JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
May 8, 2025 – 4:30 p.m.
MEETING HELD IN HYBRID FORMAT
Superintendent's Conference Room
135 Marion Road
Mattapoisett, MA 02739

District Members Present: Michelle Smith, Chairperson (in-person), Frances-Feliz Kearns (remote), Matthew Monteiro (remote), Rosemary Bowman (remote), Joseph Pires (remote), James Muse (in-person) and Robin Rounseville (in-person).
District Members Absent: April Nye, Margaret McSweeny

Union Members Present: Sharon Hartley, Chairperson (in-person), Anne Fernandes (in-person), Josh Trombly (in-person), Nichole Daniel (remote), Cristin Cowles (remote), Mary Beauregard (in-person) and Nichole Nye McGaffey (remote).
Union Members Absent: Carly Lavin, Jack LeBrun

Other Staff Members Present: Michael S. Nelson, Superintendent of Schools; Jill Henesy, Food Service Director; Doreen Lopes, Early Education Coordinator; Melissa Wilcox, Executive Assistant to the Superintendent (all in-person); parents, community members and members of the press.

Meeting was called to order at 4:34 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.

I. Consent Agenda
A. Approval of Minutes
1. Regular Minutes:
Motion to approve the regular minutes of January 23, 2025 as presented
District, Mr. Muse
Union, Ms. Fernandes
Seconded
District, Ms. Rounseville
Union, Ms. Beauregard
MOTION PASSED
(District 7:0) (Union 7:0)
ROLL CALL
District: Smith: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, Muse: yes, Rounseville: yes
Union: Hartley: yes, Fernandes: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes

Motion to approve the Executive Session minutes of January 23, 2025 as presented
District, Mr. Muse
Union, Ms. Fernandes
Seconded
District, Ms. Rounseville
Union, Ms. Beauregard
MOTION PASSED
(District 7:0) (Union 7:0)
ROLL CALL
District: Smith: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, Muse: yes, Rounseville: yes

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

VI. New Business
D. Policy Review
Superintendent Nelson reviewed each section as below with policies to review at this meeting.

1st Reads
• IN – Artificial Intelligence (AI) Policy (new) - This policy was drafted with sample language from MASC along with the review of local AI policies and input from the administration and technology teams. Superintendent Nelson explained this policy was created with recommended language from MASC and recommended by the Policy Subcommittee. He explained the school committee could share feedback with their Chairperson.

Revisions
JFABG – Project Grow Student Selection Policy - Ms. Lopes, Early Education Coordinator, has proposed changes to policy JFABG to revise the dates to accept students from outside of the district.
Ms. Lopes explained the proposed changes are the date to open enrollment to the other towns in the tri-town and the second is the date to open enrollment to outside of the district, which has only occurred one time in her fifteen-year tenor. She explained the earlier dates are to enable the district to notify families earlier of acceptance for planning purposes.

Motion to approve the revisions to policy JFABG Project Grow Student Selection Policy as presented
District, Mr. Muse
Union, Ms. Fernandes
Seconded
District, Ms. Rounseville
Union, Ms. Beauregard
MOTION PASSED
(District 7:0) (Union 7:0)
ROLL CALL
District: Smith: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, Muse: yes, Rounseville: yes
Union: Hartley: yes, Fernandes: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes

JFAD – ORRHS Admission Policy for Vocational Technical Education Programs - This policy must be reviewed annually by the Policy Subcommittee.
Ms. Lopes explained there are no changes to this policy, however part of the annual requirements of the vocational program are to review the policy.

Motion to approve policy JFAD ORRHS Admission Policy for Vocational Technical Education Programs as presented
District, Mr. Muse
Union, Ms. Fernandes
Seconded
District, Ms. Rounseville
Union, Ms. Beauregard
MOTION PASSED
(District 7:0) (Union 7:0)
ROLL CALL
District: Smith: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, Muse: yes, Rounseville: yes
Union: Hartley: yes, Fernandes: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes

ADF – District Wellness Physical Activity and Nutrition Policy - This policy has been reviewed and updated by the Food Service Director and Nurse Coordinator with the assistance of a DESE School Wellness Specialist.
Ms. Henesey explained this committee is being revitalized and a member has been appointed by each school committee. The policy was reviewed with the assistance of DESE to make it current with USDA standards.
Superintendent Nelson added that this policy is a requirement and part of the audit process of the Food Service Department, which will take place again in the next year or so.
School Committee Feedback:
Ms. Fernandes inquired about language in the old version around physical activity in the classroom. Ms. Smith reviewed the statement towards the end of the reviewed policy which states schools will promote an environment supportive of physical activity.

