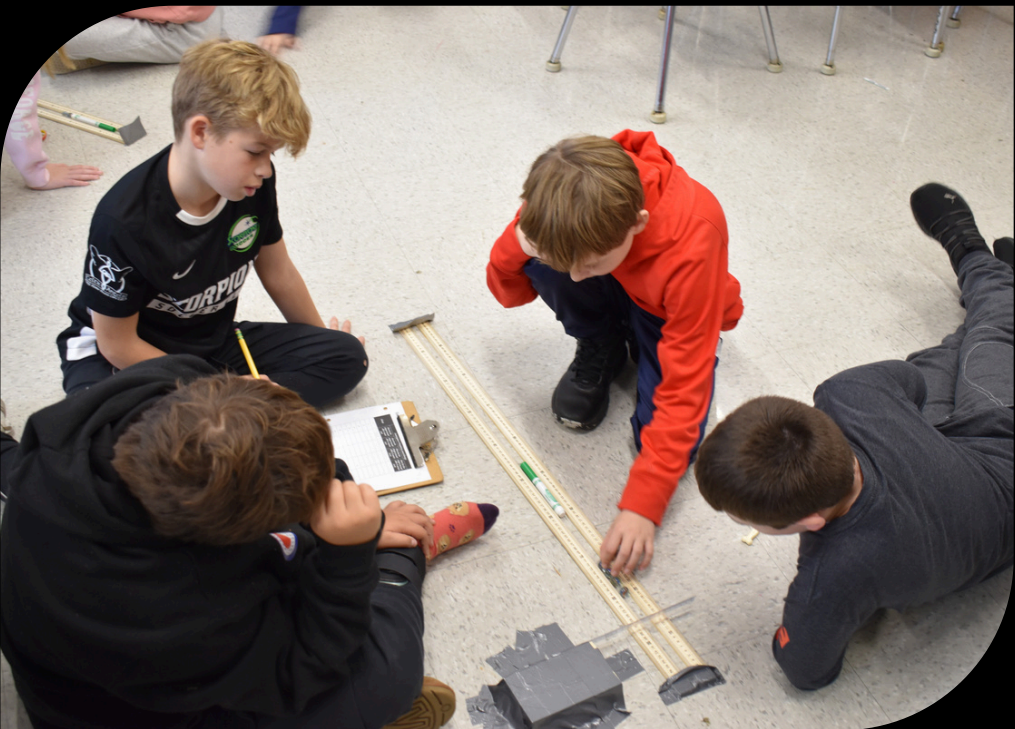
Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

4.3

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.



Year One Outcomes



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.

- Piloted Character Strong resources and tool kit at ORRHS
- Used Character Strong resources and tool kit at ORRJHS as part of advisory lessons
- Aligned Attendance Policy K-12 vertically and horizontally across districts
- Developed system of incident reporting and data tracking

4.3 Develop and implement a clear and flexible communication plan.

- Researched best, most effective available communication platforms
- Utilized weekly, synchronized ORRConnect and S'more at the District & School building levels
- Employed use of common social media platforms for additional communication

Year One Outcomes



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

- Provided leadership opportunities for students to enhance their learning environments (i.e. student newspapers/publications, Project 351, Kindness Crew, Junior Reporters, Advisory Groups, Junior Ambassadors, Ambassadors, Student Council, JHS Student Affairs Committee).
- Initiated new or expanded ongoing student leadership programs and initiatives through clubs, committees, council and leadership roles
- Engaged in career exploratory opportunities for students through job fairs, events, mock careers trials and guest speakers

Year Two Initiatives



4.1 (Year 2 of multi-year) Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

- Identify staff who will pilot SEL program & train staff PreK-8
- Pilot Responsive Classroom's Fly Five SEL curriculum PreK-8
- Provide updates to stakeholder groups

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

- Establish a task force of school leadership, community members, staff & students to collect data & research to form the brand identity
- Create and administer survey for community to obtain feedback regarding unified branding
- Begin consensus on brand identity that embodies the spirit of the whole school district and community at large

Year Two Initiatives



4.3 (Year 2 of multi-year) Develop and implement a clear and flexible communication plan.

- Assess current platforms for crisis, internal, media/community relations & family communication
- Solicit feedback from all stakeholders to assess efficacy of current practices
- Create a vision and goals for communication

4.4 (Year 2 of multi-year) Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

- Continue to utilize district-wide program and initiatives for students to share their ideas
- Provide collaborative opportunities for students to participate with peers, educators and community
- Work with community business to enhance career exploratory opportunities

Year Two Initiatives



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

- Provide staff training regarding consistency in the process of logging student behavior and discipline data
- Monitor student behavior and discipline data for consistency
- Upload required student behavior and discipline data to meet state requirements

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.

5.4

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



Year One Outcomes



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

- Participated in Massachusetts Municipal Cybersecurity awareness grant program for staff with administrative access to student information system
- Reviewed safety and security best practices relating to building access, restricted areas, and security alarms by building
- Scheduled and performed emergency trainings and drills by building
- Assigned appropriate staff to receive Crisis Prevention and Intervention (CPI) training in each building

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

- Assessed current inventory in technology, school furniture and facilities equipment
- Evaluated and discussed usable life of inventory items
- Projected and implemented phased replacement plans

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

- Established a building-based capital planning team
- Toured and assessed building, grounds, and facilities to determine needs
- Scheduled meetings to identify capital planning priorities and categories
- Developed full ten year capital improvements plans prioritizing the current year's needs

Year Two Initiatives



5.1 (Year 2 of multi-year) Provide professional development to school community members regarding physical and cyber safety and security practices.

- Continue cybersecurity training for staff & school community
- Train staff in emergency safety trainings and drills
- Assign staff receive and complete CPI training
- Organize Crisis Teams to implement safety protocols
- Complete digital safety and awareness for school community (students 4-12, parents/guardians)

5.2 (Year 2 of multi-year) Establish annual review and audit procedures of all facility systems and related phase replacement plans.

- Update systems following the comprehensive capital assessment (completed in spring 2024)
- Update map of facility layouts
- Schedule annual walk throughs with SFO, Facilities Director, Building Administration and determine areas of updates
- Write a new comprehensive phase replacement plan

Year Two Initiatives



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

- Identify possible funding opportunities for identified classroom technology improvements and upgrades
- Review and expand development of hardware/software inventory plan

5.4 (Year 2 of multi-year) Establish short and long term capital plans for all school buildings, grounds, and facility operations.

- Meet regularly with building based teams throughout the school year to identify capital improvements in alignment with towns' Capital Improvements Planning Committee (CIPC)
- Develop CIP and utilize for budget development
- Share CIP with town officials for possible approval of funding

Year Two Initiatives



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

- Establish the District Needs Team (DNT)
- Create a schedule of DNT meetings (quarterly)
- Develop an assessment of projected needs for 25-26 school year
- Finalize needs for projected budget

Vision 2028 Strategic Plan

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

QUESTIONS?

*Contact the Superintendent's Office
at 508-758-2772.*



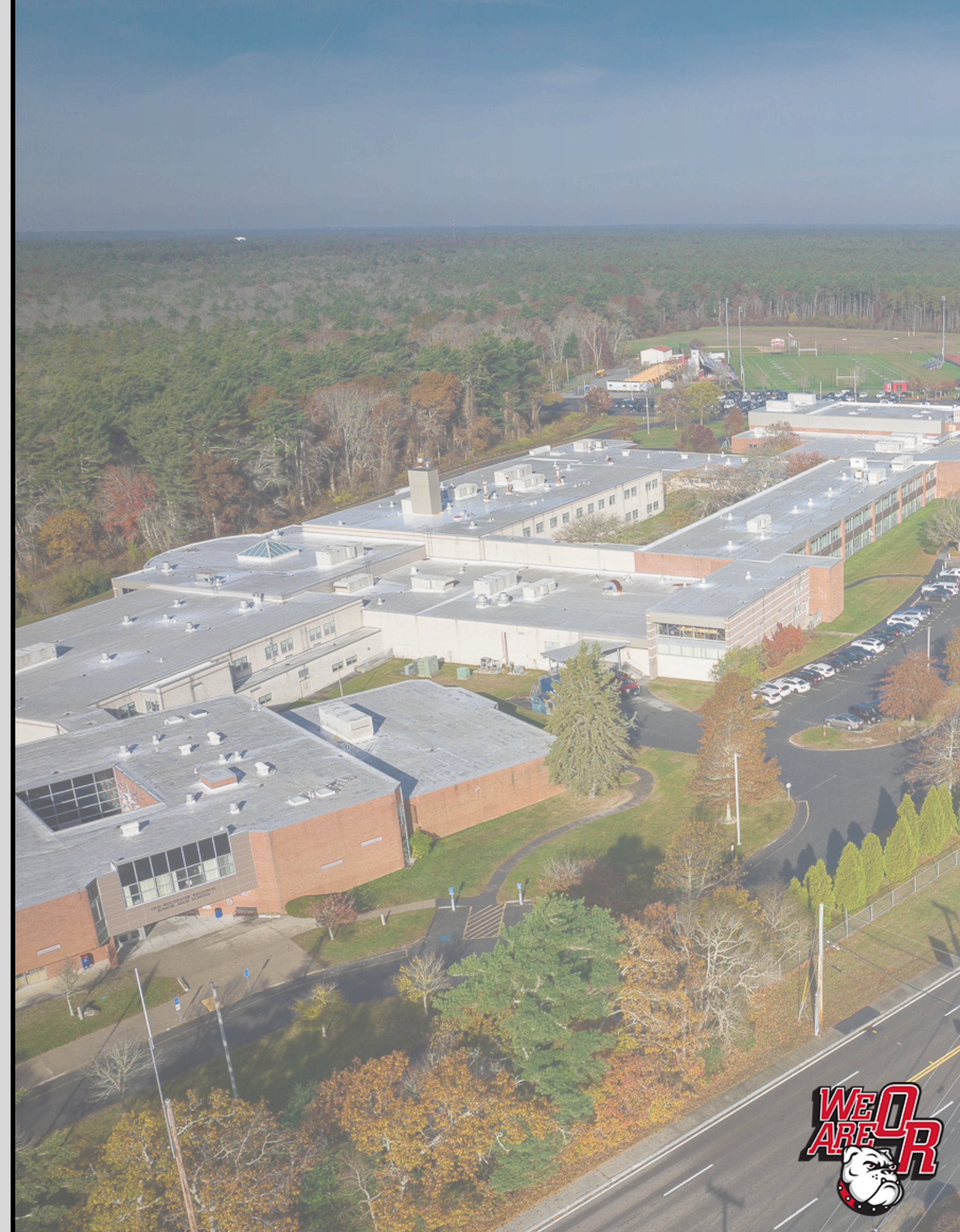


Old Rochester Regional School District
Massachusetts Superintendency Union #55

Superintendent's Goals 2024-2026

Michael S. Nelson, Superintendent of Schools

January 23, 2025



Marion

Mattapoisett

Rochester

Old Rochester

HD - A Read Aloud of "It's Pumpkir" Nichole Daniel & Michelle Smith

Mom and Dad help us cut the
We gather them in a wheelba

Carly Lavin

Anne Fernandes & Sharon Hartley

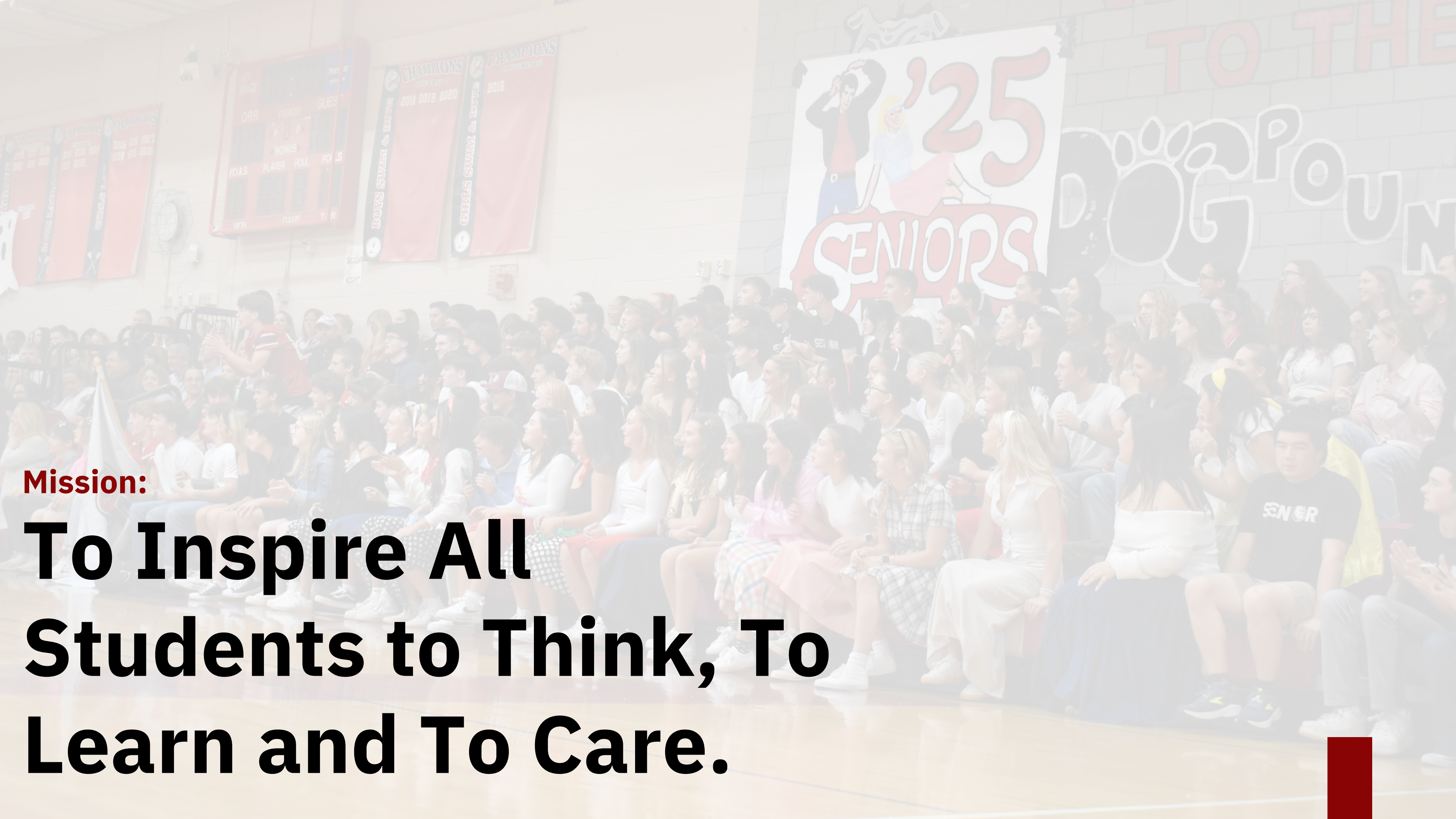
Matthew Monteiro, James Muse & Michelle Smith

Superintendent's Goals Subcommittee

Timeline



| | |
|---|---|
| November 2024 | <i>Subcommittee Reviewed & Approved Draft Goals</i> |
| January 2025 - Joint School Committee | <i>Goals and Evaluation Process Reviewed & Approved</i> |
| June 2025 - Joint School Committee | <i>Year One Mid-Cycle Review Occurs</i> |
| September 2025 - Joint School Committee | <i>Year Two Plans Presented</i> |
| April 2026 | <i>Evaluation Materials and Explanation of Process Presented to Committee Members</i> |
| | <i>Evidence/Supporting Materials Provided to Committee Members</i> |
| May 2026 | <i>All Committee Members Submit Evaluations to Subcommittee</i> |
| June 2026 | <i>Subcommittee/Chairs Review Final Evaluation with Superintendent</i> |
| June 2026 - Joint School Committee | <i>Superintendent's Evaluation Occurs</i> |



Mission:

**To Inspire All
Students to Think, To
Learn and To Care.**

Guiding Documents

VISION2028
Strategic Plan

SCHOOL IMPROVEMENT PLAN



Superintendent's Goals 2024-2026

- 1. Supporting Teaching & Learning:** By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.
- 2. Developing the Portrait of the Graduate:** By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process.
- 3. Support Systems, Climate & Culture, Safe Schools:** By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.
- 4. Professional Growth and School Community Communication:** By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

Superintendent's Goals 2024-2026

Goal One

Supporting Teaching & Learning:

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.

Standards & Indicators

Standard I: Instructional Leadership

Indicators: I-A Curriculum, I-B Instruction

Standard II: Management & Operations

Indicators: II-C Scheduling & Management Information Systems, II-E Fiscal Systems

Standard IV: Professional Culture

Indicators: IV-A Commitment to High Standards, IV-D Continuous Learning



Goal One

Key Actions

1. Collaborate with the Assistant Superintendent of Teaching & Learning, the District Literacy Leadership Team (DLLT), and the School Leadership Literacy Team (SLLT) to continue the implementation of the school(s)' Literacy Action Plan (LAP).
2. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to continue the implementation of the adopted Curriculum Review Cycle with the support of the Instructional Council, Building Administrators, and Teachers.
3. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to examine the structure, purpose, roles, responsibilities, and resources to support district-wide curriculum leaders at all levels.
4. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to conduct a needs assessment to identify a common assessment vertical platform kindergarten through grade 12.
5. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to provide professional development in UbD (Understanding by Design Framework) to support curriculum writing and documentation.
6. Review and determine best practices to support the school(s)' professional development planning in collaboration with the Assistant Superintendent of Teaching & Learning.
7. Establish a data dashboard for administrators and teacher leaders in collaboration with the Leadership Council and Instructional Council.

Benchmarks

1. Revised LAP (annual basis).
2. Literacy professional development offerings.
3. Professional development schedule and curriculum development outcomes.
4. Identified curriculum leader roles from needs assessments.
5. Professional Development Plan, agendas and survey feedback.
6. Established data dashboard.
7. Strategic Plan and School Improvement Plan(s) presentations.

Resources

- Vision 2028 Strategic Plan
- School Improvement Plans
- DESE Learning Standards
- Literacy Action Plan
- Curriculum Review Cycle
- Common Assessments
- Student Data
- Professional Development Plan

Superintendent's Goals 2024-2026

Goal Two

Developing the Portrait of the Graduate:

By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process. *(A Portrait of the Graduate is a vision statement that outlines the skills, knowledge and attributes that students should have to succeed in college, career and life.)*

Standards & Indicators

Standard III: Family and Community Engagement

Indicators: III-A Engagement, III-C Communication

Standard IV: Professional Culture

Indicators: IV-A Commitment to High Standards, IV-E Shared Vision



Goal Two

Key Actions

1. Engage with a 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 Portrait of the Graduate.
2. Work with the facilitator and Leadership Council to create a full planning team for Portrait of the Graduate development sessions.
3. Create multiple school community stakeholder opportunities to provide voice and feedback regarding the development of the Portrait of the Graduate with the Leadership Council.
4. Collect relevant data points to inform the development of the Portrait of the Graduate with the Leadership Council.
5. Provide regular updates on the Portrait of the Graduate development process to the school committees.
6. Create a Portrait of the Graduate that includes core competencies, indicators, and grade level measurable skills in collaboration with the school community.

Benchmarks

1. Calendar of Portrait of the Graduate development events.
2. Roster of the planning team.
3. Collected school community stakeholder feedback.
4. Data sets for Portrait of the Graduate planning.
5. School committee updates on Portrait of the Graduate development.
6. Portrait of the Graduate presentation to the Joint School Committee.

Resources

- Vision 2028 Strategic Plan
- School Improvement Plans
- Portrait of the Graduate Resources
- Stakeholder Feedback
- Student Data Sets
- School Improvement Plans



Superintendent's Goals 2024-2026

Goal Three

Support Systems, Climate & Culture, Safe Schools:

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.

Standards & Indicators

Standard II: Management and Operations
Indicators: II-A Environment, II-E Fiscal Systems

Standard IV: Professional Culture
Indicators: IV-A Commitment to High Standards, IV-E Shared Vision



Goal Three

Key Actions

1. Collaboration with the Assistant Superintendent of Student Services and Leadership Council to review system-wide systems of support related to social emotional learning, behavioral, academic, and family engagement supports.
2. Identify systems of support currently implemented and areas of growth in each school building.
3. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and Instructional Council implement social emotional learning programming at all levels (i.e. Responsive Classroom, Responsive Classroom Fly Five, and Character Strong).
4. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and school community stakeholders develop and adopt a school discipline philosophy.
5. Determine and promote a unified brand that embodies the spirit of the school-system and the school community with stakeholder feedback.
6. Provide professional development and support(s) to school community members regarding physical and cyber safety and security practices.

Benchmarks

1. System of supports needs assessment and data.
2. Implemented social emotional programming at all schools.
3. School Discipline Philosophy.
4. School Discipline data and tracking platform.
5. School-wide unified brand.
6. Professional development offerings and security safeguards.

Resources

- Vision2028 Strategic Plan
- School Improvement Plans
- Responsive Classroom & Character Strong
- DESE Multi Tiered Systems of Support (MTSS) Resources Model
- MTSS Consultant (as needed)
- Data Dashboard Tool
- Professional Development Plan

Superintendent's Goals 2024-2026

Goal Four

Professional Growth and School Community Communication:

By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

Standards & Indicators

Standard I: Instructional Leadership

Indicators: I-E Data-Informed Decision Making

Standard III: Family and Community Engagement

Indicators: III-C Communication

Standard IV: Professional Culture

Indicators: IV-D Continuous Learning, IV-E Shared Vision



Goal Four

Key Actions

1. Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon “Look Fors” to calibrate teaching & learning expectations system-wide.
2. The Superintendent of Schools will visit at least 8 schools per month to ensure visibility within the school buildings.
3. The Superintendent of Schools will regularly attend professional development conferences (i.e. AASA, MASS, MASC, REDI).
4. The Superintendent of Schools will send out a monthly newsletter to the school community.
5. In collaboration with the Leadership Council, the Superintendent of Schools will collect climate and culture survey data from the school community and discuss the results in detail with the administrative team.
6. Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.

Benchmarks

1. Learning walk(s) schedules and documentation.
2. School visit logs.
3. Attendance at professional development conferences.
4. Distribution of regularly issued Superintendent of Schools’ newsletters.
5. Survey Results.
6. Written Communication Plan.

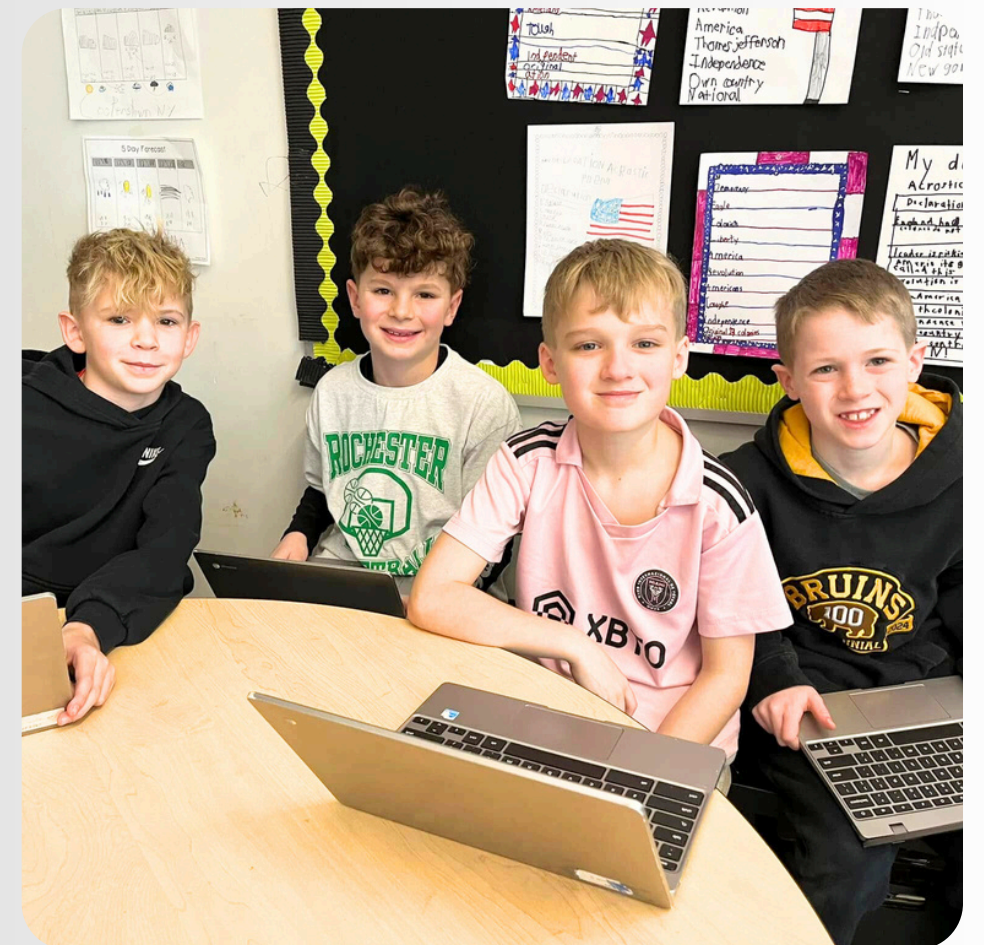
Resources

- Vision 2028 Strategic Plan
- School Improvement Plans
- DESE Model Classroom Rubrics and Observation Tools
- Association Memberships (i.e. AASA, MASS, MASC)
- SMORE Newsletter Tool
- Survey Data Collection Tools
- FinalSite, SMORE, Social Media Accounts

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



Thank you!



**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SUPERINTENDENCY UNION #55
January 23, 2025 – 6:30pm**

Zoom link:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MlJtRVFXOVlPTWVHaUlEg3U2l1Q0T09>

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: June 20 and July 10, 2024**
- 2. Executive Session: June 20 and July 10, 2024**
- 3. Superintendent’s Goals Subcommittee: November 18, 2024**

II. Old Business

III. Agenda Items Pending

IV. Special Topic Report

V. General

A. Project 351 Presentation

B. Strategic Plan Vision2028 Update

C. Proposed Superintendent’s Goals

D. Budget Update

E. 2025-2026 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

**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 21, 2025
SUBJECT: Agenda Items

The following items are on the agenda for January 23, 2025.

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation

That the School Committees review and approve the minutes of January 29, 2024. Please refer to “JSC 01232025 January Minutes”

A.2. Approval of Minutes- Executive Minutes

Recommendation

That the School Committees review and approve the minutes of June 20 and July 10, 2024.

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

Recommendation

That the School Committees review the minutes of November 18, 2024. Please refer to “JSC 01232025 November Supt Goals”.

V. General

A. Project 351 Presentation

Recommendation

That the School Committees hear an update from administration on Project 351.

B. Strategic Plan Vision2028 Update

Recommendation

That the School Committees hear an update from administration. Please refer to “JSC 01232025 Vision2028 Update”.

C. Proposed Superintendent’s Goals

Recommendation

That the School Committees review and approve the Superintendent’s Goals for 2024-2026. Please refer to “JSC 01232025 Proposed Superintendent’s Goals 2024-2026 Overview” and “JSC 01232025 Superintendent’s Goals 2024-2026 Presentation”.

D. Budget Update

Recommendation

That the School Committees hear an update on the FY2026 Budget.

E. 2025-2026 School Calendar

Recommendation

That the School Committees review and discuss the school calendar for the 2025-2026 school calendar. Please refer to “JSC 01232025 25-26 School Calendar Draft” and “JSC 01232025 25-26 School Calendar Feedback”.

VI. New Business

D. Policy Review

Recommendation:

That the school committee review the following policies:

1st Reads

- **DN Surplus Property** (new policy) – This new policy aligns with current practice.

2nd Reads

- None

Revisions

- **ADDA Background Checks** – This policy has been updated to reflect current practice.
- **ADDA-R DCJIS Model CORI Policy** – This policy has been updated to reflect current practice.
- **BDE – Subcommittees of the School Committee** – This policy has been updated to reflect the structure of our districts and committees.
- **BEDH Public Comment** – This policy has been updated based on the Policy Subcommittee recommendations after attending MASC’s online presentation regarding public comment.
- **IJNDB-E-1 Elementary School Acceptable Use Agreement** - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District’s Technology team.
- **IJNDB-E-2 Secondary School Acceptable Use Agreement** - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District’s Technology team.
- **IJNDB-E-3 Elementary School Acceptable Use Agreement** - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District’s Technology team.
- **IJNDC – Internet Publication** - MASC recommended changes to reflect the expanded use of technology both inside and outside the classroom. These policies were also reviewed by the District’s Technology team.

Removal from Policy Manual

- **ADDA-E-1 Information Concerning the Process in Correcting a Criminal Record** – Delete as no longer in MASC Policy Manual.
- **ADDA -E-2 CORI Requirements** – Delete as no longer in MASC Policy Manual.
- **IJNDC-R Website Guidelines and Procedures for Approval** – Delete as no longer in MASC Policy Manual and incorporated into KDCB – District Website and Social Media

VII. School Committee

A. Reorganization (Union #55 Only)

Recommendation:

That the Union #55 School Committee reorganize and appoint a Chairperson and a Vice Chairperson for 2024-2025 school year.

VIII. Future Business

A. Timeline

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

Joint School Committee

June 12, 2024

B. Future Agenda Items

- Approval of School Committee Dates (spring)
- Professional Development Plan Approval (spring)
- Superintendent’s Goals Mid-Cycle Update (spring)

X. Information

Recommendation:

That the School Committee review the DRAFT Bullying and Harassment Prevention and Intervention Plan. Please refer to “JSC 01232025 Bullying and Harassment Prevention and Intervention Plan”.

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.



Superintendent's Newsletter

December 2024

Message of the Month

Dear School Community,

As we say goodbye to 2024 - I want to recognize and celebrate the academic successes and extra-curricular achievements that have occurred.

During the past 12 months our students have thrived in our classrooms, played in our music rooms, created in our art centers, performed on our stages, explored their local communities, pursued their interests in our clubs, and competed athletically on our fields and courts.

We have much to be proud of in our Marion, Mattapoisett, and Rochester schools.

Although uncertainties come with the future - I know that the focus of our school system will be inspiring all students to think, to learn, and to care.

I'm looking forward to 2025 and all that it will bring our school community.

Happy New Year,

Michael S. Nelson
Superintendent of Schools



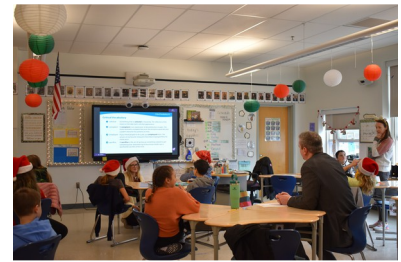
Pictures of Superintendent School Visits



**Sippican School Students
& Norman**



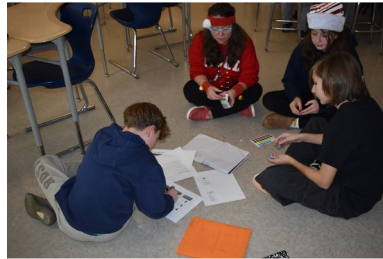
**Community Service
Learning Day**



**Ms. Houlihan's 5th Grade
Class**



**Ms. Harper's Grade 5
Class**



Ms. Forns' Grade 6 Class



High School AP Seminar

Advertising Opportunity at ORR Campus

We are excited to launch our ORR Campus advertising opportunity! This opportunity allows businesses to advertise in visible locations on our campus while directly supporting our Bulldog Athletic Program. Please see the flyer below for more information or contact Chris Carrig at chris carrig@oldrochester.org.



ADVERTISE WITH US!

On-Campus Signs

- Your logo and information
- Visible to everyone entering campus
- Recurring annual buy option
- 4' x 6' Windscreen

Call or email for pricing and details!

(508) 758 - 3745 chris carrig@oldrochester.org

OLD ROCHESTER REGIONAL HS

Office of Student Services

Bullying and Harassment Prevention and Intervention Plan

The Old Rochester Regional School District and MA Superintendency Union #55 is working to update their [Bullying and Harassment Prevention and Intervention Plan](#). Each school district, charter school, non-public school, Department-approved private special education school, and collaborative school must create a Bullying Prevention and Intervention Plan (Plan) that prohibits bullying, cyberbullying, and retaliation. The Plan is to include information on reporting, notice to parents and guardians, notice to law enforcement as necessary, and counseling strategies and procedures for creating safety plans for victims. Bullying Prevention and Intervention Plans must be updated every other year. (See M.G.L. c. 71, § 370, added by Chapter 92 of the Acts of 2010.) When developing the Plan, school districts, charter schools, Department-approved private special education schools, and collaborative schools must give notice and provide for a public comment period.



The Old Rochester Regional School District and MA Superintendency Union #55 is seeking the public's feedback on the draft, proposed [Bullying and Harassment Prevention and Intervention Plan](#). Please provide any feedback on this Google Form [here](#) by January 6, 2025.

As we continue to roll out the new IEP this year, please use the link provided in the meeting invitation you receive to view the new document. If you have any questions, please contact Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942.

Office of Teaching and Learning

Gratitude for our Outstanding Musicians

This holiday season, our talented students had outstanding performances in all four districts giving us the joy of music through chorus and band ensembles. Each concert was attributed to the hard work and dedication of our students and music teachers. Families, friends, and community members filled the auditoriums and gyms, creating an atmosphere of celebration and community connection. The hours of rehearsal and preparation paid off, showcasing the creativity and teamwork of our young musicians. These concerts not only highlighted the power of music education but also brought us together to share in the sense of community it creates. Thank you to all the music teachers, staff, and volunteers who made these magical evenings possible. Your efforts continue to inspire pride in our schools.

Sincerely,

Shari Fedorowicz

Assistant Superintendent of Teaching and Learning



Inaugural Community Service Learning Day

Mr. Devoll recently shared at an ORR School Committee meeting that as a school and community, ORR looked at our portrait of graduate and did a needs assessment last year. Consistent feedback from students, staff, parents and community members was the desire for more community service learning opportunities for our school. We are grateful for Ms. Millette's leadership, organization and time to put this great day together for our students. [Read more.](#)



Cape Cod 5 Mini Education Grants Awarded

ORRHS teachers Liz Kennedy, Kathleen Brunelle, Mattapoissett teachers Lisa Lourenco and Greta Anderson and Sippican Librarian Jessica Barrett and Enrichment Teacher Chelsey Lawrence have been awarded Cape Cod 5 Education Mini-Grants! We thank our educators for taking the time to apply to outside grants for the benefit of our students. [Read more.](#)



Golden Ticket Winners at Sippican and Rochester Memorial!

3rd grader Rose O'Brien at Sippican School and 4th Grader Maggie Sommer at Rochester Memorial School both recently won Golden Tickets from the Feinstein Foundation. This means each of their schools receives \$5,000 plus a charity of their choice receives \$500! Read more about [Rose](#) and [Maggie](#).



Tri-Town Education Foundation Fund

The Tri-Town Education Foundation Board of Directors is excited to welcome its newest members:

- **Stephanie A. S. Silveira** from Marion
- **Katelyn White** from Rochester
- **Mimi Wicker** from Marion
- **Andrea Osborne** from Mattapoisett

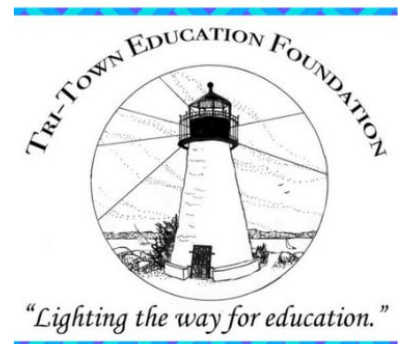
We look forward to working together with you to advance the mission of the Tri-Town Education Foundation.

The Board would also like to express sincere gratitude to the following past members for their years of dedication, service, and support:

- **Kathy Eklund**
- **Paula Meere**

Thank you for your invaluable contributions to the Foundation!

The mission of the Tri-Town Education Foundation is to enhance public education in the communities of Marion, Mattapoisett and Rochester. The Foundation's Lighthouse Fund is a growing endowment fund under the SouthCoast Community Foundation, with funding generated by private philanthropic donations. [Read more.](#)



Update on Student Competency Determinations

The Department of Elementary and Secondary Education (DESE) is providing a frequently asked questions (FAQ) document relating to Competency Determination awards to offer guidance to districts and families at this time. [Click here to review](#) the guidance from DESE.



Free & Reduced Applications

Although all students will receive free school meals, if you believe your family meets the federal income guidelines, we encourage you to complete the free and reduced application [online here](#) to be considered for free or reduced fees for school and district activities. Only one application is necessary per family. A new application is required each school year.



In the School Community

"Holiday Time in Rochester" Art Contest is an opportunity for RMS 5th graders to showcase their artwork for the annual tree lighting ceremony. Congratulations to first place winner Georgia Duggan! [Read more.](#)



Project 351 has grown this year. Two workshops are completed, along with a training in Boston. Two more workshops are planned after the new year. [Read more.](#)



Long-standing community partnerships enable our students to experience great field trips and assemblies. Recently, the [New Bedford Symphony Orchestra](#) visited [Center School](#) and [Sippican](#).



The 31st annual Tri-Town Thanksgiving Banquet was a big success at ORR JHS! [Read more.](#)



ORRHS Drama Club performed "Noises Off!" in late November. It was a great show! Congratulations to Mr. Fanti and the entire cast and crew! [Read more.](#)



[Click here to view all the news across our schools!](#)

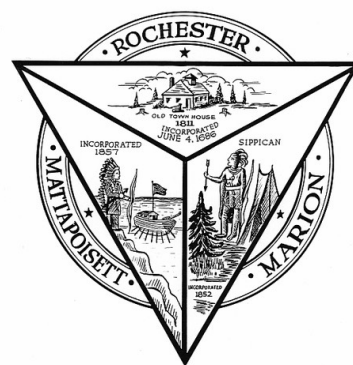
School Committee Happenings

Did you know that our districts are served by five regular school committees? Recently, our school committees reviewed and approved donations and grants, approved travel and upcoming trips and advertising for the athletic department. [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings:

January 16th - Rochester School Committee

January 23rd - Joint School Committee

January 30th - Marion School Committee



ORRconnect on Facebook

ORRconnect is also on Facebook!

[Like us on Facebook](#) to stay up-to-date with school happenings.



You can follow all of our schools on Facebook too!

[Center School](#)

[Old Hammondtown School](#)

[Rochester Memorial School](#)

[Sippican School](#)

[ORR Junior High School](#)

[ORR High School](#)

ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all. Check out the [Mobile App Info Sheet](#) for details on the information within our app.

Search ORRconnect in the app store or use the links from your mobile device.

[From your Apple Mobile Device](#)

[From your Android Mobile Device](#)



ORRconnect

Community Information and Flyers

Flyers from throughout the Tri-Town are shared with families on our website on the Community page.



Michael S. Nelson, Superintendent

www.olderochester.org



Old Rochester Regional School District and Massachusetts Superintendency Union #55 proudly serves the students from Marion, Mattapoisett and Rochester. The mission of our school system is to inspire all students to think, to learn and to care.

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

June 20, 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), Rosemary Bowman (remote), Joseph Pires (remote), Margaret McSweeney (in-person), and James Muse (remote).

District Members Absent: Jason Chisholm

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

Union Members Absent: None

Other Staff Members Present: Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person); parents, community members and members of the press.

Meeting was called to order at 6:36 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 she wanted to recognize the outstanding ceremonies that recently took place across the schools. She thanked the school committee for their hard work throughout the school year including the Superintendent's evaluation and acknowledged the time they all spent to provide extensive comments for the evaluation. Chairperson Smith added that they really enjoyed reading the comments this year. She also thanked the faculty and staff for their outstanding work in another successful school year.

SUPERINTENDENT'S REPORT:

Superintendent Nelson shared that the past month has been a time of celebration in all schools and he was able to attend more events than ever this year. He recognized the efforts of the students, staff members and families and he shared that these relationships and efforts from all is what he believes separates the district's schools from others and makes these schools special. He continued that many administrator roles have been filled including the principals of Sippican Elementary School and Old Hammondtown School, along with Assistant Principal at Sippican. The Director of Student Services position was reposted as an Assistant Superintendent of Student Services and the process is on-going with interviews being conducted earlier in the day today. A lot of time and effort has been spent by a number of different stakeholders and he appreciates their dedication. He reminded the school committee that he will make a recommendation but ultimately the Joint School Committee will need to appoint this position so there may be the need for a meeting in the coming weeks.

XI. Executive Session

Motion to go into executive session at 6:43 p.m. 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 to regular session.
District, Ms. Nye

Union, Ms. Lavin
District, Ms. Kearns
Union, Ms. Daniel
MOTION PASSED

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

ROLL CALL – District: (Smith: yes, Nye: 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, Hastings: yes, Nye McGaffey: yes, Beauregard: yes)

Motion to exit executive session at 7:02 p.m. and return to the regular meeting.

District, Ms. Nye
Union, Ms. Daniel
District, Ms. Kearns
Union, Ms. Nye McGaffey
MOTION PASSED

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

ROLL CALL – District: (Smith: yes, Nye: 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, Hastings: yes, Nye McGaffey: yes, Beauregard: yes)

I. Consent Agenda

A. Approval of Minutes

1. Regular Minutes:

Motion to approve the January 29, 2024 minutes as presented

District, Ms. Nye
Union, Ms. Nye McGaffey
District, Ms. Kearns
Union, Ms. Lavin
MOTION PASSED

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

ROLL CALL – District: (Smith: yes, Nye: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, McSweeney: yes, Muse: yes)
Union – roll call not needed, all in-person.

Motion to approve the Superintendent's Goals Subcommittee meeting minutes of April 4, 2024 as presented

District, Mr. Monteiro
Union, Ms. Daniel
District, Ms. Smith
Union, Ms. Lavin
MOTION PASSED

(District 2:0) (Union 4:0)

Motion to approve the Superintendent's Goals Subcommittee meeting minutes of May 30, 2024 as presented

District, Mr. Monteiro
Union, Ms. Daniel
District, Ms. Smith
Union, Ms. Hartley
MOTION PASSED

(District 2:0) (Union 2:0, Lavin and Fernandes abstain)

V. General

A. Approval of 24-25 School Committee Dates

Recommendation

That the School Committees review the following school committee dates for the 2024-2025 school year. Superintendent Nelson shared the proposed Joint School Committee dates of September 26, 2024, January 23, 2025 and June 12, 2025. He added that these are the regularly scheduled meetings and are subject to change based off of the happenings of the districts.