Motion to approve the revised policy ADF District Wellness Program Policy as presented
District, Ms. Rounseville
Union, Ms. Beauregard
Seconded
District, Mr. Muse
Union, Mr. Trombly
MOTION PASSED
(District 7:0) (Union 7:0)
ROLL CALL
District: Smith: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, Muse: yes, Rounseville: yes
Union – Hartley: yes, Fernandes: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: 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 (June)
- Professional Development Plan Approval (June)
- Superintendent's Goals Mid-Cycle Update (June)

OPEN COMMENTS:
Chairperson Hartley read the following statement:
Public comment is governed by approved school committee policy. Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on side wall and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.

There were no open comments.

Motion to adjourn meeting at 4:56 p.m.
District, Mr. Muse
Union, Ms. Beauregard
Seconded

District, Ms. Rounseville
Union, Ms. Fernandes
MOTION PASSED
(District 7:0) (Union 7:0)
ROLL CALL
District: Smith: yes, Kearns: yes, Monteiro: yes, Bowman: yes, Pires: yes, Muse: yes, Rounseville: yes
Union: Hartley: yes, Fernandes: yes, Nye McGaffey: yes, Daniel: yes, Beauregard: yes, Trombly: yes, Cowles: yes

Submitted by,
Melissa Wilcox

JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SUPERINTENDENCY UNION #55
May 8, 2025 – 4:30pm

Zoom link:
https://oldrochester-org.zoom.us/j/92931925429?pwd=QaYzIbTeg9Y3RwqQrLBe2735oAO7bk.1
Meeting ID: 929 3192 5429
Passcode: 269294

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Superintendent's Conference Room located at 135 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: January 23, 2025
2. Executive Session: January 23, 2025
3. Superintendent's Goals Subcommittee

II. Old Business
III. Agenda Items Pending
IV. Special Topic Report
V. General

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: May 6, 2025
SUBJECT: Agenda Items

The following items are on the agenda for May 8, 2025.

I. Consent Agenda

A.1. Approval of Minutes- Regular Minutes

Recommendation
That the School Committees review and approve the minutes of January 23, 2025. Please refer to "JSC 05082025 January Minutes"

A.2. Approval of Minutes- Executive Minutes

Recommendation
That the School Committees review and approve the minutes of January 23, 2025.

VI. New Business

D. Policy Review

Recommendation:
That the school committee review the following policies:

1st Reads

- **IN – Artificial Intelligence (AI) Policy (new) -** This policy was drafted with sample language from MASC along with the review of local AI policies and input from the administration team and technology team.

2nd Reads

- None

Revisions

- **JFABG – Project Grow Student Selection Policy -** Ms. Lopes, Early Education Coordinator, has proposed changes to policy JFABG to revise the dates to accept students from outside of the district.
- **JFAD – ORRHS Admission Policy for Vocational Technical Education Programs -** This policy must be reviewed annually by the Policy Subcommittee.
- **ADF – District Wellness Physical Activity and Nutrition Policy -** This policy has been reviewed and updated by the Food Service Director and Nurse Coordinator with the assistance of a DESE School Wellness Specialist. Please refer to the existing policy and the revised edition of the policy.

VIII. Future Business

A. Timeline

The next meeting of the Joint School Committee will be held as follows:
Joint School Committee
June 12, 2025

B. Future Agenda Items

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

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

JOINT SCHOOL COMMITTEE MEETING
OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
January 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 McSweeny (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, McSweeny: 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, McSweeny: 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. McSweeny 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. McSweeny 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, McSweeny: 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. McSweeny 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 typical prefer not to hold professional development days on Mondays or Fridays. The 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, McSweeny: 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, McSweeny: 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, McSweeny: 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, McSweeny: 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, McSweeny: 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


M.A.S.S.