Motion to approve the 2024-2025 Joint School Committee dates as presented

District, Ms. Kearns

Union, Ms. Rounseville

District, Ms. Nye

Union, Ms. Lavin

MOTION PASSED

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

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

Union – roll call not needed, all in-person.

B. Approval of Professional Development Plan

Recommendation

That the School Committees review the Professional Development Plan for the 2024-2025 school year.

Dr. Fedorowicz presented a recap of the professional development plan from 2023-2024, a review of the process to create the Professional Development Planning Process and the 2024-2025 professional development plan. Please see appendix A (presentation) and B (planning process).

School Committee Feedback:

Ms. McSweeney shared that she is grateful for Dr. Fedorowicz's hard work and has heard from educators that she is passionate and they feel heard. She acknowledged this very hard work.

Motion to approve the 2024-2025 Professional Development Plan as presented

District, Ms. Kearns

Union, Ms. Rounseville

District, Ms. Nye

Union, Ms. Lavin

MOTION PASSED

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

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

Union – roll call not needed, all in-person. (Hartley: yes, Daniel: yes, Rounseville: yes, Fernandes: no, Lavin: yes, Cowles: yes, Hastings: yes, Nye McGaffey: yes, Beauregard: yes)

C. End of Cycle Superintendent's Summative Evaluation

Recommendation

That the School Committees present publicly the End of Cycle Superintendent's Summative Evaluation.

Chairperson Hartley thanked all of the school committee members for their thoughtful responses and the time spent to complete the evaluation. She shared that this report summarizes the evaluation process for Superintendent Nelson. On June 20, 2023, representatives from all of the regular school committees met together as the Superintendent's Goals Subcommittee for an update on the Superintendent's Goals. This Subcommittee met with the Superintendent prior to discuss and establish the Superintendent's goals. The Superintendent and the Committee identified and agreed on four goals: Goal 1: Student Learning Goal: Supporting Teaching, Learning, and Sense of Belonging, Goal 2: District Improvement Goal: Developing the 2023-2028 Five Year Strategic Plan,

Goal 3: Professional Practice Goal: New Superintendent Induction Program Completion, and Goal 4: District Improvement Goal: Communication Enhancement Strategy. The Superintendent's Goals Subcommittee met on April 4th and May 30th to review and make suggestions to support the Superintendent's progress. During the year, Superintendent Nelson worked with the Leadership Council and school community stakeholders to develop specific action steps, plans and initiatives to accomplish these goals. On April 8, 2024, the formal

End-of-Cycle Summative Evaluation Report Forms were distributed to all School Committee members. Melissa Wilcox, school committee secretary, received, compiled and summarized the completed evaluation documents to support the Committee Chairs review and concluding report to the Joint Committee.

Chairperson Smith also thanked the members, especially those on the Superintendent's Goals Subcommittee for their time spent reviewing all of the compiled information. She noted that the Chairs met and selected comments that related directly to the goals and those that presented repetitive remarks, which will be part of the Superintendent's personnel record. She added that the information was compiled in an anonymous manner. The Chairs read the summative evaluation. Please refer to appendix C.

Next, the Chairs highlighted three comments for future improvement areas: *"While I do believe that high expectations are set from the Superintendent, it is my opinion that there are still sizeable pockets where teachers are not meeting expectations. We have a wide-ranging experience of rigor and quality content in a number of grades depending on which classroom teacher a student is assigned. More work is needed in this arena."*

"Excellent work has been done to ensure that the budgetary needs of the district are communicated clearly and regularly. The format of this information is very clear and accessible to stakeholders. Regarding actions taken to maintain a school environment that addresses students' safety, health, emotional, and social needs, there has been notable improvement over last year's performance. Efforts are underway to enhance the social environment, which is commendable. However, there is still more work to be done."

"District communication with families and stakeholders has greatly improved this review cycle. The use of various mediums to engage with families is appreciated, and leveraging education partners to offer family engagement opportunities has been commendable. I look forward to seeing this work continue into the next year. For future improvements, I hope to see the use of technical tools to provide communication in a variety of languages and to integrate our communication pathways into a single interface using the full suite of tools available in PowerSchool, as well as our district website."

Chairperson Smith concluded again thanking the school committee for their work on the evaluation. She felt very proud reviewing all of the comments and evidence that support all of the efforts and initiatives taking place in the schools.

Superintendent Nelson expressed that this is an uncomfortable night each school year for him, but the feedback is crucial and extremely valuable. He enjoys reflecting on the work but it is important to acknowledge mistakes and areas of growth. He shared his appreciation for the stakeholders because although they are called the Superintendent's Goals, they are really those of the school committee and administration with the collaboration and dedication from stakeholders.

Motion to accept the End of Cycle Superintendent's Summative Evaluation as presented

District, Ms. Nye

Union, Ms. Daniel

District, Mr. Monteiro

Union, Ms. Nye McGaffey

MOTION PASSED

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

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

Union – roll call not needed, all in-person.

D. Superintendent's Contract Recommendation

That the school committee discuss the Superintendent's contract.

Chairperson Hartley shared that the contract was reviewed and discussed in detail during executive session.

Motion to approve the Superintendent's Contract as discussed in executive session

District, Ms. Nye

Union, Ms. Rounseville

District, Ms. Kearns

Union, Ms. Lavin

MOTION PASSED

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

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

Union – roll call not needed, all in-person.

VI. New Business

D. Policy Review

Superintendent Nelson reviewed there were a few categories of policies this evening, 2nd reads, revisions and removals. He reviewed each section as below.

2nd Reads

EFE Civil Rights Complaint Policy for Child Nutrition Programs (new policy) – This policy is new and aligns with DESE and USDA requirements.

EHAA District Security Relating To Technology (new policy) – This new policy provides a foundation for administrative procedure and practice so as to ensure information which is stored and accessed on district technology is appropriately protected.

EHB Data and Records Retention (new policy) – This new policy addresses a gap in recommended policy regarding retention of records, including electronic communication by public officials.

GBEE Personnel Use of Technology (new policy) – This new policy outlines the responsibilities of district personnel in their use of technology; it is expected that this will provide a foundation for further administrative procedure.

JICJ Student Use of Technology in School (new policy) – This new policy outlines the vision and responsibilities of student use of technology; it is expected that this will be the foundation of further administrative procedure.

KDC Community Use of Digital Resources (new policy) – This new policy recognizes that digital resources, most notably public wifi, are now a common public resource of school, outlining appropriate considerations and was reviewed by the ORRS Technology Department team.

KDCB District Website and Social Media (new policy) – This new policy recognizes that districts and schools commonly have both websites and social media pages, and outlines best practice, including public comments on such sites and was reviewed by the ORRS Technology Department team.

Motion to approve the 2nd reads of policies EFE, EHAA, EHB, GBEE, JICJ, KDC and KDCB as presented

District, Ms. McSweeney

Union, Ms. Rounseville

District, Mr. Monteiro

Union, Ms. Beauregard

MOTION PASSED

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

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

Union – roll call not needed, all in-person.

Revisions

Admission Policy for Vocational Technical Education Programs (Chapter 74) – This policy must be reviewed annually by the Policy Subcommittee.

ADDA Background Checks – This policy has been updated to reflect current practice.

ADDA-R DCJIS Model CORI Policy – This policy has been updated to reflect current practice.

IJND Access to Digital Resources – This policy has been updated to match MASC recommendations and changes to the IJN-coded policies and was reviewed by the ORRS Technology Department Team.

IJNDB Use of Technology in Instruction - This policy has been updated to match MASC recommendations and changes to the IJN-coded policies and refocuses the policy on instruction and was reviewed by the ORRS Technology Department Team.

IJNDD Policy on Social Media - This policy has been updated to match MASC recommendations and changes to the IJN-coded policies and was reviewed by the ORRS Technology Department Team.

IJ-R Reconsideration of Instructional Resources - Community Member Anne Fernandes of Rochester requested revising the policy to include the Procedures for Complaint thus providing the reader with the expedience of next steps should the occasion arise.

JJE Student Fund-Raising Activities – At the Joint School Committee meeting in September 2023, it was recommended this policy be reviewed by the Policy Subcommittee again regarding the language around competitions among students. At the October 2023 Policy Subcommittee meeting, the members reviewed draft language and made a recommendation to the Joint School Committee. At the Joint School Committee meeting in January 2024, it was recommended this policy be reviewed again by the Policy Subcommittee to clarify language around fundraisers sponsored by parent association groups. At the Policy Subcommittee meeting in February 2024, it was recommended to review the original MASC recommendations and the Superintendent’s recommendation at the next meeting. The Policy Subcommittee reviewed and recommended an updated policy in June 2024.

School Committee members discussed ADDA and ADDA-R and the language ‘direct and unmonitored contact with students’ and if the direct and unmonitored language should be removed. They discussed current practice and state law that pertains to CORI checks for volunteers, which states ‘direct and unmonitored’. They decided to send these policies back to the Policy Subcommittee for further review.

Motion to accept the revision as presented for policies Chapter 74 Admissions Policy, IJND, IJNDB, IJNDD, IJ-R and JJE and sending policies ADDA and ADDA-R for further review by the Policy Subcommittee.

District, Ms. Nye

Union, Ms. Rounseville

District, Mr. Monteiro

Union, Ms. Nye McGaffey

MOTION PASSED

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

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

Union – roll call not needed, all in-person.

Removal from Policy Manual

ADDA-E-1 Information Concerning the Process in Correcting a Criminal Record – Delete as no longer in MASC Policy Manual.

ADDA -E-2 CORI Requirements – Delete as no longer in MASC Policy Manual.

These policies were held with no action taken since related policies were decided to be sent back to the Policy Subcommittee.

VIII. Future Business

A. Timeline

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

Joint School Committee

September 26, 2024

- Superintendent’s Goals (fall)
- School Calendar Review (winter)
- Budget Update (winter)

- Approval of School Committee Dates (spring)
- Professional Development Plan Approval (spring)
- Superintendent's Goals Mid-Cycle Update (spring)

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

Executive session was not held or needed again this meeting.

Motion to adjourn meeting at 8:03 p.m.

District, Ms. Nye

Union, Ms. Daniel

District, Ms. Kearns

Union, Ms. Lavin

MOTION PASSED


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

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

Union – roll call not needed, all in-person.

Submitted by,

Melissa Wilcox



24/25

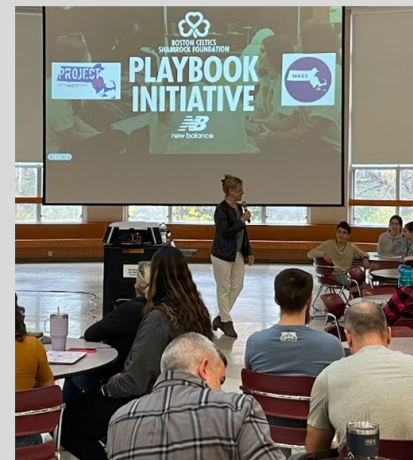
Professional Development Plan

Shari Fedorowicz, Ph.D.
Assistant Superintendent of Teaching and Learning
June 20, 2024

Old Rochester Regional School District
MA Superintendency Union # 55

2023/2024 Professional Development Plan

| Date/Title | Teaching and Learning Curriculum and Assessment Recalibration |
|-----------------------------------|---|
| August 29, 2023 Full Day PD | Unpacking the Curriculum Review Cycle and Instructional Technology (District-Wide) |
| September 27, 2023 Half PD Day | Curriculum Review Cycle Analysis; Literacy (District-Wide) |
| November 7, 2023 Full Day PD | Curriculum Review Cycle Phase, Systems of Support, and Data Analysis (District-Wide) |
| January 31, 2024 Half Day PD | Culture and Climate (Building Based) |
| March 6, 2024 Half Day PD | Systems of Support (Building Based) |
| June 5, 2024 Half Day PD | Placement (Building Based) |



Snapshots of 23/24 Professional Development



Old Rochester Regional School District
MA Superintendency Union # 55



Additional 23/24 Professional Development

- CPI Training
- The Healing Power of Optimism by Steve Gross
- Curriculum Review Cycle Team
- HILL for Literacy Trainings
- Instructional Council
- Learning Walks
- Strategic Planning Vision 2028
- Library Media Specialist PLC
- Mentor Program
- New Teacher Orientation
- Project351 Playbook Initiative



How the 24/25 PD Plan was Developed

- Instructional Council Team Collaboration
 - *Instructional Council Professional Development Subcommittee*
 - [Professional Development Planning Process](#)
- Educator Survey Feedback
- Parent/Guardian Survey Feedback
- Administrator Feedback
- Vision 2028 Strategic Plan
- Review of 23/24 Professional Development

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55



23/24 Professional Development
Planning Process

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

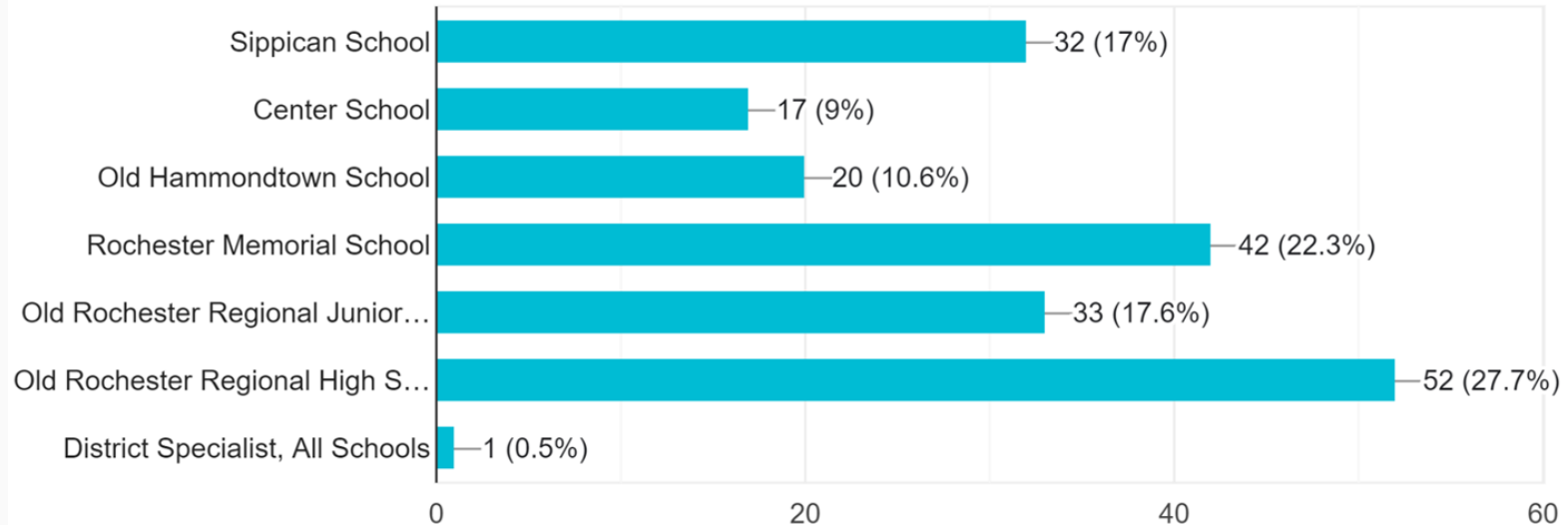
Special thank you:

- Instructional Council
- Instructional Council Professional Development Subcommittee

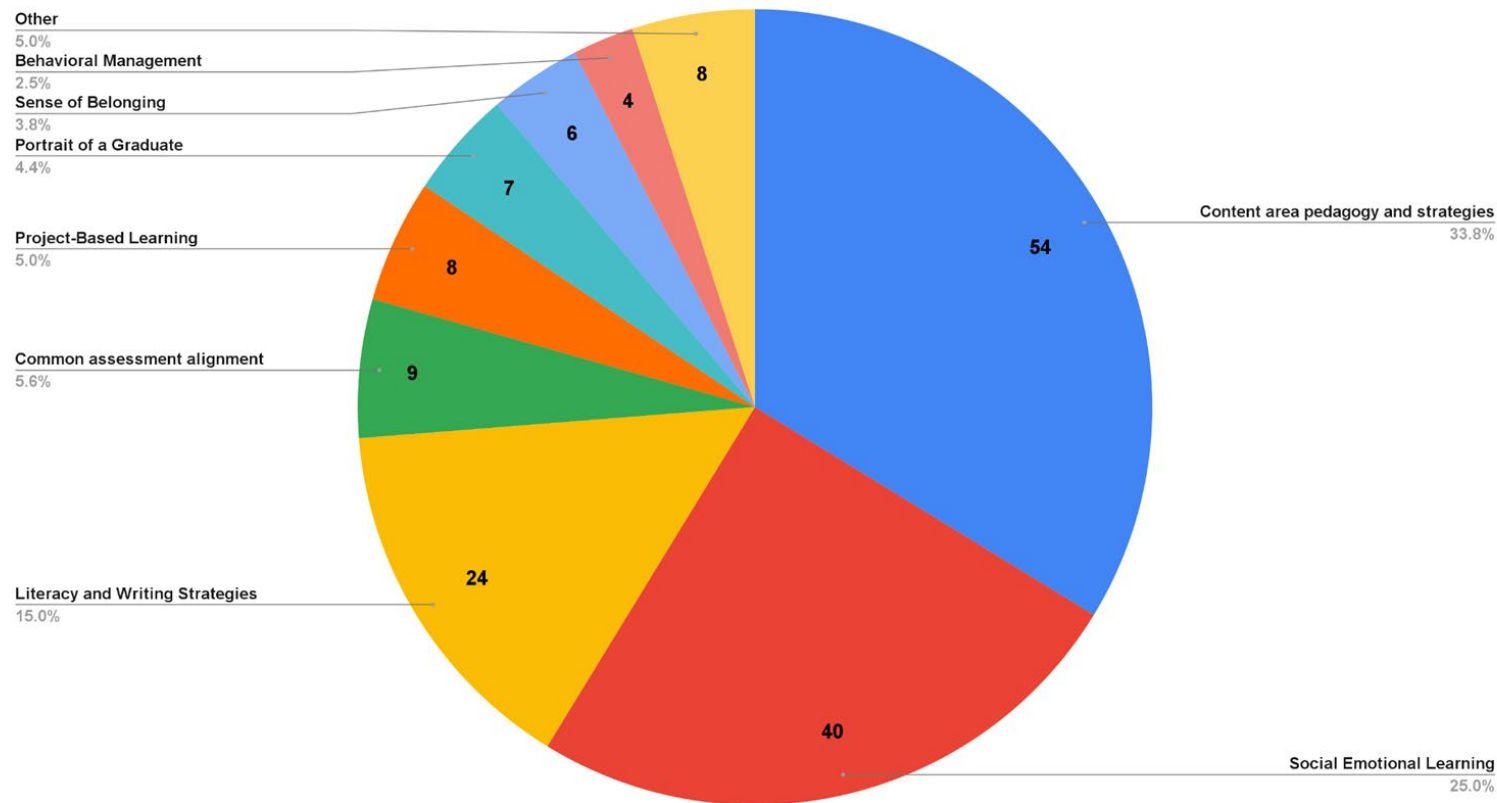
Educator Responses to the 2024 PD Needs Assessment Survey

At which location(s) do you work?

188 responses



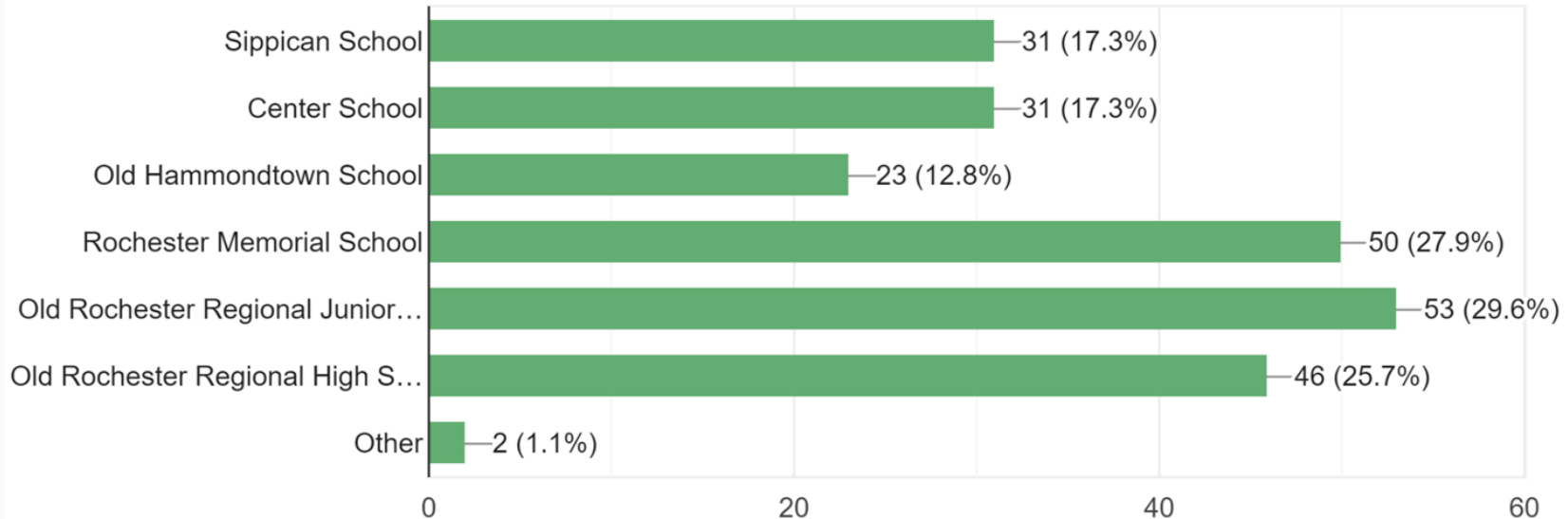
Top PD Priority - All Responses Combined (Elementary & Secondary)



Parent/Guardian Responses to the PD Survey

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

179 responses



Parent/Guardian Priorities by Topic

| Topic/Priority | Priority 1 | Priority 2 | Priority 3 |
|--|------------|------------|------------|
| Teaching Strategies | 54 | 32 | 40 |
| Teaching Social Emotional Learning | 39 | 30 | 20 |
| Analyzing Student Data to Inform Instruction | 34 | 25 | 21 |
| Cultivating a Sense of Belonging | 17 | 30 | 24 |
| Designing Curriculum | 16 | 35 | 26 |
| Technology Integration | 12 | 16 | 35 |

Proposed 2024/2025 Professional Development Plan

| Date/Title | Topics |
|-----------------------------------|---|
| August 27, 2024 Full Day PD | Teaching and Learning - Curriculum Review Cycle; Systems of Support - New IEP Process; Climate & Culture (District-Wide) |
| September 25, 2024 Half PD Day | Teaching and Learning; Systems of Support (District-Wide) |
| November 5, 2024 Full Day PD | Teaching and Learning: Curriculum Review Cycle; Systems of Support; Climate & Culture (District-Wide) |
| January 29, 2025 Half Day PD | Teaching and Learning; Systems of Support (Building Based) |
| March 5, 2025 Half Day PD | Teaching and Learning; Systems of Support (Building Based) |
| May 28, 2025 Half Day PD | Placement and Transitions (Building Based) |



Questions?

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55



23/24 Professional Development Planning Process

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

Table of Contents:

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Mission Statement:

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

District Strategic Plan: [Vision2028](#)

Professional Development Vision Statement:

The Old Rochester Regional School District and MA Superintendency Union #55 is dedicated to designing and adopting a high quality professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

The Professional Development Vision Statement is in alignment with the Vision2028: *2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.*

Introduction

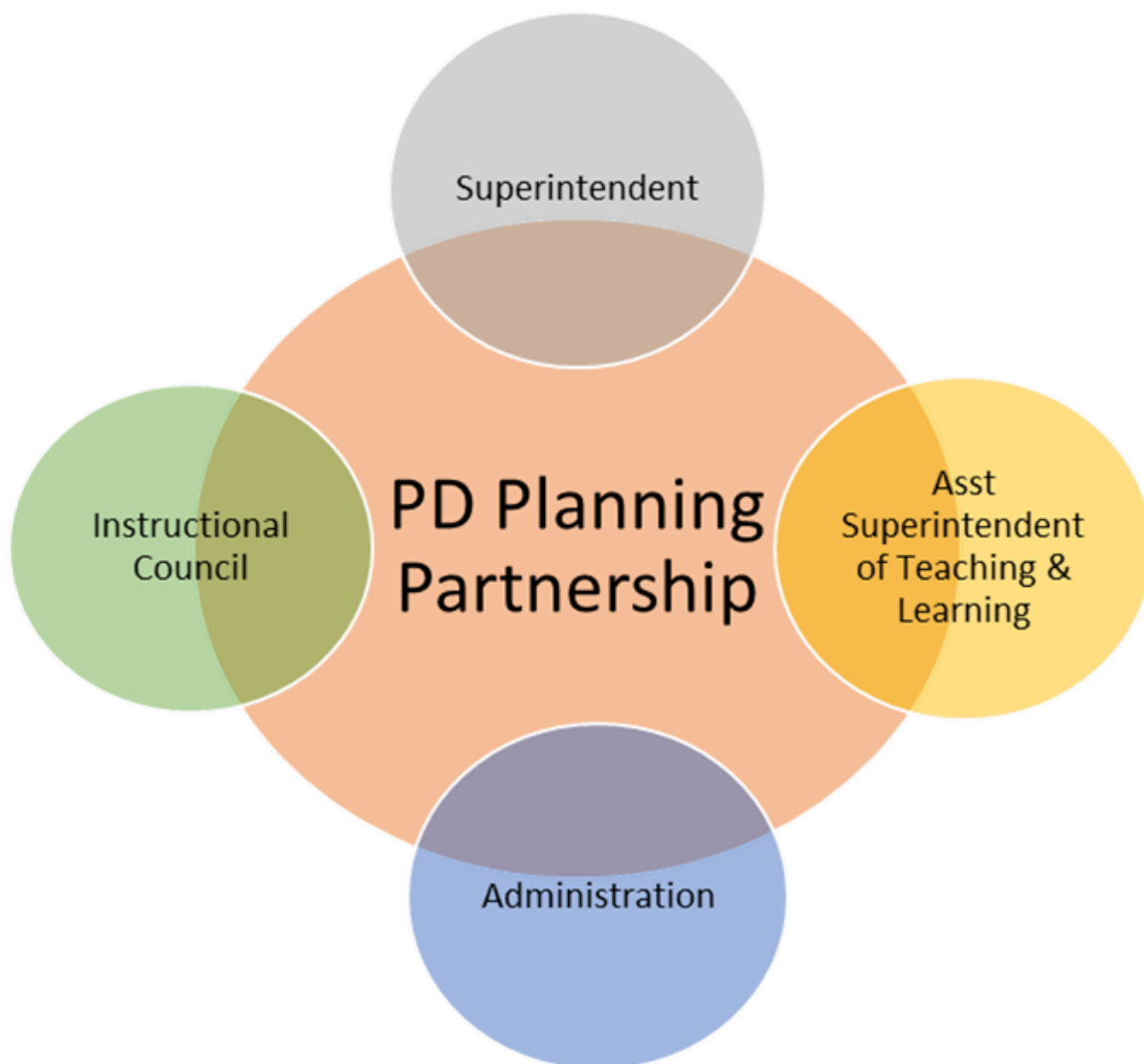
A goal of the Vision2028 Strategic Plan is to provide continuous, effective and meaningful Professional Development (PD). Professional Development includes activities, programs, and processes designed to enhance the knowledge, skills, and effectiveness of educators. Workshops, seminars, conferences, courses, and other learning experiences that aim to improve teaching methods, curriculum design, assessment practices, classroom management, and overall professional growth are included as PD opportunities. The intent of educator PD is to support continuous improvement in their abilities to meet the diverse needs of students and to stay current with advancements in educational research and best practices using data analysis to inform decisions.

The outcome of the PD Planning Process by the Professional Development Planning Subcommittee is to develop and enhance the PD topics and schedule prior to the start of the next year within designated PD times. This document is a living document to be reviewed and updated regularly.

Shared Leadership Structure

Professional Development Planning Leadership Team:

The shared leadership team consists of representation from across the district. Members include the Superintendent, Assistant Superintendent of Teaching and Learning, principals, assistant principals, and Instructional Council (IC) members. Instructional Council includes administrators, elementary and secondary teachers, special education teachers, and paraprofessionals from across the districts. Decisions related to the PD Planning Process are reached through a collaborative effort and data collection, as shown in the diagram below:



Professional Development Planning Process

Structure and Function of The Professional Development Planning Process

The PD Planning Process is a living document created and updated regularly throughout each year by a Subcommittee composed of team members from IC.

The purpose of the PD Planning Process is to determine the PD topics and schedule for half and full PD days for the upcoming year. The calendar will first be approved by the School Committee. The Subcommittee will then schedule PD within the calendar based on state mandates, district and school initiatives, and targeted teaching and learning needs to enhance an educator's targeted skill set.

The PD Planning Process differentiates and identifies two major components in determining topics to be covered for the next year. The first component establishes the required PD essentials by administrators, such as identifying state mandates, district and school initiatives focused around the Vision2028 and School Improvement plans. The second component identifies the targeted teaching and learning needs based on educator input and feedback. Focus on specific content or grade level needs will enhance an educator's targeted skill set.

After collecting data, the Subcommittee will examine the needs of both components and analyze the feasibility of PD topics and schedules for the following year to submit to The Leadership Council (TLC) for approval or adjustments. The needs assessment will be conducted to determine the reality of available time versus required topics to accomplish within the accommodated PD time.

Tools Utilized to Capture and Identify PD Needs

The tools used to capture and identify PD needs include, but are not limited to, the following quantitative and qualitative data collection items.

Required State Mandates, District and School Initiatives:

Administrators will identify and share with the IC the state mandates for the upcoming year along with district initiatives based on the Vision2028 and School Improvement Plans. In addition, a Collaborative Time Tool will be used to determine availability of educator collaboration time during the school day, outside of designated PD days, to assist in identifying and scheduling requirements or educator targeted training opportunities.

Educator Feedback and Input:

Feedback and input from educators will be assembled using at least two collection agents. First, the Subcommittee will create, administer and analyze an educator specific quantitative needs assessment survey midyear in order to obtain targeted feedback related to content or grade level specific teaching and learning needs. Additionally, data from post-PD surveys will be reviewed to help inform the PD plan. Second, qualitative feedback will be collected through Professional Learning Communities (PLC), Common Planning Time (CPT), and Departmental or Team time. Information from surveys and collaborative time is shared with the IC to assist in making informed decisions around PD.

Caregiver Survey:

A caregiver survey is created by the Subcommittee and will be administered in the spring. The questions in the survey are both quantitative and qualitative in nature in order to capture the needs and suggestions of caregivers. Once the survey is closed, the Subcommittee will analyze the data and incorporate the suggestions into the PD planning process.

Areas of Overlap:

In the process of identifying and outlining state, district and school requirements, along with targeted teaching and learning input from educators, and caregivers, the Subcommittee will examine any areas of overlap for the intent to be effective, productive and efficient with the PD topics and schedule.

Creation of Professional Development Topics, Agendas and Schedule:

After data is collected and analyzed, the Subcommittee will create and propose a suggested outline of PD topics and schedule to provide to TLC. TLC will meet to discuss the proposed plan and provide a final schedule to move forward to the School Committee for approval.

Review of Professional Development

The Subcommittee will convene regularly throughout the year to review the PD Process Plan in order to keep PD needs current. The Subcommittee will work to create, update and/or analyze data collected from the tools utilized. The analyzed and collated data will be reviewed by both the IC and the TLC to keep the teams informed and assist in making the best data-informed decisions.

Although meeting regularly as a Subcommittee for continuous analysis to adjust short-term needs, the Subcommittee will also examine long term needs. For example, the Subcommittee would not only create a yearly PD plan, but also look to create two and three year PD plans in order to have a common thread in certain topics that require sustainability efforts rather than “one and done” PD sessions.

Further, the Subcommittee will analyze the effectiveness of the PD from state mandates, district and school initiatives, as well as targeted teaching and learning input from educators using post-PD quantitative and qualitative feedback data. These may be collected from post-PD surveys and collaborative time during PLCs, CPT or staff meetings.

Effectiveness

Professional development effectiveness is determined by the benefit of PD and the alignment of the topic to enhance job function. State mandates, district and school initiatives, and targeted teaching and learning input from educators may all have different determinations of success and constructiveness.

In collecting and analyzing quantitative and qualitative data, the Subcommittee will also determine if topics are short term or long term. Short term topics may include technology training or data analysis. Long term topics may include training that increases teacher efficacy such as implementation of a new reading program or project based learning. These long term topics may be shared between PD days and other school based collaboration times. For example, there will be long term skills that need continuous review or scaffolding for professional growth and sustainability.

The Subcommittee will identify, define, and determine short vs. long term topics. They will also determine when and how data is collected to either formatively or summatively assess PD.

Creating the Schedule

The Subcommittee will use data from administrators and building representatives to determine the total amount of time available for PD.

The Subcommittee will then gather data from administration that informs the required training to support state mandates, district initiatives, and building needs. These

trainings will be scheduled into the calendar with administrative input to account for time-sensitive issues.

The Subcommittee will then examine data from qualitative surveys and quantitative discussions to identify teaching and learning goals. In discussion with the IC and TLC a determination will be made on how to best provide PD opportunities that provide staff with enriching experiences to improve teaching and learning. These PD opportunities will be scheduled into the calendar based on available time.

The process is flexible to account for changing dynamics of public schooling through continued examination of PD effectiveness, evolving PD needs, and changing mandates.

24/25 Professional Development Calendar

** To be updated after approval of the Joint School Committee*

| Date | Topic |
|------------------------|-------|
| 8/_/24 Full PD Day | |
| 9/25/24 Half PD Day | |
| 11/5/24 Full PD Day | |
| 1/29/25 Half PD Day | |
| 3/5/25 Half PD Day | |
| 5/28/25 Half PD Day | |

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
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 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 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 | 5 | 6 | 7 | 3 | 4 | 5X | 6 | 7 |
| 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 13 | 14 | 10 | 11 | 12 | 13 | 14 |
| 13 | 14 | 15 | 16 | 17 | 17 | 18 | 19 | 20 | 21 | 17 | 18 | 19 | 20 | 21 |
| 20 | 21 | 22 | 23 | 24 | 24 | 25 | 26 | 27 | 28 | 24 | 25 | 26 | 27 | 28 |
| 27 | 28 | 29X | 30 | 31 | | | | | | 31 | | | | |
| 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 98 days accrued | | | | | 15 days 113 days accrued | | | | | 21 days 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 | 27 |
| 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 151 days accrued | | | | | 21 days 172 days accrued | | | | | 8 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. | | | | |
| 10/14- 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.olderochester.org | | | | |
| Approved by the Joint School Committee 01.29.2024 | | | | | | | | | | | | | | |

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Michael S. Nelson

Old Rochester Regional School
Committee/Mass. Supt. Union #55
School Committee

Evaluator:

June 20, 2024

Name

Signature

Date

Step 1: Assess Progress Toward Goals

Student Learning Goal (Goal 1)

Supporting Teaching, Learning and Sense of Belonging

(95% MET OR EXCEEDED, with majority exceeded)

To work with the Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources.

Did Not Meet

Some Progress

Significant
Progress

Met

Exceeded

District Improvement Goal (Goal 2)

Developing the 2023-2028 Five Year Strategic Plan

(100% MET OR EXCEEDED, with majority exceeded)

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.

Did Not Meet

Some Progress

Significant
Progress

Met

Exceeded

Professional Practice Goal (Goal 3)

New Superintendent Induction Program Completion

(100% MET OR EXCEEDED, with majority exceeded)

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.

Did Not Meet

Some Progress

Significant
Progress

Met

Exceeded

District Improvement Goal (Goal 4)

Communication Enhancement Strategy

(100% MET OR EXCEEDED, with majority exceeded)

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.

Did Not Meet

Some Progress

Significant
Progress

Met

Exceeded

Step 2: Assess Performance on Standards

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Standard I: Instructional Leadership (100% Proficient or Exemplary, with majority exemplary) (Goals 1, 2 & 3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Standard II: Management and Operations (95% Proficient or Exemplary, with majority exemplary) (Goal 1, 3, & 4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Standard III: Family and Community Engagement (95% Proficient or Exemplary, with majority exemplary) (Goal 1, 2 & 4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Standard IV: Professional Culture (100% Proficient or Exemplary, with majority exemplary) (Goal 1, 2, 3 & 4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings on previous page; check one.)

Unsatisfactory

Needs Improvement

Proficient

☒ Exemplary

Overall rating reported to the Massachusetts Department of Elementary and Secondary Education is Exemplary.

(100% Proficient or Exemplary, with majority exemplary)

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Please see the next page.

Standard I Comments:

Superintendent Nelson has a deep understanding of the ORR School District and our five schools. He successfully met all his goals. He led and worked with the Leadership Council to complete the five desired outcomes of the Vision23 Strategic Plan and supported school leaders to work with school teams to create and fulfill school improvement plans. He participated in regular learning walks in all schools with school leaders. He supported an initiative to complete a literacy needs assessment to drive decisions about literacy programming. He led an initiative to establish a comprehensive curriculum review cycle. Through his leadership and support, school leaders developed extended day learning opportunities and ensured technology integration in classrooms. He facilitated school community stakeholders to develop and adopt a new five-year Strategic Plan. He also completed year three of the M.A.S.S. New Superintendent Induction Program.

I am very happy to see the amount of learning walks that have taken place in our district this past year, ensuring our administrative staff are visiting the classrooms and actively present in the daily life of our district's students. These walks, the curriculum review cycle materials, and the literacy assessments make me confident that our superintendent is engaged and effectively promoting the learning and growth of all students and staff. The vision is clear.

Superintendent Nelson and his administrative team have done a superb job of reviewing and overhauling our literacy program district wide. I'm most impressed by the way the team has communicated with stakeholders throughout this process seeking feedback. The team also held a curriculum night for parents to learn more about the process and curriculum selected. In addition, the Superintendent and his administrative team have completed numerous learning walks and provided feedback to ensure our teachers are upholding a universal instruction environment for all students. Overhauling the professional development faculty were receiving and including staff in that feedback loop has also been a beneficial part of ensuring all instruction is done at a high level.

Standard II Comments:

Superintendent Nelson works with four different school committees, three different towns and their respective Finance Committees, Town Administrators as well as Boards of Selectmen. His team and he have consistently produced fiscally sound and supportive budgets across the entire district, all of which passed at recent town meetings. Superintendent Nelson also worked tirelessly for over a year with an independent company to complete an in-depth assessment of our HS/JRHS campus and the needs of the same. He then worked with the facilities subcommittee with seven meetings, where all three members supported the recommendations to set forth for the upcoming debt discussions, which would need to go to all three towns. Unfortunately, these efforts were nixed by the town of Rochester, but it needs to be noted that their lack of support of the much-needed repairs to our infrastructure are no reflection on the Superintendent. The School Committee supported everything that was put forth and Superintendent Nelson should be applauded for his proactive commitment in these efforts, for the betterment of the school and trying to ALWAYS ensure the health, safety and wellbeing of all that are in these buildings. The Vision 2023 Strategic Plan, School Improvement Plans, MA State Standards Alignment/Curriculum, Common Assessments, and Professional Development Plan all show how Superintendent Nelson promotes the learning and growth of all of the district's students, as well as ensures for the continued success of our staff members by ensuring a safe, efficient, and effective learning environment.

Superintendent Nelson has positioned our district towards an even greater future. Superintendent Nelson has exhibited commendable fiscal responsibility and foresight. Through his leadership and with work from his team, his financial planning has consistently ensured that the district operates within its financial means while prioritizing areas crucial for student learning and staff development. Superintendent Nelson's transparency has earned the trust and confidence of stakeholders, fostering a culture of financial stewardship and sustainability.

Standard III Comments:

Superintendent Nelson has consistently balanced the work that needs to be accomplished, while also maintaining lines of communication to our stakeholders regarding the same. He has consistently ensured that all families are made to feel as though they are welcome members of the school community and are our partners in the same. Strategic Plan Open Forums, multiple communications to families regarding the Strategic Plan Forums and information sessions and

stakeholder surveys are just a few of the ways that he made their active involvement contribute to the effectiveness of the classroom, school, district, and community. By promoting the continued growth of all district wide students and ensuring the success of our staff members, our community stakeholders are truly our partners. The support of families, community organizations, and the many various stakeholders that support the mission of the district and its schools are many of the ways Superintendent Nelson ensures the continued success of our district.

Superintendent Nelson has improved communication immensely. The ORR app is easily navigated. I believe him to be a thoughtful listener. Has he responded to every single email? Perhaps not. I'm not sure that is even humanly possible given the amount of work required to run a district like ORR. But I believe he has demonstrated a consistent pattern of thoughtful dialogue.

Standard IV Comments:

Superintendent Nelson cares deeply about learning. He models this in his own life and profession—attending the NSIP coaching, the professional development opportunities offered in our district schools, and even in his recent commitment to attend the MIAA training after the incident at the basketball game. He ensures that his team provides varied, relevant, and interesting pd experiences for the staff in the district and he and his central office team have done an exceptional job with the Community talks programs this year. Kudos to Mike Nelson and his team.

I believe Superintendent Nelson has built a professional culture that values academic excellence and belonging. Several staff members have shared with me a feeling of being respected and supported, and he is obviously very well respected by staff at all levels.

Superintendent Nelson's focus on professional culture stands as a testament to his commitment to fostering an environment of excellence, collaboration, and continuous growth within the educational community. His leadership sets the standards and fosters a culture where educators feel empowered, supported, and inspired to reach their fullest potential. Superintendent Nelson meets and exceeds his goals by inspiring, and leading.

Overall Summary Comments:

The Exemplary Performance rating for the Superintendent best describes his overall performance as the leader of the Old Rochester Regional School District. His strong leadership is demonstrated daily in the following ways:

- *Dedication to the success of all students at every grade level
- *A vision that teaching and learning are the central focus of schooling
- * Facilitates a comprehensive and collaborative environment built on trust and respect for staff, students and their families
- *Communicates effectively with all community stakeholders regarding the budget needs of the school district
- *Collaborates with administrators and staff members in the development and implementation of the School Improvement Plans based on the goals of the district's Strategic Plan
- * Visits schools regularly to celebrate the learning and positive relationships between teachers and students and students with their peers
- *Collaboration with all school administrators consistently supporting each facet of the education process at each school
- *Collaborates closely with the School Committees in each district: Marion, Rochester, Mattapoisett, Old Rochester Regional and the Joint Union District School Committee. Preparation for each School Committee meeting is thorough. He articulates clearly the goals and progress on the goals for the School District.

Superintendent Nelson is exemplary in every area of school leadership. He is deeply committed to our complex regional school district and is actively involved in every facet of work and progress in our schools. Throughout the year he can be found visiting classrooms and observing teaching and learning, meeting and supporting school leaders, educators and staff, meeting with town leaders, and, whenever possible, attending school events, student productions, sporting events and school celebrations. Superintendent Nelson has an amazing work ethic. He continues to be enthusiastic, knowledgeable and dedicated to our school

district. He builds and maintains strong relationships with all stakeholders and cares deeply about our school district. He is a skilled and knowledgeable educational leader and we are very fortunate to have him leading our district.

All of Superintendent Nelson's work encompasses the principles of equity, empathy, and excellence. It reflects a deep understanding of how academic achievement, social-emotional well-being, and community engagement are important for the success of all learners. In a rapidly changing world, characterized by diverse learning needs and evolving societal dynamics, his achievements and leadership stand out as a beacon of inclusivity, innovation, and empathy. Superintendent Nelson's goal on family and community engagement embodied the principles of collaboration, inclusivity, and innovation. It serves as a testament to his dedication and leadership in creating an educational environment where every student, family, and community member is valued and empowered to contribute positively. Superintendent Nelson's leadership in supporting teaching, learning, and a sense of belonging has been instrumental in shaping a school community that is inclusive, equitable, and conducive to academic success. Through his leadership, collaborative endeavors, and continued dedication, Superintendent Nelson has not only met but exceeded expectations in advancing these critical goals. As we look at his achievements, thus the achievements of the learners and ORR community as a whole, we should commend him on his commitment to excellence and positive impact on the lives of students, educators, and families. Superintendent Nelson has not only transformed our individual schools but has strengthened the entire ORR community, laying the foundation for a united district.

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

July 10, 2024 – 5:00 p.m.

Meeting Held Remotely via Zoom

District Members Present: Michelle Smith, Chairperson, Rosemary Bowman, Frances-Feliz Kearns, Matthew Monteiro, James Muse, April Nye and Joseph Pires

District Members Absent: Jason Chisholm, Margaret McSweeney

Union Members Present: Sharon Hartley, Chairperson, Anne Fernandes, Nichole Daniel, Cristin Cowles, Carly Lavin, Mary Beauregard and Nichole Nye McGaffey.

Union Members Absent: Amanda Hastings, Robin Rounseville

Other Staff Members Present: Michael S. Nelson, Superintendent of Schools; Susana Cunningham, Human Resources Manager; Melissa Wilcox, Executive Assistant to the Superintendent; parents, community members and members of the press.

Meeting was called to order at 5:05 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.

XI. Executive Session

Motion to go into executive session at 5:06p.m. 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 to regular session.

District, Ms. Kearns

Union, Ms. Lavin

District, Ms. Nye

Union, Ms. Daniel

MOTION PASSED

(District 7:0) (Union 7:0)

ROLL CALL:

District: Smith: yes, Bowman: yes, Kearns: yes, Monteiro: yes, Muse: yes, Nye: yes, Pires: yes

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

Motion to exit executive session at 5:22 p.m. and return to the regular meeting.

District, Ms. Nye

Union, Ms. Lavin

District, Mr. Monteiro

Union, Ms. Nye McGaffey

MOTION PASSED

(District 7:0) (Union 7:0)

ROLL CALL:

District: Smith: yes, Bowman: yes, Kearns: yes, Monteiro: yes, Muse: yes, Nye: yes, Pires: yes

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

V. General

A. Appointment of Assistant Superintendent of Student Services

Recommendation

That the School Committees review a recommendation to appoint the Assistant Superintendent of Student Services for the Old Rochester Regional School District and Massachusetts Superintendency Union #55. Superintendent Nelson thanked the Joint School Committee for coming together in the summer and also expressed thanks to those that participated in the hiring process for this position. He said having many people involved throughout the process enables candidates to be thoroughly vetted. He shared that his recommendation is Dr. Jaime Curley. She has nine years of experience as the Director of Student Services, along with experience as a school psychologist and other roles in the special education realm.

Motion to appoint Dr. Jaime Curley as the Assistant Superintendent of Student Services as presented District, Mr. Muse

Union, Ms. Daniel

District, Ms. Nye

Union, Ms. Nye McGaffey

MOTION PASSED

(District 7:0) (Union 7:0)

ROLL CALL:

District: Smith: yes, Bowman: yes, Kearns: yes, Monteiro: yes, Muse: yes, Nye: yes, Pires: yes

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

Dr. Curley was also present remotely at the meeting. She thanked the school committee for the appointment and shared that she is really excited to be joining these districts. It has been a pleasure to meet the staff and families throughout the hiring process and she looks forward to getting started.

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.

Motion to adjourn meeting at 5:29 p.m.

District, Ms. Nye

Union, Ms. Nye McGaffey

District, Mr. Monteiro

Union, Ms. Daniel

MOTION PASSED

(District 7:0) (Union 7:0)

ROLL CALL:

District: Smith: yes, Bowman: yes, Kearns: yes, Monteiro: yes, Muse: yes, Nye: yes, Pires: yes

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

Submitted by,
Melissa Wilcox

**JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
Superintendent's Goals Subcommittee
November 18, 2024 – 4:30 p.m.
MEETING HELD IN HYBRID FORMAT
Superintendent's Conference Room
135 Marion Road
Mattapoisett, MA 02739**

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

School Committee Members Absent: Anne Fernandes, Rochester School Committee.

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

Meeting was called to order at 4:33 p.m. by Sharon Hartley.

Superintendent Nelson stated the purpose of the meeting is to review the proposed Superintendent's draft goals for 2024-2026 ahead of the Joint School Committee meeting in January. He reviewed the last two-year cycle concluded in June. He explained that the Strategic Plan Vision 2028 is the overarching guidance for the districts, then the Superintendent's Goals, that tie closely to the school improvement plans, administrative goals, and teacher goals. Superintendent Nelson reviewed his proposed goals, standards and indicators as described below.

SMART Goal 1 –

Supporting Teaching & Learning: By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.

- **Standard I:** Instructional Leadership
Indicators: I-A Curriculum, I-B Instruction
- **Standard II:** Management & Operations
Indicators: II-C Scheduling & Management Information Systems, II-E Fiscal Systems
- **Standard IV:** Professional Culture
Indicators: IV-A Commitment to High Standards, IV-D Continuous Learning

SMART Goal 2 –

Developing the Portrait of the Graduate: By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process.

- **Standard III:** Family and Community Engagement
Indicators: III-A Engagement, III-C Communication
- **Standard IV:** Professional Culture
Indicators: IV-A Commitment to High Standards, IV-E Shared Vision

SMART Goal 3 –

Support Systems, Climate & Culture, Safe Schools: By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to complete the desired year five support systems, climate & culture,

and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.

- **Standard II:** Management and Operations
Indicators: II-A Environment, II-E Fiscal Systems
- **Standard IV:** Professional Culture
Indicators: IV-A Commitment to High Standards, IV-E Shared Vision

SMART Goal 4 –

Professional Growth and School Community Communication: By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

- **Standard I:** Instructional Leadership
Indicators: I-E Data-Informed Decision Making
- **Standard III:** Family and Community Engagement
Indicators: III-C Communication
- **Standard IV:** Professional Culture
Indicators: IV-D Continuous Learning, IV-E Shared Vision

Lastly, Superintendent Nelson shared feedback that was received from School Committee members during the last two-year cycle, which included the creation of these drafted goals.

School Committee Feedback:

School Committee members agreed with the goals aligned with the strategic plan and thanked Superintendent Nelson for his work on the goals. Mr. Muse commended tying all work back to the mission of the districts. Ms. Daniel commented that in her discussions with Dr. Fedorowicz and Dr. Curley, it is evident that the team is on the same page with goals for the districts. The School Committee members discussed the Portrait of the Graduate briefly and supported continuing to align the elementary schools. Ms. Daniel recommended adding a definition of Portrait of the Graduate to the goals. They agreed to keep the process and documentation the same as the last cycle with hyperlinked documents with evidence.

Motion to support the Superintendent's draft 2024-2026 goals with the changes as discussed.

Motion: Ms. Smith

Seconded: Mr. Monteiro

Roll Call: Nichole Daniel (yes); Sharon Hartley (yes); Carly Lavin (yes); Matthew Monteiro (yes); Michelle Smith (yes)

Motion to adjourn meeting at 5:28 p.m.

Motion: Ms. Smith

Seconded: Mr. Monteiro

Roll Call: Nichole Daniel (yes); Sharon Hartley (yes); Carly Lavin (yes); Matthew Monteiro (yes); Michelle Smith (yes)

Submitted by,
Melissa Wilcox

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

Michael S. Nelson,
Superintendent

[135 Marion Road](#)
[Mattapoisett, MA 02739](#)

FOR IMMEDIATE RELEASE

Monday, Dec. 30, 2024

**Old Rochester Regional School District Shares
Project 351 Updates; Students Go to Leadership
Summit in Boston**



Students Jack Czerkowicz and Olivia Thompson attended the Playbook Leadership Summit at The Auerbach Center in Boston. (Photo courtesy Old Rochester Regional School District and MA Superintendency Union #55)

MATTAPOISETT — Old Rochester Regional School District and MA Superintendency Union #55 Superintendent Michael S. Nelson, Principal Michael Devoll, and Interim Assistant Principal Lauren Millette are pleased to share updates on the Project 351 initiative, which includes students in grades 4-12 at Old Hammondtown School, Rochester Memorial School, Sippican Elementary School, Old Rochester Regional Junior High School and Old Rochester Regional High School.

Project 351 seeks to develop the next generation of community-first service leaders through customized service learning, hands-on community-building, and values-based leadership training. Ambassadors from each of the 351 cities and towns in Massachusetts are selected by educators to attend workshops on leadership and community service. The program teams with the Celtics Playbook Initiative, which seeks to leverage the power of sport and, more specifically, the appeal of the Celtics

to engage students on critical issues.

In total, 175 students from grades 4-12 have attended two districtwide workshops hosted at Old Rochester Regional High School (ORRHS) this year, and two more workshops are planned for the spring of 2025.

The first Celtics Playbook session at ORRHS on Oct. 16 included traditional Playbook Initiative Workshop programming and additional lessons that focused on exploring the idea of “energy givers and takers” in relation to leadership. Students discussed Daniel Coyle’s “Good Apple” experiment from his book “The Culture Code: The Secrets of Highly Successful Groups.”

On Nov. 14, the second districtwide workshop through the Celtics Playbook program took place, and students participated in an additional leadership lesson as well. The leadership session focused on having an open dialogue with peers about safely intervening when they see or hear something that they know is not right and harmful to others.

Both workshops during the fall built upon the Celtics Playbook initiative with the addition of programming that focused on strengthening student voices and their relationship to building positive school cultures.

Two more workshops will take place on Feb. 26 and March 19.

Students from ORRHS and Dartmouth High School will also develop joint workshops for junior high school students within the new year, allowing new perspectives to be shared as participants learn from each other.

On Nov. 21, Interim Assistant Principal Lauren Millette and ORRHS sophomores

Jack Czerkowicz and Olivia Thompson attended the Playbook Leadership Summit at The Auerbach Center in Boston.

Additionally, on Dec. 2 and 6, they attended two virtual sessions, called "Train the Trainer" with Project 351 and the Celtics Playbook, which prepare individuals for leading the programming.

"I seek to empower every student and teach them the value of their voice. I want them to realize that leadership is not a copy-and-paste definition," Olivia Thompson told Project 351 organizers. "It's something that grows over time and is unique for each person. Anyone and everyone can be a leader."

"I continue to be impressed with our student leaders who are eager to learn how to be the best community members for all students," Interim Assistant Principal Millette said. "I look forward to working closely with Dartmouth High School in the spring to take our workshops to the next level."

Old Hammondtown School (OHS) had 36 students attend the workshops at ORRHS. To help fund community service projects promoted by Project 351, OHS has partnered with the Feinstein Leadership Program and the Sandy Hook Promise Students Against Violence Everywhere (SAVE) Promise Club.

Both foundations have given money for OHS initiatives such as an in-school pantry where students and families can both donate and access essential items as needed.

"Our students are learning how to organize events, raise awareness, and educate their peers on how to recognize warning signs and be upstanding citizens," said OHS Principal Stephanie Wells. "Empowering our student leaders to foster a culture of kindness and safety within their school has proven to be an invaluable opportunity."

Building upon the Celtics Playbook programming, students from Rochester Memorial School (RMS) brainstormed ways to celebrate and highlight different cultures, including doing so through the daily morning announcements and by

creating posters that now hang throughout the school.

At Sippican Elementary School (SES), 37 students were selected to attend the workshops at ORRHS. In keeping with Project 351's spirit of service, students contributed by bringing a donation of socks for "Socktober" to support the school's Community Service Learning Club. Additionally, students participated in collecting supplies for hurricane relief in partnership with the Tri-Town Nurses. Suggested donations included flashlights, pet food, toothbrushes, and canned soups. The school plans to incorporate a service component into each workshop this year, providing students with valuable learning experiences while giving back to their community.

"I couldn't be prouder of our students who have demonstrated taking initiative in leading their peers and learning how to give back to their community in meaningful ways," Superintendent Nelson said. "I'm confident that these students will develop into successful leaders and key contributors to their communities beyond their school years."

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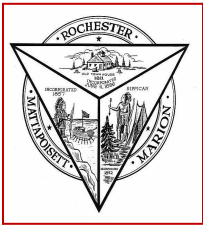


Students from throughout Massachusetts attended the Playbook Leadership Summit at The Auerbach Center in Boston. (Photo courtesy Old Rochester Regional School District and MA Superintendency Union #55)



Students participated in the second districtwide workshop through the Celtics Playbook program on Nov. 14. (Photo courtesy Old Rochester Regional School District and MA Superintendency Union #55)

**A message from the Old Rochester Regional School District and
MA Superintendency Union #55**



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

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

www.oldrochester.org

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

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

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

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

Jaime Curley, Ed.D
Assistant Superintendent of Student Services

Superintendent's Proposed Goals 2024-2026 DRAFT 1.23.25

Name: Michael S. Nelson, M.Ed.

Title: Superintendent of Schools

| Leadership Goal Student Learning Goal | Leadership Goal District Improvement Goal |
|--|--|
| <p>SMART Goal 1 –</p> <p>Supporting Teaching & Learning:</p> <p>By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.</p> <p>Standard I: Instructional Leadership Indicators: I-A Curriculum, I-B Instruction</p> <p>Standard II: Management & Operations Indicators: II-C Scheduling & Management Information Systems, II-E Fiscal Systems</p> <p>Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-D Continuous Learning</p> | <p>SMART Goal 2 –</p> <p>Developing the Portrait of the Graduate:</p> <p>By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process.</p> <p><i>(A Portrait of the Graduate is a vision statement that outlines the skills, knowledge and attributes that students should have to succeed in college, career and life.)</i></p> <p>Standard III: Family and Community Engagement Indicators: III-A Engagement, III-C Communication</p> <p>Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-E Shared Vision</p> |
| <p>Key Actions</p> <ol style="list-style-type: none">1. Collaborate with the Assistant Superintendent of Teaching & Learning, the District Literacy Leadership Team (DLLT), and the School Leadership Literacy Team (SLLT) to continue the implementation of the school(s)' Literacy Action Plan (LAP).2. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to continue the implementation of the adopted Curriculum Review Cycle with the support of the | <p>Key Actions</p> <ol style="list-style-type: none">1. Engage with a 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 Portrait of the Graduate.2. Work with the facilitator and Leadership Council to create a full planning team for Portrait of the Graduate development sessions. |

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|--|---|
| <p>Instructional Council, Building Administrators, and Teachers.</p> <ol style="list-style-type: none"> 3. Collaborate with the Assistant Superintendent of Teaching & Learning and the Leadership Council to examine the structure, purpose, roles, responsibilities, and resources to support district-wide curriculum leaders at all levels. 4. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to conduct a needs assessment to identify a common assessment vertical platform kindergarten through grade 12. 5. Collaborate with the Assistant Superintendent of Teaching & Learning, Instructional Council, and the Leadership Council to provide professional development in UbD (Understanding by Design Framework) to support curriculum writing and documentation. 6. Review and determine best practices to support the school(s)' professional development planning in collaboration with the Assistant Superintendent of Teaching & Learning. 7. Establish a data dashboard for administrators and teacher leaders in collaboration with the Leadership Council and Instructional Council. | <ol style="list-style-type: none"> 3. Create multiple school community stakeholder opportunities to provide voice and feedback regarding the development of the Portrait of the Graduate with the Leadership Council. 4. Collect relevant data points to inform the development of the Portrait of the Graduate with the Leadership Council. 5. Provide regular updates on the Portrait of the Graduate development process to the school committees. 6. Create a Portrait of the Graduate that includes core competencies, indicators, and grade level measurable skills in collaboration with the school community. |
| <p>Benchmarks</p> <ol style="list-style-type: none"> 1. Revised LAP (annual basis). 2. Literacy professional development offerings. 3. Professional development schedule and curriculum development outcomes. 4. Identified curriculum leader roles from needs assessments. 5. Professional Development Plan, agendas and survey feedback. 6. Established data dashboard. | <p>Benchmarks</p> <ol style="list-style-type: none"> 1. Calendar of Portrait of the Graduate development events. 2. Roster of the planning team. 3. Collected school community stakeholder feedback. 4. Data sets for Portrait of the Graduate planning. 5. School committee updates on Portrait of the Graduate development. 6. Portrait of the Graduate presentation to the Joint School Committee. |

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| 7. Strategic Plan and School Improvement Plan(s) presentations. | |
| Resources <ul style="list-style-type: none"> ● Vision 2028 Strategic Plan ● School Improvement Plans ● DESE Learning Standards ● Literacy Action Plan ● Curriculum Review Cycle ● Common Assessments ● Student Data ● Professional Development Plan | Resources <ul style="list-style-type: none"> ● Vision 2028 Strategic Plan ● School Improvement Plans ● Portrait of the Graduate Resources ● Stakeholder Feedback ● Student Data Sets ● School Improvement Plans |

| Leadership Goal Student Learning Goal | Leadership Goal Professional Practice Goal |
|---|--|
| SMART Goal 3 – Support Systems, Climate & Culture, Safe Schools: By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans. Standard II: Management and Operations Indicators: II-A Environment, II-E Fiscal Systems Standard IV: Professional Culture Indicators: IV-A Commitment to High Standards, IV-E Shared Vision | SMART Goal 4 – Professional Growth and School Community Communication: By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system. Standard I: Instructional Leadership Indicators: I-E Data-Informed Decision Making Standard III: Family and Community Engagement Indicators: III-C Communication Standard IV: Professional Culture Indicators: IV-D Continuous Learning, IV-E Shared Vision |
| Key Actions: <ol style="list-style-type: none"> 1. Collaboration with the Assistant Superintendent of Student Services and Leadership Council to review system-wide systems of support related to social emotional learning, behavioral, academic, and family engagement supports. 2. Identify systems of support currently implemented and areas of growth in each school building. 3. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and | Key Actions: <ol style="list-style-type: none"> 1. Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon “Look Fors” to calibrate teaching & learning expectations system-wide. 2. The Superintendent of Schools will visit at least 8 schools per month to ensure visibility within the school buildings. |

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|---|---|
| <p>Instructional Council, implement social emotional learning programming at all levels (i.e. Responsive Classroom, Responsive Classroom Fly Five, and Character Strong).</p> <ol style="list-style-type: none"> 4. In collaboration with the Assistant Superintendent of Student Services, the Leadership Council, and school community stakeholders, develop and adopt a school discipline philosophy. 5. Determine and promote a unified brand that embodies the spirit of the school-system and the school community with stakeholder feedback. 6. Provide professional development and support(s) to school community members regarding physical and cyber safety and security practices. | <ol style="list-style-type: none"> 3. The Superintendent of Schools will regularly attend professional development conferences (i.e. AASA, MASS, MASC, REDI). 4. The Superintendent of Schools will send out a monthly newsletter to the school community. 5. In collaboration with the Leadership Council, the Superintendent of Schools will collect climate and culture survey data from the school community and discuss the results in detail with the administrative team. 6. Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. |
| <p>Benchmarks</p> <ol style="list-style-type: none"> 1. System of supports needs assessment and data. 2. Implemented social emotional programming at all schools. 3. School Discipline Philosophy. 4. School Discipline data and tracking platform. 5. School-wide unified brand. 6. Professional development offerings and security safeguards. | <p>Benchmarks</p> <ol style="list-style-type: none"> 1. Learning walk(s) schedules and documentation. 2. School visit logs. 3. Attendance at professional development conferences. 4. Distribution of regularly issued Superintendent of Schools' newsletters. 5. Survey Results. 6. Written Communication Plan. |
| <p>Resources</p> <ul style="list-style-type: none"> ● Vision2028 Strategic Plan ● School Improvement Plans ● Responsive Classroom & Character Strong ● DESE Multi Tiered Systems of Support (MTSS) Resources Model ● MTSS Consultant (as needed) ● Data Dashboard Tool ● Professional Development Plan | <p>Resources</p> <ul style="list-style-type: none"> ● Vision 2028 Strategic Plan ● School Improvement Plans ● DESE Model Classroom Rubrics and Observation Tools ● Association Memberships (i.e. AASA, MASS, MASC) ● SMORE Newsletter Tool ● Survey Data Collection Tools ● FinalSite, SMORE, Social Media Accounts |

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Calendar 2025-2026 DRAFT**

| July 2025 | | | | | August 2025 | | | | | September 2025 | | | | | | | | | |
|--|----|-----|-----|-----|--|------|-----|----|-------|--|----|------|----|----|-----------------------|--|--|--|--|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | | | | | |
| | 1 | 2 | 3 | 4 | | | | | 1 | 1 | 2 | 3 | 4 | 5 | | | | | |
| 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 | | | | | |
| 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | | | | | |
| 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24X | 25 | 26 | | | | | |
| 28 | 29 | 30 | 31 | | 25 | [26] | 27* | 28 | 29E** | 29 | 30 | | | | | | | | |
| 7/4 - Independence Day | | | | | 8/25 All Staff Report | | | | | 9/1 - Labor Day X - Prof. Dev. All Schools Early Release | | | | | | | | | |
| | | | | | [] Prof. Dev. Day | | | | | | | | | | | | | | |
| | | | | | *Opening Day - Gr. 1-12 | | | | | | | | | | | | | | |
| | | | | | ** Kindergarten First Day and Early Dismissal for Students & Teachers 3 days | | | | | | | | | | | | | | |
| 21 days | | | | | 24 days accrued | | | | | | | | | | | | | | |
| October 2025 | | | | | November 2025 | | | | | December 2025 | | | | | | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | | | | | |
| | | 1 | 2 | 3 | 3 | [4] | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | | | | | |
| 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 | | | | | |
| 13 | 14 | 15 | 16P | 17P | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | | | | | |
| 20 | 21 | 22 | 23 | 24 | 24 | 25 | 26E | 27 | 28 | 22 | 23 | 24 | 25 | 26 | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | 29 | 30 | 31 | | | | | | | |
| 10/13- Columbus Day P- Elementary - Early Dismissal Parent Conf. | | | | | []-Prof. Dev. Day 11/11 - Veterans' Day | | | | | 12/24-12/31 Holiday Vacation | | | | | | | | | |
| | | | | | E- Early Dismissal for Students & Teachers | | | | | | | | | | | | | | |
| | | | | | 11/27-28 Thanksgiving Vacation | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| 22 days 46 days accrued | | | | | 16 days 62 days accrued | | | | | 17 days 79 days accrued | | | | | | | | | |
| January 2026 | | | | | February 2026 | | | | | March 2026 | | | | | | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | | | | | |
| | | | 1 | 2 | 2 | 3 | 4 | 5 | 6 | 2 | 3 | 4X | 5 | 6 | | | | | |
| 5 | 6 | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | 9 | 10 | 11 | 12 | 13 | | | | | |
| 12 | 13 | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 20 | 16 | 17 | 18 | 19 | 20 | | | | | |
| 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | 23 | 24 | 25 | 26 | 27 | | | | | |
| 26 | 27 | 28X | 29 | 30 | | | | | | 30 | 31 | | | | | | | | |
| 1/1-1/2 Holiday Vacation 1/19 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release | | | | | 2/16-2/20 School Vacation | | | | | X - Prof. Dev. All Schools Early Release | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| 19 days 98 days accrued | | | | | 15 days 113 days accrued | | | | | 22 days 135 days accrued | | | | | | | | | |
| April 2026 | | | | | May 2026 | | | | | June 2026 | | | | | | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | | | | | |
| | | 1 | 2 | 3 | | | | | 1 | 1 | 2 | 3 | 4 | 5 | | | | | |
| 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10* | 11 | 12 | | | | | |
| 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17** | 18 | 19 | | | | | |
| 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | | | | | |
| 27 | 28 | 29 | 30 | | 25 | 26 | 27X | 28 | 29 | 29 | 30 | | | | | | | | |
| 4/20-4/24 School Vacation | | | | | 5/25 - Memorial Day | | | | | * 180th Day, X - Early Release 6/19 - Juneteenth **185th day, X - Early Release | | | | | | | | | |
| | | | | | X - Prof. Dev. All Schools Early Release | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| 17 days 152 days accrued | | | | | 20 days 172 days accrued | | | | | 8 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 | | | | |
| 9/1- Labor Day | | | | | | | | | | Center & Old Hammondtown | | | | | 12:20 p.m. 11:30 a.m. | | | | |
| 10/13- Columbus Day | | | | | | | | | | Sippican School | | | | | 12:20 p.m. 11:30 a.m. | | | | |
| 11/11 - Veterans' Day | | | | | | | | | | Rochester Memorial School | | | | | 12:30 p.m. 12:30 p.m. | | | | |
| 11/27 - Thanksgiving Day | | | | | | | | | | | | | | | | | | | |
| 12/25- Christmas day | | | | | | | | | | | | | | | | | | | |
| 1/1- New Year's Day | | | | | | | | | | | | | | | | | | | |
| 1/19 - Martin Luther King, Jr. Day | | | | | | | | | | | | | | | | | | | |
| 2/16 - Presidents' Day | | | | | | | | | | | | | | | | | | | |
| 4/20- Patriots' Day | | | | | | | | | | | | | | | | | | | |
| 5/25 - Memorial Day | | | | | | | | | | | | | | | | | | | |
| 6/19 - Juneteenth | | | | | | | | | | | | | | | | | | | |
| Start & End Times: | | | | | | | | | | Approved by the Joint School Committee | | | | | | | | | |
| ORR Jr. High School | | | | | | | | | | XX.XX.XXXX | | | | | | | | | |
| 7:20 a.m. to 2:04 p.m. | | | | | | | | | | www.oldrochester.org | | | | | | | | | |
| ORR High School | | | | | | | | | | | | | | | | | | | |
| 7:30 to 2:03 p.m. | | | | | | | | | | | | | | | | | | | |
| Center School & OHS | | | | | | | | | | | | | | | | | | | |
| 8:30 a.m. to 2:45 p.m. | | | | | | | | | | | | | | | | | | | |
| Sippican School | | | | | | | | | | | | | | | | | | | |
| 8:40 a.m. to 2:57 p.m. | | | | | | | | | | | | | | | | | | | |
| Rochester Memorial School | | | | | | | | | | | | | | | | | | | |
| 8:40 a.m. to 3:00 p.m. | | | | | | | | | | | | | | | | | | | |

DN – Surplus Property

The School Committee, by majority vote, shall determine what equipment and supplies constitute surplus based on the recommendation of school personnel including the disposition based on the condition (out of date, broken or damaged, non-operational, etc.) and estimated value of the item(s) if easily available. The School Committee, by majority vote, will determine in each instance, the manner of procedure to be adopted for such disposition. Disposition shall be in accordance with applicable town, state and federal regulations.

ADDA - ~~C.O.R.I.~~ REQUIREMENTS BACKGROUND CHECKS

It shall be the policy of the School Committees of Old Rochester Regional School District and Massachusetts Superintendency Union #55 that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law.

Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

Historical reference and/or comparison with future CHRI requests,

Dispute of the accuracy of the record

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;

The date on which the school employer received the national criminal history check results; and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Provide the individual with a copy of their CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy;

Provide the individual the opportunity to complete or challenge the accuracy of their CHRI;

and

Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½).
Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject Name;

Subject Date of Birth;

Date and Time of the dissemination;

Name of the individual to whom the information was provided;

Name of the agency for which the requestor works;

Contact information for the requestor; and

The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

CORI REQUIREMENTS

It shall be the policy of the School Committees of Old Rochester Regional District School and ~~the School Committees of the~~ Massachusetts Superintendency Union #55 (~~Marion, Mattapoisett, Rochester~~) to obtain all available Criminal Offender Record Information (C-O-R-I) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C-O-R-I data for employees of ~~taxi~~cab-transportation companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the criminal

history systems board on all employees, individuals who regularly provide school related transportation to children, including ~~taxi cab~~ transportation company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, "~~i-1/2~~ Direct and unmonitored contact with children" means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, they may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

C.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. may be shared with the individual to whom it pertains, upon their request, and in the event of an inaccurate report the individual should contact the Criminal History Systems Board.

Access to C.O.R.I. material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I. material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant. Unless otherwise provided by law, a criminal record

will not automatically disqualify an applicant. Rather, determinations of suitability based on C-O-R-I checks will be made consistent with this policy and any applicable law or regulations.

If a criminal record is received from the Criminal History Systems Board (CHSB), the Superintendent will closely compare the record provided by CHSB with the information on the C-O-R-I request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C-O-R-I check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C-O-R-I policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C-O-R-I record.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer ~~it is 1/2 no record~~ with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer ~~it is 1/2 no record~~ to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer ~~it is 1/2 no record~~ with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive ~~C.O.R.I.~~ data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

LEGAL REFS.: M.G.L. 6:167-178; 15D:7-8; 71:38R, 151B, 276, §.100A, St.2002, c.385
MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)
FBI Criminal Justice Information Services Security Policy
Procedure for correcting a criminal record
FAQ – Background Checks

CROSS REFS: [ADDA-R](#), C.O.R.I. Requirements
[ADDA-E-1](#), Information Concerning the Process in Correcting a Criminal
Record
[ADDA-E-2](#), C.O.R.I. Requirements

~~Approved by the Joint School Committees on January 20, 2022.~~

NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA-R.

ADDA-R - C.O.R.I. REQUIREMENTS DCJIS MODEL CORI POLICY

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record *any* dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC ~~May 2014~~ Reviewed 2024

~~Applicants challenging the accuracy of the policy shall be provided a copy of the Criminal History Systems Board's (CHSB) ***Information Concerning the Process in Correcting a Criminal Record***. If the CORI record provided does not exactly match the identification information provided by the applicant, the Superintendent will make a determination based on a comparison of the CORI record and documents provided by the applicant. The Superintendent may contact the CHSB and request a detailed search consistent with CHSB policy.~~

~~If the Superintendent reasonably believes the record belongs to the applicant and is accurate, based on the information as provided in district policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:~~

- ~~(a) Relevance of the crime to the position sought;~~
- ~~(b) The nature of the work to be performed;~~
- ~~(c) Time since the conviction;~~
- ~~(d) Age of the candidate at the time of the offense;~~
- ~~(e) Seriousness and specific circumstances of the offense;~~
- ~~(f) The number of offenses;~~
- ~~(g) Whether the applicant has pending charges;~~
- ~~(h) Any relevant evidence of rehabilitation or lack thereof;~~
- ~~(i) Any other relevant information, including information submitted by the candidate or requested by the hiring authority~~

~~The Superintendent will notify the applicant of the decision and the basis of the decision in a timely manner.~~

BDE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee(s) shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee(s).
2. ~~The Committee chairperson, subject to approval by the Committee, will appoint the subcommittee chairperson and its members.~~ The subcommittee(s) shall organize annually at the first meeting of the school year to appoint a chairperson from their membership.
 - a. The subcommittee chairperson shall consult with the Superintendent in the planning of the subcommittee's agendas.
 - b. The subcommittee chairperson shall confer with the Superintendent on crucial matters that may occur between subcommittee meetings pertinent to that subcommittee's purpose.
 - c. The subcommittee chairperson shall be the public spokesperson for the subcommittee at all times except as this responsibility is specifically delegated to others in their respective Committee work.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee(s) action, but it may not act for the School Committee(s).
5. All subcommittees of the School Committee(s) are subject to the provisions of the Open Meeting Law.

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

CROSS REF.: [BEC](#), Executive Sessions

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.
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.

Recognition for speaking will be provided only to those individuals who attend a District school, parents, guardians or immediate family of a District student, employees of the District and residents or business owners of Marion, Mattapoisett and Rochester. Others shall be permitted to speak at the discretion of the Chair.

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.

LEGAL REFS:

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

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.

**File: IJNDB-E-1 - ELEMENTARY SCHOOL ~~VERSION~~
~~COMPUTER, NETWORK AND INTERNET- TERMS AND CONDITIONS~~
ACCEPTABLE USE AGREEMENT**

***Terms and Conditions for Student Use of the Internet, District Network and Technology for
Grades PK-6***

While using the computer I will:

1. Use the Internet for my schoolwork only.
2. Not share my password or use someone else's account.
3. Keep my password to myself and not try to find out someone else's password.
4. Understand that teachers will be able to see what I have put on the computer.
5. Not post or release my last name, home address, home telephone number, social security number or photograph on the Internet or e-mail that information.
6. Not post or release the home address, home telephone number, social security number or photograph or e-mail of anyone on the Internet or e-mail that information.
7. Show respect for the things that people have on the computer.
8. Respect the software laws by not copying software.
9. Respect the copyright laws when copying text from the Internet (reference all sources).
10. Not take the thoughts or ideas of someone else and claim them as my own. I will not plagiarize.
11. 11. Not harass or cyberbully other students and grown ups who work in the school. Not agree to meet with someone I have met online.
12. Understand that people I meet online may lie about who they are.

~~STUDENT AGREEMENT~~

I have read these rules with my parent/guardian and we have discussed them together. I promise to follow the rules and I understand if I break the rules I will need to meet with the principal. If I do not sign this agreement, I will not be able to use the computers in school.

Student Signature _____ Grade _____ Date _____

~~PARENT(S) / GUARDIAN(S) AGREEMENT:~~

I (We) have read the Acceptable Use Policy. As the parent(s) or guardian(s) of the above named student, I (We) understand that the internet access to the school is intended for educational purposes, and that it is impossible to restrict access to all controversial material.

Parent/Guardian Signature _____ Date _____

The Superintendent, in conjunction with the Technology Department, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address

teacher supervision of digital resources, ethical use of such resources and issues of online privacy. In addition, procedures shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Technology procedures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors in use of digital resources;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online

The District reserves the right to monitor all activity on school issued devices and all school accounts. This Agreement is provided electronically to all families annually for completion.

Student Internet and Computer Safety Rules (K-3)

My teacher will monitor my use of technology at school. In order to use technology I need to follow these rules.

1. Respect Yourself

- I will only use the websites (including game sites) that my teacher assigns.
- I will show respect for myself through my actions by being on task.

2. Protect Yourself

- I will keep my personal information private.
- I will not share my password or login information.
- I will report people who try to bully me online to a trusted adult.

3. Protect Others

- I will be an upstander to others by reporting bullying or inappropriate behavior to a trusted adult.
- I will not change settings and preferences on school devices.

4. Respect Others

- I will use words that are respectful and kind.
- I will let my teacher know if I see something inappropriate on the computer.
- I will only change or modify someone else's work with permission.

5. Respect Copyright

- I will cite or record my sources if I download or use words, pictures, videos, or music that is protected by Copyright.

6. Protect School Property

- I will act responsibly and take good care of school computers and equipment (clean hands, gentle keyboarding, two-hand carry, etc.).

If I do not follow the rules, I will not be allowed to use the computer network for a period of time and may face additional school disciplinary action.

Student Internet and Computer Safety Rules (Grades 4-6)

I agree to follow all the rules for using the Instructional Computer Network in the Old Rochester Regional public schools. These guidelines are designed to help me respect and protect myself and others online, to respect copyright laws, and to protect school property.

I understand that this includes the following specifics:

- The use of the computer network is a privilege and not a right. I will use appropriate language and behavior when using the network.
- I will not use the network to send or receive any illegal or inappropriate materials.
- I will keep my password and login information private. I will not use anyone else's account to move, change, or delete anyone else's work.
- I will only use the Internet for school purposes, and only when there is a teacher or adult in the room.
- I will not use technology to bully or threaten anyone including teachers, schoolmates, or other ~~children~~ students.
- I will not give out personal information about me or others (such as name, address, or phone number) on the Internet.
- I will not use email or other online communications unless a teacher has told me to.
- I will cite or record my sources if I download or use words, pictures, videos, or music that is protected by Copyright.
- I will not change any computer settings or install programs on school technology.
- If I do not follow the rules, I will not be allowed to use the computer network for a period of time and may face additional school disciplinary action

SOURCE: Old Rochester

Cross Ref: IJND ACCESS TO DIGITAL RESOURCES

IJNDB - USE OF TECHNOLOGY IN INSTRUCTION

Approved by the Joint School Committee on

IJNDB-E-2 - SECONDARY SCHOOL ~~VERSION~~
~~COMPUTER, NETWORK AND INTERNET - TERMS AND CONDITIONS~~
ACCEPTABLE USE AGREEMENT

Terms and Conditions for Student Use of the Internet, District Network and Technology for Grades 7-12

While using the computer I will:

- ~~1. Use the Internet for my schoolwork only.~~
- ~~2. Keep my password to myself and not try to find out other passwords.~~
- ~~3. Not share my password or use someone else's account.~~
- ~~4. Not view or use passwords, data or networks that are not authorized.~~
- ~~5. Not distribute private information about others or myself through the Internet or email without school district approval (last name, home address, telephone numbers, social security number, photographs).~~
- ~~6. Understand that teachers will be able to see what I have put on the computer.~~
- ~~7. Respect and protect the privacy and intellectual property of others.~~
- ~~8. Respect and observe all security practices of electronic resources.~~
- ~~9. Report security risks or violations to my teacher or administrator.~~
- ~~10. Not destroy or damage data, network or other resources.~~
- ~~11. Not infringe on copyrights when copying information from the Internet by referencing all sources.~~
- ~~12. Not take the ideas or words of someone else and claim them as my own. I will not plagiarize.~~
- ~~13. Not harass or cyberbully other students, teachers and administrators.~~
- ~~14. Not access, transmit, copy, or create materials that violate the school's code of conduct (pornographic, harassing, threatening, or discriminatory information and photographs).~~
- ~~15. Not use resources to initiate or further acts that are criminal or violate the school's code of conduct.~~
- ~~16. Not send spam, chain letters or other unsolicited mailings.~~
- ~~17. Not buy, sell, advertise or conduct business unless approved as a school project.~~
- ~~18. Not agree to meet with someone I have met online.~~
- ~~19. Understand that individuals met online may misrepresent who they are.~~

~~STUDENT AGREEMENT~~

~~I have read these rules with my parent/guardian and we have discussed them together. I promise to follow the rules and I understand I may be subject to disciplinary and criminal prosecution if I violate the agreement. If I do not sign this agreement, I will not be able to use the computers in school.~~

Student Signature _____ Date

PARENT(S) / GUARDIAN(S) AGREEMENT:

~~I (We) have read the Acceptable Use Policy. As the parent(s) or guardian(s) of the above named student, I (We) understand that the internet access to the school is intended for educational purposes, and that it is impossible to restrict access to all controversial material.~~

Parent/Guardian Signature

Date

The Superintendent, in conjunction with the Technology Department, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of digital resources, ethical use of such resources and issues of online privacy. In addition, procedures shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Technology procedures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors in use of digital resources;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online

The District reserves the right to monitor all activity on school issued devices and all school accounts. This Agreement is provided electronically to all families annually for completion.

Cross Ref: IJND ACCESS TO DIGITAL RESOURCES

IJNDB - USE OF TECHNOLOGY IN INSTRUCTION

I, (the user) understand and will abide by the Old Rochester Regional School District/Massachusetts Superintendency Union No. 55 Internet Acceptable Use Policy, which is incorporated herein by reference.

I understand that the primary purpose of the District's Internet connection is for educational purposes.

I realize that the use of the Internet is a privilege, not a right. I accept that inappropriate behavior may lead to penalties including loss of access, disciplinary action and / or legal action.

I agree not to participate in the transfer of inappropriate or illegal materials through the Old Rochester Regional School District/ Massachusetts Superintendency Union No. 55 Internet Connection. I realize that in some cases, the transfer of such material may result in legal action against me.

I agree not to allow other individuals to use my account for Internet activities nor will I give anyone my password or the password of anyone else, should I happen to know it.

I release the Old Rochester Regional School District/Massachusetts Superintendency Union No. 55, it's employees, and all other organizations related to the District's Internet connection from any liability or damages that may result from the use of the Internet connection, including loss of data resulting from delays, non deliveries, mis-deliveries, or service interruptions caused by the School District's own or my own negligence or by the School District's or my errors or omissions. In addition, I will accept full responsibility and liability for the results of my actions with regard to the use of the Internet.

The following section needs to be signed if the applicant is *under eighteen years of age*.

As the parent or legal guardian of the above student agree to accept all financial and legal liabilities which may result from my ~~son/daughter's~~ student's use of the Old Rochester Regional School District/Massachusetts School Superintendency Union No. 55 Internet connection. I have discussed with my ~~child~~ student the above terms ~~so that he/she understands~~ of the Acceptable Use Policy.

SOURCE: Old Rochester Regional School District and MA Superintendency Union #55

IJNDB-E-3 - STAFF ACCEPTABLE USE AGREEMENT

Old Rochester Regional School District & Massachusetts ~~School~~ Superintendency Union #55 ~~School Districts~~ are committed to providing an environment to support its students and faculty in the pursuit of their academic objectives. All those who use the information technology resources at the Old Rochester Regional School District & Massachusetts ~~School~~ Superintendency Union #55 ~~School Districts~~ must comply with the written policies covering their use as well as the spirit and intent of those policies. Please read and complete all sections of the form below.

The Old Rochester Regional School District & Massachusetts ~~School~~ Superintendency Union #55 ~~School Districts~~ have provided its staff with access to computers, as well as other assistive technology, software, email, an internal network, and the Internet. This District Network (the Network) has been provided to enhance the educational experience of our students. The Network is intended to assist teachers and students to meet the learning objectives of the District.

The Superintendent, in conjunction with the Technology Department, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of digital resources, ethical use of such resources and issues of online privacy. In addition, procedures shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

With this in mind, any use of the Network that intentionally disrupts or interferes with the educational process is prohibited. The Child Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA); requires the development of a policy to provide guidelines for use of the Network. ~~Thank-you.~~ The District reserves the right to monitor all activity on school issued devices and all school accounts. This Agreement is provided electronically to all staff annually for completion.

☐ Agree **Appropriate Use** * Appropriate use of the network and computing facilities includes those uses that support Instruction, Independent Study, Approved Research, Career or Professional-Development Activities, Official Work of the Offices and Departments of the District, Limited High-Quality Self Discovery / Exploration.

☐ Agree **Inappropriate Use** * The District is responsible to refer any and all illegal activities to the appropriate law enforcement agency. Illegal uses include: obscenity, libel, threats, hate postings, sexual harassment, and copyright violations.

☐ Agree **Privacy** * Files that reside on the computers are the property of the District. There is only a limited expectation of privacy within the network. The District has the right to examine at any time all data stored on computers or disks that are the property of the District to ensure that users are in compliance with these regulations.

☐ Agree **Privacy - Part 2** * Computer files fall within the definition of a public record and the district is obliged to archive them and treat them as they would paper copies that constitute public documents. Users should understand that the deletion of a message or file might not eliminate it from the system. Identifying photos of students with their first and last names may not be used on a web site.

Persons issued an account are responsible for its use at all times. Therefore it is important to log off the computer at the end of every session so another user cannot use your password. Staff computers that have programs that can access student records on such as Power School and esped should not be used by students and should be logged off when unattended.

☐ Agree **Political Lobbying**; Email and other information technologies are not to be used for political lobbying of any kind.

☐ Agree **Email Attachments & Software Downloads** * Staff will not download software or open Email attachments that look suspicious or are from unknown/untrusted sites.

☐ Agree **Chain Email Letters** * Forwarding chain email is a violation of the District's computing policy. Phrases in the subject line can usually identify chain email, such as "Forward - do not delete," "don't break the chain," etc.

☐ Agree **Email Bombing** * Sending numerous or large email messages to one person is considered "email bombing" and is inappropriate.

☐ Agree **Falsification** * Altering any form of electronic communication and then claiming it to be original is prohibited. Further, creating, altering, or deleting the attribution of origin (for example, the "From" in email, or the IP address in headers) is also prohibited.

☐ Agree **Email Attachments** * Users are discouraged from sending large files as this noticeably slows network traffic for all users. Files such as Internet "greeting cards" that contain animation and sound are discouraged for the same reason.

☐ Agree **Harassment** * Harassment includes but is not limited to, unwelcome or threatening conduct towards an employee or student that is based on race, color, national origin, ethnicity, sex, sexual orientation, religious beliefs, disability, veteran status, marital status, genetic information, gender identity or age.

☐ Agree **District Limitation of Liability** * The District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for obligations, financial, legal or other, arising through the unauthorized use of the system.

☐ Agree **Software Purchases** * Before purchasing software, staff should consult the Technology Software Adoption Procedures and then consult with the Technology Specialist in their building. Web-based, open source and network applications are preferred. Software may be purchased from specific curriculum budgets, school technology budgets, and/or the district wide technology budget utilizing the procurement process (purchase orders, etc).

☐ Agree **Software Installation** * In order to prevent conflicts with software licensing and to comply with copyright laws, all software on District computers must be installed ONLY with permission given by the Technology Director/Coordinator. All software on District computers is to be used for educational purposes and to support the educational goals of the District.

Downloaded material (including but not limited to mp3, weather bug, games, and .wav files) can infect individual computers and the Network. It is the responsibility of network users to help protect the Network from such viruses, spyware, adware, etc. to the extent possible.

Employees shall follow software-licensing agreements of which the employer has made them aware and where necessary has provided training. Staff wishing to purchase or bring in their own equipment (for example: computers, external drives, printers, wireless) must consult with and get approval from the principal; this is to ensure that the hardware is compatible with and will not harm the Network. Likewise staff is not allowed to y install personally owned software without the approval of the Technology Director/Coordinator. The installation of such software may be in violation of licensing agreements or may hinder computer performance or Network access

☐ Agree **Hardware Purchases** * The District's computers and printers are ordered through the Principal's Office or Technology Coordinator. That office for inventory, maintenance, and installation purposes must receive all new hardware. Staff members will be diligent within their schedules in protecting any and all hardware issued by the District (including but not limited to computers, handhelds, cameras, printers, projectors and scanners) and safeguard such from theft, loss or damage.

It is the responsibility of the staff to maintain backup copies of their files. This means they can save to save files to a memory card, CD or other backup system available in their building, etc. This is because the computer may be "swapped out" or replaced at the discretion of the Principal for repair, maintenance or redistribution.

☐ Agree **Web Publishing** * Any material posted for the global community should reflect the high educational standard of the District. All published web pages and corresponding links stored on school department servers must be related to the District's educational goals and objectives or related to school-sponsored activities.

Consequences

This policy has been developed to promote the legal and ethical use of a powerful education tool. It is not meant to limit the use of the global informational community but to ensure a safe environment for the ~~children-students~~ in our care. A violation of this policy may result in disciplinary action ranging from a verbal warning or suspension of system privileges up to discharge from employment in accordance with applicable legal and contractual procedures. When applicable, law enforcement agencies may be involved.

Use of the District's network by any staff or user shall constitute acceptance of the terms of this policy.

~~Acceptance of the Old Rochester Regional and Marion, Mattapoisett, Rochester School Districts' Acceptable Use Policy~~

First Name _____ Last Name _____

School / Location _____ Today's Date _____

Cross Ref: IJND ACCESS TO DIGITAL RESOURCES

IJNDB - USE OF TECHNOLOGY IN INSTRUCTION

IJNDC - INTERNET PUBLICATION

I. PURPOSE

The ~~School~~-District has established a district-wide ~~website page~~ that links users to web pages for the district's individual schools. The ~~School~~-District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or ~~his/her~~ designee) may select the person or persons ("the Webmaster") responsible for overseeing the ~~school~~-district's web pages and maintaining the web pages in a manner consistent with this policy and the ~~school~~-district's Access to Digital Resources Policy. The ~~Webmaster~~ Superintendent (or designee) must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their learning management system. These systems web pages are subject to review and must follow all district policies. Staff members may not publish or link to personal web pages ~~as part of the school-district web site~~.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only ~~with the written consent~~according to Family Education Rights and Privacy (FERPA) preference of the student's parent or guardian as completed annually.-
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the ~~written~~ consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- -Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's ~~written~~ consent.
- -Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's ~~written~~ consent.

SOURCE: MASC

Adopted: August 2015

Cross Ref: IJND – Access to Digital Resources

IJNDB-E-1 ELEMENTARY SCHOOL VERSION COMPUTER, NETWORK
AND INTERNET - TERMS AND CONDITIONS ACCEPTABLE USE
AGREEMENT

IJNDB-E-2 SECONDARY SCHOOL VERSION COMPUTER, NETWORK
AND INTERNET - TERMS AND CONDITIONS ACCEPTABLE USE
AGREEMENT

IJNDB-E-3 STAFF ACCEPTABLE USE AGREEMENT

Approved by the Joint School Committees on ~~November 19, 2015~~.

~~ADDA-E-1—INFORMATION CONCERNING THE PROCESS IN CORRECTING A CRIMINAL RECORD~~

~~If you have undergone a background check by an agency that has received a criminal record from the CHSB, you may ask the agency to provide you with a copy of the criminal record. You may also request a copy of your adult criminal record from the Criminal History Systems Board, 200 Arlington Street, Suite 2200, Chelsea, MA 02150 by calling (617) 660-4640 or go to www.mass.gov/chsb/cori/cori_forms.html#pers.~~

~~The CHSB charges \$25.00 fee to provide an individual with a copy of his/her criminal record. You may complete an affidavit of indigency and request that the CHSB waive the fee.~~

~~Upon receipt, review the record. If you need assistance in interpreting the entries or dispositions, please review the disposition code and "how to read a BOP" on the CHSB's website www.mass.gov/chsb/cori/cori_bop.html. The CHSB does not offer "walk-in" service but you may call our Legal Division at (617) 660-4760 for assistance or the CORI Unit of the Office of the Commissioner of Probation at (617) 727-5300.~~

~~If you believe that a case is opened on your record that should be marked closed, you may contact the Office of the Commissioner of Probation CORI Unit at (617) 727-5300 for assistance, or you may go to the Probation Department at the court where the charges were brought and request that the case(s) be updated.~~

~~If you believe that a disposition is incorrect, contact the Chief Probation Officer at the court where the charges were brought or the CORI Unit at the Office of the Commissioner of Probation and report that the court incorrectly entered a disposition on your criminal record.~~

~~If you believe that someone has stolen or improperly used your identity and were arraigned on criminal charges under your name, you may contact the Office of the Commissioner of Probation CORI Unit or the Chief Probation Officer in the court where the charges were brought. For a listing of courthouses and telephone numbers please see www.mass.gov/chsb/cori/cori_codes_court.html.~~

~~In some situations of identity theft, you may need to contact the CHSB to arrange to have a fingerprint analysis conducted.~~

~~If there is a warrant currently outstanding against you, you need to appear at the court and ask that the warrant be recalled. You cannot do this over the telephone.~~

~~If you believe that an employer, volunteer agency, housing agency or municipality has been provided with a criminal record that does not pertain to you, the agency should contact the CORI Unit for assistance at (617) 660-4640.~~

~~ADDA-E-2-C.O.R.I. REQUIREMENTS~~

~~Employers may ask the following series of questions:~~

- ~~1. Have you been convicted of a felony? Yes or no?~~
- ~~2. Have you been convicted of a misdemeanor within the past five years (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?~~
- ~~3. Have you completed a period of incarceration within the past five years for any misdemeanor (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?~~
- ~~4. If the answer to question number 3 above is "yes" please state whether you were convicted more than five years ago for any offense (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?~~

~~Some employers are authorized to request, receive, view and/or hold criminal offender record information pursuant to state or federal law.~~

~~Any inquiry into the criminal record of an applicant must also contain language pursuant to M.G.L. c. 276, § 100A.~~

~~It is unlawful for an employer to make any inquiry of an applicant or employee regarding:~~

- ~~1. An arrest, detention or disposition regarding any violation of law in which no conviction resulted.~~
- ~~2. First convictions for the misdemeanors of drunkenness, simple assault, speeding, minor traffic violations, affrays or disturbance of the peace. For the purposes of 804 CMR 3.02 minor traffic violations include any moving traffic violation other than reckless driving, driving to endanger and motor vehicle homicide.~~
- ~~3. Any conviction of a misdemeanor where the date of the conviction or the completion of any period of incarceration resulting therefrom, which ever date is later, occurred five or more years prior to the date of such inquiry, unless such person has been convicted of any offense within five years immediately preceding the date of the inquiry.~~

~~No person shall be held under any provision of any law to be guilty of perjury or of otherwise giving false statement by reason of his failure to recite or acknowledge such information as they have a right to withhold by 804 CMR 3.02.~~

~~IJNDC-R—WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL~~

~~Unlike the Internet itself, schools and the District can control the type of information placed on Web pages. Documents created for the Web and linked to District Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. Links to other Web pages should be carefully selected based on the above issues.~~

Defined Purpose

~~A Web page must have a clearly defined purpose that is published on the Web page. Included in the purpose, the target audience must be specified and defined; however, all Web site users are reminded that their audience includes the worldwide community.~~

Content Standards

~~All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the District server personal pages or pages for individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the District. No confidential information is to be published on or linked to a Web page.~~

Quality Standards

~~All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a Web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a building committee of interested individuals including staff, administrators, parents, students, and community members for the development of the Web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the Web site. As much as possible, publishers are encouraged to include student pictures and work. As the District represents itself to the world through this medium, assurances should be provided that students are the focus of the School District. Written student and parent consent must be secured for publication of student work.~~

Consistenece Standards

~~Each existing school or department Web site shall have a link to the District Web site once the District Web site is online. For consistency, all school District Web sites must contain certain elements:~~

- ~~All Web pages must be given names that clearly identify them.~~
- ~~Links to student e-mail accounts are not allowed.~~
- ~~Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.~~
- ~~Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place.~~
- ~~All Web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.~~
- ~~Authors must exhibit care when creating Web pages with extensive background, large graphics, applets, animation, and audio or video clips. Such files require extensive download time, are frustrating for modem users, and slow down file servers.~~

MASSACHUSETTS SCHOOL SUPT. UNION # 55
2024-2025 DRAFT

Mary Beauregard
Nichole Daniel, Vice-Chairperson
Nichole Nye McGaffey
Carly Lavin
Cristin Cowles
Jack LeBrun
Anne Fernandes
Sharon Hartley, Chairperson
Joshua Trombly

Marion
Marion
Marion
Mattapoissett
Mattapoissett
Mattapoissett
Rochester
Rochester
Rochester

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55
Marion – Mattapoisett – Rochester
135 Marion Road, Mattapoisett, MA 02739

Bullying and Harassment Prevention and Intervention Plan

Provided by the:
Marion, Mattapoisett, Old Rochester and Rochester School Districts

~~September 2022~~ January 2025

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Introduction

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

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 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 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.

In compliance with M.G.L.c.71, § 370, the Old Rochester Regional School District and the Massachusetts Superintendency Union #55 have created this Bullying and Harassment Prevention and Intervention Plan.

This Plan is rooted in the belief that bullying and harassment prevention involves a multi-layered approach to:

- create a welcoming and supportive educational community,
- raise awareness of aspects of community and school culture that support bullying behaviors,
- provide educational opportunities for the community, for parents, for all school staff, and for students,
- provide clear policies and guidelines for behavior, and
- establish protocols and action plans to address both the disciplinary and the therapeutic response of the schools to bullying and harassing behaviors.

We believe that involvement of not only community members, but community groups, as well as school personnel, students and parents, in a cohesive and all-inclusive effort to raise awareness of the issues contributing to bullying will be the most effective way to create an environment where all students and staff feel welcome and treated with respect and dignity.

This Plan applies to students and members of a school staff, including, but not limited to educators,

administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

I. LEADERSHIP

Within the Old Rochester, Marion, Mattapoisett and Rochester School Districts (sometimes collectively referred to herein as “the Districts”) leadership at all levels has played a critical role in developing and implementing this Bullying and Harassment Prevention and Intervention Plan (‘the Plan’) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. In the Districts, leadership is defined as all faculty in the role of educating students, which includes but is not limited to, educators, administrators, counselors, school nurses, custodians, bus drivers, paraprofessionals and all other school personnel. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying and harassment. Leaders must involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public Involvement in Developing the Plan

A team of faculty across buildings and levels initially drafted the Plan updates based on the Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan, with suggestions from legal counsel. As required by M.G.L. c. 71, § 370, this Plan has been developed in consultation with parents, community members, law enforcement, teachers, school staff, professional support personnel, administrators, the school resource officer, school committee members and school councils. A draft version of this Plan was provided to all stakeholders through ~~a series of open forum meetings, including~~ School Council meetings, ~~Anti-Bullying Subcommittee meetings~~, School Committee meetings and through feedback solicited individually, through ~~open houses and through the District~~ website ~~availability~~.

B. Assessing Needs and Resources

This Plan is the Districts’ blueprint for improving prevention and response to issues of bullying and harassment within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and behavioral incidents and assessed available resources (including curricula, training programs, and behavioral health services). This ‘mapping’ process has assisted the Districts in identifying resource gaps and the most significant areas of need. Based on these findings, the Districts have revised and developed policies and procedures, established partnerships with community agencies, including law enforcement, and set priorities. ~~In an effort to gather data for an updated needs assessment, administrators surveyed parents on school climate and safety issues in the fall of 2021. They collected and analyzed~~ The District administers a student survey every four years to assess school climate and the prevalence, nature and severity of bullying in schools. The survey results will be used to assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute. Additionally, building-specific data is regularly collected and analyzed on the prevalence and characteristics of bullying and this information has helped to identify patterns of behaviors and areas of concern, and has

informed decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

~~Fall 2021 Survey Data Presentation~~

~~Links to DESE State Students Discipline Data Report~~

- ~~• Marion School District Discipline Data Report~~
- ~~• Mattapoisett School District Discipline Data Report~~
- ~~• Rochester School District Discipline Data Report~~
- ~~• Old Rochester Regional Discipline Data Report~~

C. Planning and Oversight

Administrators from each respective school are responsible for the following: 1) receiving reports on incidents that could be determined to be bullying or harassment; 2) collecting and analyzing school-wide data on bullying to assess the present problem and trends, and to measure improved outcomes; 3) creating a process for recording and tracking incidents reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law and is responsive to the needs of the Districts' communities; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula, in partnership with central office administration, that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct to ensure compliance with the law; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan every two years, or more frequently if needed, with input from administrators, faculty, and the community.

D. Priority Statements

The Districts are committed to providing all students with a safe learning environment that is free from bullying and harassment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Districts recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school and districts work to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Districts will not tolerate any unlawful or disruptive behavior, including any form of bullying, harassment, or retaliation in our school buildings, on school grounds, or in school-related activities. We will promptly investigate reports, including anonymous reports, and complaints of bullying, harassment, and retaliation, and take action to end that behavior, prevent its recurrence, and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent, guardian, or community involvement.

The Plan is a comprehensive approach to addressing bullying and harassment. The Districts are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying and harassment. The school Principals (or administrative designees) are responsible for the implementation and oversight of the Plan except when a reported bullying, harassment incident involves a principal or assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. Throughout this document, the term "Principal/Investigator" is used in describing responsibilities of the school principal which may be taken on by another [designated](#) administrator as described in this paragraph.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Districts are dedicated to providing ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, custodians, cafeteria workers, bus drivers, paraprofessionals, [substitutes](#), [advisors to extracurricular activities](#), and [coaches](#). Our plan for providing professional development is informed by research and reflects the requirements under M.G.L. c. 71, § 370.

A. Annual Staff Training on the Plan

The Districts have trained faculty representatives from each building to support the implementation of this Plan. Through this "Train-the-Trainer" Model, faculty representatives will serve as liaisons to all staff. Annual Training will be provided as part of Opening Day Faculty Orientation and as part of the Annual Professional Development Plan on one day per school year. [Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year.](#) In addition, Bullying and Harassment Prevention and Intervention is discussed as an ongoing topic during faculty meetings to assure that faculty has a structured forum to raise issues and concerns related to the implementation of this Plan.

B. Ongoing Professional Development

The Plan includes ongoing professional development to build the skills of all members of school staff to prevent, identify and respond to bullying. The content of such professional development includes:

- developmentally appropriate strategies to prevent bullying incidents;
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- the complex interaction and power differential that can take place between and among the aggressor, the target, and any witnesses to the bullying or harassment;
- research findings on bullying or harassment, including information about specific categories of students who have been shown to be particularly at risk for bullying or harassment in the school environment;
- the incidence and nature of cyberbullying and harassment; and
- internet safety issues as they relate to cyberbullying and harassment
- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision making; and
- maintaining a safe and caring classroom for all students.

Professional development will also address ways to prevent and respond to bullying, harassment, or retaliation for students with disabilities that must be considered when developing student's Individualized Education Plans (IEPs). This will include a particular focus on the needs of students with autism or students whose disabilities affect social skills development.

C. **Written Notice to Staff**

All District employees will be provided a copy of the Plan. Additionally, staff also receive annual training about the Plan at the beginning of the school year. Portions of the Plan are published in the student handbooks and it is available as an electronic document on the Districts' website at <https://www.oldrochester.org/>.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. This Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' or Districts' capacity to prevent, intervene early, and respond effectively to bullying and harassment, available services reflect an understanding of the dynamics of bullying and harassment and provide approaches to address the needs of targets and aggressors. This Plan also includes strategies for providing counseling or referral to appropriate services for aggressors, targets and family members of those students.

A. **Resources**

The Districts are well staffed to be able to provide consultation, counseling, and other services and supports for vulnerable populations including but not limited to potential and identified bullying or harassment targets, aggressors, and their families. These resources have been put in place to assist students who are experiencing academic, social- emotional or behavioral concerns.

B. Counseling and Other Services

All schools in the Districts are staffed with a school adjustment counselor or school social worker to provide a variety of services, including but limited to, check ins, individual case management, crisis screening and intervention, consultation for other faculty members, parents/guardians, and other school districts, individual counseling, group counseling, and collaboration with students' service providers outside of the school environment. These professionals, as well as administration and school psychologists, assist in developing safety and support plans for students who have been targets of bullying or retaliation. Additionally, counselors provide social skills programs to prevent bullying and harassment, and offer education and/or intervention services for students exhibiting bullying behaviors. The Districts utilize these services as a means of supporting a positive school environment that focuses on early intervention and prevention of bullying or harassing behavior.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying and/or harassment.

D. Referrals to and/or Collaboration with Outside Services

The Districts have a protocol for referring students and families to appropriate services, in accordance with relevant laws and policies. School based counselors and other staff are available to assist families in identifying and connecting with appropriate community resources.

The Districts collaborate with and refer students to a wide range of community agencies to support students, staff, and parents/guardians. Some of these provide direct services, while others have useful information on ways to prevent and address bullying and harassment. These agencies/resources include but are not limited to, community psychiatrists and counselors, Community Service Agencies (CSA) for Medicaid eligible students, Massachusetts Rehabilitation Commission (MRC), Department of Mental Health (DMH), Department of Children and Families (DCF), Massachusetts Department of Developmental Disabilities (DDS) and Department of Youth Services (DYS)/Probation. School counselors at each level can provide more contact information and referrals as needed.

IV. ACADEMIC AND NONACADEMIC ACTIVITIES

A. Specific bullying and harassment prevention approaches

All students participate in social emotional learning curricula that are appropriate to their age and developmental level and are integrated into their school day. All curricula are evidence-based and instruction/implementation includes classroom approaches, whole school initiatives, and focused strategies for bullying and harassment prevention and social skills development.

The Districts utilize the following curricula/resources designed for specific age groups:

Elementary: “The Responsive Classroom” and the MARC K-5 Anti Bullying Curriculum, Second Step, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying | Safe Supportive Learning (ed.gov), supplemented by the Michele Garcia Winner’s Social Thinking Curriculum.

Junior High School and High School: “The Responsive Classroom”, PBIS curriculum, Educators for Social Responsibility, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying, Safe Supportive Learning (ed.gov), and the Olweus Bullying Prevention Program.

Curriculum is continually assessed and revised as new, research-based curriculum becomes available. The Old Rochester, Marion, Mattapoisett and Rochester School Districts utilize the Massachusetts Aggression Reduction Center (MARC) as a primary resource for updating its Bullying Prevention and Intervention library.

- A. Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender and gender nonconforming students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- support students' interests and participation in non-academic and extracurricular activities, particularly in their areas of strength.
- [communicating with parents/guardians regarding the schools' goals and expectations for students and student safety](#)

V. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND/OR HARASSMENT

Reporting Bullying and/or Harassment

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to intimidation, bullying, or harassment.

In the Districts, reports of [potential](#) bullying and/or harassment may be made by parent/guardians, students, District staff members, or other members of the community, and may be made orally or in writing. Staff members receiving an oral or written report must immediately record it using the Districts' form and forward to their building administration. If a staff member witnesses or becomes aware of any instance of bullying and/or harassment, they are required to immediately report it to the Principal/Investigator. Anonymous reports may also be made by students, families, and other community members using the Anonymous Reporting Form located on the Districts' website, or by mailing a letter to the school or District office. The bullying/harassment report form can be found on each school's web page under the Families and Students section. For example: [Bullying Report Form](#). [While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.](#)

If an individual is being targeted based upon membership in or identification with a protected class, the Districts' anti-harassment policy applies. All reports of bullying and/or harassment are investigated with consideration to the definitions of bullying and harassment, as there is frequent overlap between and among these behaviors and a report of bullying may actually be found to be harassment, and the other way around. A finding of both bullying and harassment is also possible.

To support the community in reporting bullying and/or harassment incidents, the Districts:

1. Make the bullying and harassment Incident Report Form available in each school's main office, the guidance office, nurse's office, central office, and other locations determined necessary by the school administration;
2. Post the Incident Report Form on the Districts' website; and
3. Make the Incident Report Form available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, the Districts provide the school community, including administrators, staff, students, and parents/guardians with online written notice of its procedures for reporting acts of bullying or harassment. A description of the reporting procedures and resources,

including the name and contact information of the Principal/Director, is incorporated into each of the Student Handbooks, on the Districts' website, and in the information about the Plan made available to parents/guardians. This information is also provided in languages other than English.

Responding to a Report of Bullying, Harassment, or Retaliation

The Districts' Principals/Investigators follow structured checklists for responding when they receive a report of bullying and/or harassment. These steps are described briefly below.

1. Restore Sense of Safety for Target

~~The first response to a report of bullying, harassment, or retaliation is to inform the alleged target's parent/guardian about the report, and set up a meeting to restore the student's sense of safety.~~ Before fully investigating the allegations of bullying and/or harassment, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged target; and altering the alleged aggressor's schedule and access to the alleged target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved. ~~A Support Plan is developed and offered to every student who is identified as an alleged target of bullying, and interim measures are considered and put into place as appropriate for alleged targets and perpetrators of harassment.~~ These steps take place prior to an investigation, as restoring safety is the first priority. Parents/guardians ~~are~~ may be involved in developing the Support Plan and/or interim measures and they receive a written copy in their primary language.

2. Notify appropriate parties

a. Notice to parents/ guardians

The next step is to formally notify parents/ guardians of both the alleged target and the alleged aggressor, orally and in writing, that bullying, harassment or retaliation has been reported and an investigation will take place. Parents or guardians of a target shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

Notice will be consistent with state regulations at 603 CMR 49.00. There may be circumstances in which the Principal or designee contacts parents/guardians prior to any investigation. If the alleged aggressor is a staff member, the notification goes directly to the employee with copies also forwarded to the Superintendent and Human Resources Director.

b. Notice to Another School or District

If the reported incident involves students from outside of the District, the Principal/ Investigator must promptly notify the principal of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying, harassment or retaliation, if the Principal/Investigator has a reasonable basis to believe that a crime has been committed and criminal charges may be pursued against an alleged aggressor, they will notify the relevant town's police department. Notice is consistent with the requirements of 603 CMR 49.00.

d. Notice to the Department of Children and Families

If a reported incident results in a mandated reporter having a reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect, the matter will be reported to DCF in a manner consistent with state law and district policy.

3. Investigate

The Principal/ Investigator promptly investigates reports of bullying, harassment or retaliation and, in doing so, considers all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal conducts interviews, beginning with the alleged target. Student, staff, and community witnesses are interviewed, as is the alleged aggressor(s). The Principal/ Investigator instructs all parties of the importance of the investigation, their obligation to be truthful, and the fact that retaliation against someone who participates in a bullying or harassment investigation is strictly prohibited and may result in disciplinary action. Relevant documents and other available evidence (e.g. screen shots, emails, *etc.*) are collected. To the extent practicable, and given their obligation to investigate and address the matter, the Principal/ Investigator maintains confidentiality during the investigation process. The Principal/ Investigator keeps a written record of the investigation. Procedures for investigating reports of bullying, harassment and retaliation are consistent with the Districts' procedures for investigations. As needed, the Principal/ Investigator, *with the consent of the Superintendent*, consults with the Districts' legal counsel about the investigation.

4. ~~Make~~ Determinations

When the investigation is complete, the Principal/ Investigator considers all of the information and evidence gathered and makes a determination based upon the facts and circumstances. *The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary.*

Depending on the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents/guardians, to identify any underlying social or emotional concern(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or counseling.

The Principal/ Investigator promptly notifies the parents/ guardians of the alleged target and the alleged aggressor about the results of the investigation and, if bullying, harassment or retaliation is *found substantiated*, what action(s) is being taken to prevent further acts of bullying, harassment or retaliation. Notices to parents/ guardians are in compliance with applicable state and federal privacy laws and regulations. Because student and personnel records are confidential, the Principal/ Investigator cannot report specific information to the target's parents/ guardians about disciplinary actions taken unless they involve a "stay away" order or other directives that the target must be aware of in order to report violations.

The Principal/ Investigator informs the parent/ guardian of the target about the Department of Elementary and Secondary Education's Problem Resolution System and the process for *seeking assistance or filing a claim* through ~~accessing~~ that system, regardless of the outcome of the bullying, harassment, or retaliation determination. *This information will be made available in both hard and electronic formats.*

Following the determination and the ordering of safety, remedial, and/or disciplinary measures, the Principal/ Investigator ensures ongoing contact with the target to determine whether the prohibited conduct recurs and whether additional supportive measures are needed.

The Principal/Investigator ensures the protection from bullying, harassment or retaliation for anyone who: reports bullying, harassment or retaliation; witnesses bullying, harassment or retaliation; provides information during an investigation; has reliable information about a reported act of bullying, harassment or retaliation.

5. ~~Plan and Implement~~ Responses to ~~Stop~~ Bullying or Harassment

1. Safety Plan and Teaching Appropriate Behavior Through Skill-building

Upon the Principal/Investigator's determination that bullying, harassment or retaliation has occurred, the [law requires that the schools or](#) Districts use a range of responses balancing the needs for safety, accountability, and education. The first priority in developing a response to ensure that the bullying or harassment stops. A Safety Plan ~~is~~ [may be](#) developed with administration, ~~parents~~ and school guidance counselors. [When appropriate, parents may be included in plan development.](#) ~~and~~ [If a Safety plan is developed, it will be](#) ~~is~~ shared with all teachers, specialists, staff, and extended day staff who work with the students to ensure implementation.

~~Some of the supports~~ [Skill building approaches](#) that the Principal/Investigator may consider include but are not limited to the following:

- offering individualized skill-building sessions based on the school's/district's anti-bullying, harassment curriculum;
- restorative practices, such as mediations or Restorative Circles
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying, harassment curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or investigator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's and district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvements Act (IDEA) [and Section 504](#), which should be read in coordination with state laws regarding student discipline.

If the principal determines that a student knowingly made false allegations of bullying, harassment or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will follow up with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

3-4. Addressing School Climate and Culture

If there is a finding of civil rights harassment, the school climate and culture must be considered to determine if these contribute to a hostile school environment for members of protected classes. Steps should be taken to restore a sense of community and inclusion for all students and staff members. These can include but are not limited to professional development for faculty and staff, as well as educational opportunities for students.

RESPONSE PLAN – The Districts’ Response Plan may include the implementation of the below action steps, as appropriate.

| Target Safety | Remediation Actions | Disciplinary Actions |
|--|---|---|
| <ul style="list-style-type: none"> o Guidelines for avoiding further unnecessary contact with the target o Clarification about who will be notified o Notify appropriate staff about incident and danger of further contact o Strategies to avoid further bullying (e.g., script, role playing, etc) o Identifying trusted adults o Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate) o Periodic check-ins o Whole community meetings o Identification and empowerment of bystanders o Education about technology o Increased Monitoring | <ul style="list-style-type: none"> o Meetings between parents o Counseling o Education including strategies to prevent repeating behavior. o Revision of IEP, if applicable o Individual Behavior Plan o Referral to Special Education, as appropriate | <ul style="list-style-type: none"> o Admonishment, warning o Loss of privileges o Classroom or administrative detention o In-school suspension during the school week or the weekend o Out-of-school suspension o Legal action o Expulsion or termination o Consequences for repeat offenses |

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Bullying and Harassment Prevention & Intervention Incident Process

| |
|---|
| <i>Initial Actions</i> |
| Receipt of Report of Bullying (verbal OR written) |
| Notify the Civil Rights and Title IX Coordinator (verbal AND written) |
| Restore a sense of safety for the alleged target and protect the alleged target from possible further incidents |
| Notify Parents of Alleged Target and Request Meeting to Develop Support Plan (verbal AND written) |
| Notify Parents of Alleged Aggressor(s) – (verbal AND written -reach out to-) |
| Develop Support Plan for Target and Safety Plan for alleged Aggressor, as needed |
| <i>Investigation Process</i> |
| Interview Alleged Target |
| Interview Alleged Aggressor(s) |
| Interview Student Witness(es) |
| Interview Adult/Staff Witness(es) |
| Review of All Applicable Documentation/Evidence (Incident Reports, Witness Statements, Screen Shots, Social Media etc.) |
| Draft Investigation Report: <ul style="list-style-type: none"> • Statement of Allegations • Summary of Interviews • Summary of Documents Reviewed • Findings and Conclusions |
| <i>Follow Up Actions</i> |
| Notify Parents of Alleged Target of Findings |
| Notify Parents of Alleged Aggressor(s) of Findings |
| Take Necessary Actions and/or Implement Consequences. These may include: <ul style="list-style-type: none"> • Support Plan • Safety Plan(s) • Ongoing Monitoring • Education, Teaching, Training • Discipline (FOLLOW DISCIPLINE PROCESS) |
| <i>Special Considerations/Circumstances</i> |
| If Aggressor(s) are Staff – NOTIFY HUMAN RESOURCES |
| Is the Bullying alleged based on one or more Protected Class? <ul style="list-style-type: none"> • Race/Color • Religion/Creed • National Origin • Sexual Orientation • Sex • Gender Identity • Age • Disability • Pregnancy or pregnancy related condition |

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- Veteran's Status
- Citizenship

If YES, FOLLOW CIVIL RIGHTS PROCESS

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. Old Rochester, Marion, Mattapoisett and Rochester School Districts provide community forums on topics related to a positive, inclusive school culture in collaboration with local Parent-Teacher Organizations (PTOs), PTA, School Councils, Special Education Parent Advisory Council (SEPAC), and other similar organizations. In addition, principals will notify parents when students are receiving curriculum instruction around this topic. For individual students who may be identified as a bullying or harassment target or aggressor, families are informed and have an opportunity to partner with the school. School counselors may recommend connections with community-based organizations if a family is in need of additional support services. Additional resources are available to families online: [Bullying Prevention and Intervention Resources](#).
- B. Notification requirements. At the beginning of each school year, parents/guardians are informed about the anti-bullying curricula that are being used through communication from the Building Principal. This notice includes information about [how they can reinforce the curriculum at home](#), the dynamics of bullying and harassment, including cyberbullying and online safety, as well as the student-related sections of the Plan and the Districts' Internet policy. The Old Rochester, Marion, Mattapoisett and Rochester School Districts will post the Plan and related information on its website. Additionally, portions of the Plan are published in the Student Handbook, which is updated regularly and housed on the Districts' website.

VII. PROHIBITION AGAINST BULLYING and RETALIATION

Acts of bullying or harassment, which include cyberbullying and retaliation, are prohibited:

- A. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- B. At a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying or harassment, provides information during an investigation of bullying or harassment, or witnesses or has reliable information about bullying or harassment is also prohibited.

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As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Bullying and Harassment in a Remote Learning Environment via technology

All district policies and procedures concerning bullying and harassment continue to apply in full during any part of the school year that students are engaged in remote online learning. Cyber-bullying and harassment includes bullying or harassment through the use of technology or any electronic communication and is prohibited under Massachusetts' anti-bullying, harassment law. Similarly, harassment is not dependent on the means by which the harassment is carried out and includes forms of electronic communication.

VIII. DEFINITIONS

Aggressor is a student who engages in conduct that constitutes bullying, harassment, cyberbullying, or retaliation under state law or district policy.

Bullying, as defined in M.G.L. c. 71, § 37O and adopted by the Districts, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- A. Causes physical or emotional harm to the target or damage to the target's property
- B. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- C. Creates a hostile environment at school for the target
- D. Infringes on the rights of the target at school
- E. Materially and substantially disrupts the education process or the orderly operation of a school

Harassment is conduct of a verbal, written, electronic, or physical nature directed towards a person of a protected class based on their race, sex, creed, color, national origin, sexual orientation, gender identity, religion, age, or disability that is designed to distress, agitate, threaten or endanger, students includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment. Harassment as described above may include, but is not limited to:

- **Cyberbullying/harassment** is bullying or harassment through the use of technology or electronic devices such as telephones, cell phones, computers, tablets, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social media postings, and other Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.
- **Sexual Harassment** is unwelcome conduct of a sexual nature determined by a reasonable person to be subjectively and objectively offensive and is so severe or pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity. Sexual harassment can include unwelcome sexual advances, requests for

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sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment.

- **Gender-based Harassment** is unwelcome conduct based on a student's actual or perceived sex, [gender identity](#), and [sexual orientation](#). It includes slurs, taunts, stereotypes, or name-calling, as well as gender-motivated physical threats, attacks, or other hateful conduct.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying or harassment causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying/harassment, provides information during an investigation of bullying/harassment, or witnesses or has reliable information about bullying/harassment.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, harassment, cyberbullying/harassment, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Districts, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ , [37H3/4](#), 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

X. PROBLEM RESOLUTION SYSTEM

Any parent/ guardian wishing to file a claim or concern, or who is seeking assistance outside of the Districts may do so by contacting the Department of Elementary and Secondary Problem Resolution System (PRS). More information about PRS can be found at <http://doe.mass.edu/prs>.

The PRS specialist assigned to the Districts can be found at <https://www.doe.mass.edu/prs/intake/default.html> or an email can be sent to the general PRS mailbox at compliance@doe.mass.edu.

For complaints involving federal civil rights laws, parents/guardians may contact:

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Administrative agencies with jurisdiction in these matters include:
The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108 (617) 727-3990

The U.S. Department of Education, Office for Civil Rights
5 Post Office Square 8th Floor
Boston, MA 02109-3921
(617) 289-0111

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

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Bullying Prevention & Intervention Incident Report Form

General Report Information

Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

| | |
|---|--------------------------|
| Name of Reporter/Person Filing the Report: | |
| Name of Target (of behavior): | |
| Name of Aggressor (person who engaged in the behavior): | |
| Check One: <input type="radio"/> I am the target of the behavior I'm reporting. <input type="radio"/> I am not the target of the behavior I'm reporting. | |
| Check One: <input type="radio"/> I am a student. Please specify your school/homeroom: <input type="radio"/> I am a staff member. Please specify your school/position: <input type="radio"/> I am a parent. Please provide your contact information: | |
| Date of Report: | Date of Incident: |
| Location of Incident: | Time of Incident: |

Information about the incident. Please use additional space on back or attach additional documentation as needed.

| | |
|--|--|
| <u>Name of Target (of behavior):</u> | |
| <u>Name of Aggressor (person who engaged in behavior):</u> | |
| <u>Date(s) of Incident(s):</u> | |
| <u>Time when Incident(s) Occurred:</u> | |
| <u>Location of Incident(s) (be as specific as possible)</u> | |

Witnesses

(Please list people who saw the incident or have information about it):

| Name | Role/Position |
|------|---------------|
| | |
| | |
| | |
| | |

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Signature of Complainant/Reporter _____ Date

(Note: Reports can be filed anonymously)

~~FOR ADMINISTRATIVE USE ONLY**~~**

Form Given To: _____ Position: _____ Date Received: _____

Signature _____ Date

Administrator/Designee investigating: _____

~~Please attach the investigation notes to this form including parents/guardians notified, student safety checks, resulting actions and safety intervention plans created.~~

Completed forms should be submitted to an Administrator

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Current form

Bullying Prevention & Intervention Investigation & Follow-Up Form
General Report Information

| | |
|-----------------------|------------------------------------|
| Date of Report Taken: | Date of Investigation: |
| Date of Final Report: | Date Students Informed of Results: |
| Name of Target: | |
| Name of Aggressor: | |

Parties Conducting the Investigation

| Name | Role/Position |
|------|---------------|
| | |
| | |
| | |

Involved Parties Interviewed

| Name | Role (i.e. Witness, Other Target, Other Aggressor) |
|------|--|
| | |
| | |
| | |

Interview Narrative (Attach Documents As Needed):

Actions Taken:

1) As Consequences for Aggressor:

2) To Protect the Target:

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3) ~~To Protect the Reporter and/or Witness (es):~~

Date of Contact with Parent of Target: _____

Faculty Member Who Contacted Parent: _____ Role: _____

How was the parent contacted? _____

Date of Contact with Parent of Aggressor: _____

Faculty Member Who Contacted Parent: _____ Role: _____

How was the parent contacted? _____

| Dates of Follow-Up Conferenees | Results of Follow-Up Conferenees |
|--------------------------------|----------------------------------|
| | |

Date Reported to the Office of the Superintendent or Designee: _____ Time: _____

Faculty Member Who Relayed the Report: _____

Role: _____

Details: _____

Date Reported to the SRO / Police Department: _____ Time: _____

Faculty Member Who Made the Report: _____ Role: _____

Details: _____

Signature of Investigator

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BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

I. INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____

☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Alleged Target (of behavior): _____

Name of Alleged Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on the back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)

10. Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

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II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed alleged aggressor Name: _____ Date: _____
☐ Interviewed alleged target Name: _____ Date: _____
☐ Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____

3. Any prior documented incidents by the alleged aggressor? ☐ Yes ☐ No

If yes, have incidents involved alleged target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ YES ☐ NO

☐ Conduct based on protected class _____
☐ Bullying ☐ Incident documented as _____
☐ Retaliation ☐ Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian Date: _____
☐ Assistant Supt. of Student Services Date: _____ ☐ Law Enforcement Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ Suspension ☐ Referral
☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date _____
(If principal was not the investigator)

Signature and Title: _____ Date: _____