PROJECT
351
UNITE ACT LEAD


BOSTON CELTICS
SHAMROCK FOUNDATION
PLAYBOOK
INITIATIVE
new balance

24-25



Launch Day 2025

Project 351 - 8th Grade Ambassadors

- Sophie Zhou, Marion
- Grace Hebert, Mattapoisett
- 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

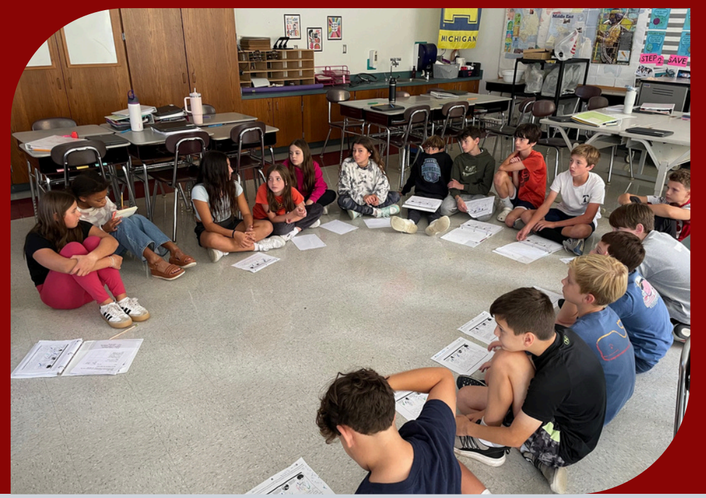
Provide professional development to support and implement adoption of current Literacy Action Plan.



Year One - Strategic Initiatives Focus

OBJECTIVE ONE & TWO
TEACHING & LEARNING

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)

OBJECTIVE ONE & TWO
TEACHING & LEARNING

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

OBJECTIVE ONE & TWO
TEACHING & LEARNING

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

OBJECTIVE ONE & TWO
TEACHING & LEARNING

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

OBJECTIVE ONE & TWO
TEACHING & LEARNING

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

OBJECTIVE ONE & TWO
TEACHING & LEARNING

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

OBJECTIVE THREE
SUPPORT SYSTEMS

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

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

OBJECTIVE THREE
SUPPORT SYSTEMS

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 aupport HQIM Tier 1 core literacy program adoption
- Developed system of incident reporting and data tracking

OBJECTIVE THREE
SUPPORT SYSTEMS

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

OBJECTIVE THREE
SUPPORT SYSTEMS

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

OBJECTIVE FOUR
CLIMATE & CULTURE

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

4.1

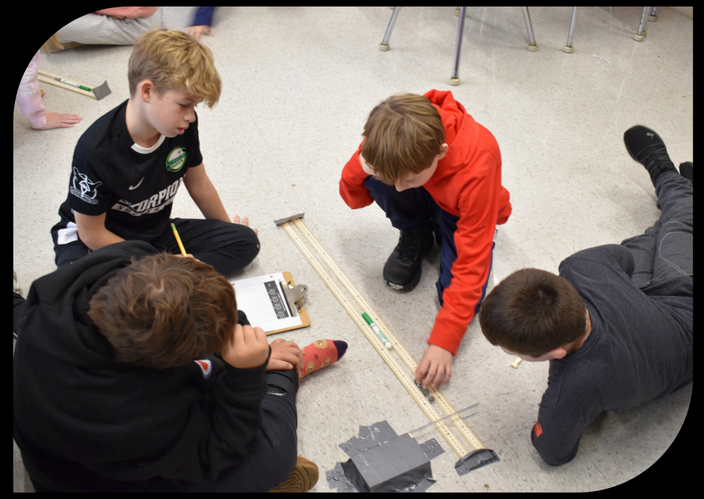
Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.

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 - Strategic Initiatives Focus

OBJECTIVE FOUR
CLIMATE & CULTURE

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

OBJECTIVE FOUR
CLIMATE & CULTURE

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, Adivsory Groups, Junior AmbassadORs, AmbassadORS, Student Council, JHS Student Affairs Committee).
- Initiated new or expanded ongoing student leadership programs and intiatives through clubs, committees, council and leadership roles
- Engaged in career exploratory opportunities for students through job fairs, events, mock careers trials and guest speakers

OBJECTIVE FOUR
CLIMATE & CULTURE

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

OBJECTIVE FOUR
CLIMATE & CULTURE

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 opportunties for students to participate with peers, educators and community
- Work with community business to enhance career exploratory opportunities

OBJECTIVE FOUR
CLIMATE & CULTURE

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 - Strategic Initiatives Focus

OBJECTIVE FIVE
SAFE SCHOOLS

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

OBJECTIVE FIVE
SAFE SCHOOLS

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

OBJECTIVE FIVE
SAFE SCHOOLS

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

OBJECTIVE FIVE
SAFE SCHOOLS

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
Massachustts Superintendency Union #55

Superintendent's Goals 2024-2026

Michael S. Nelson, Superintendent of Schools

January 23, 2025

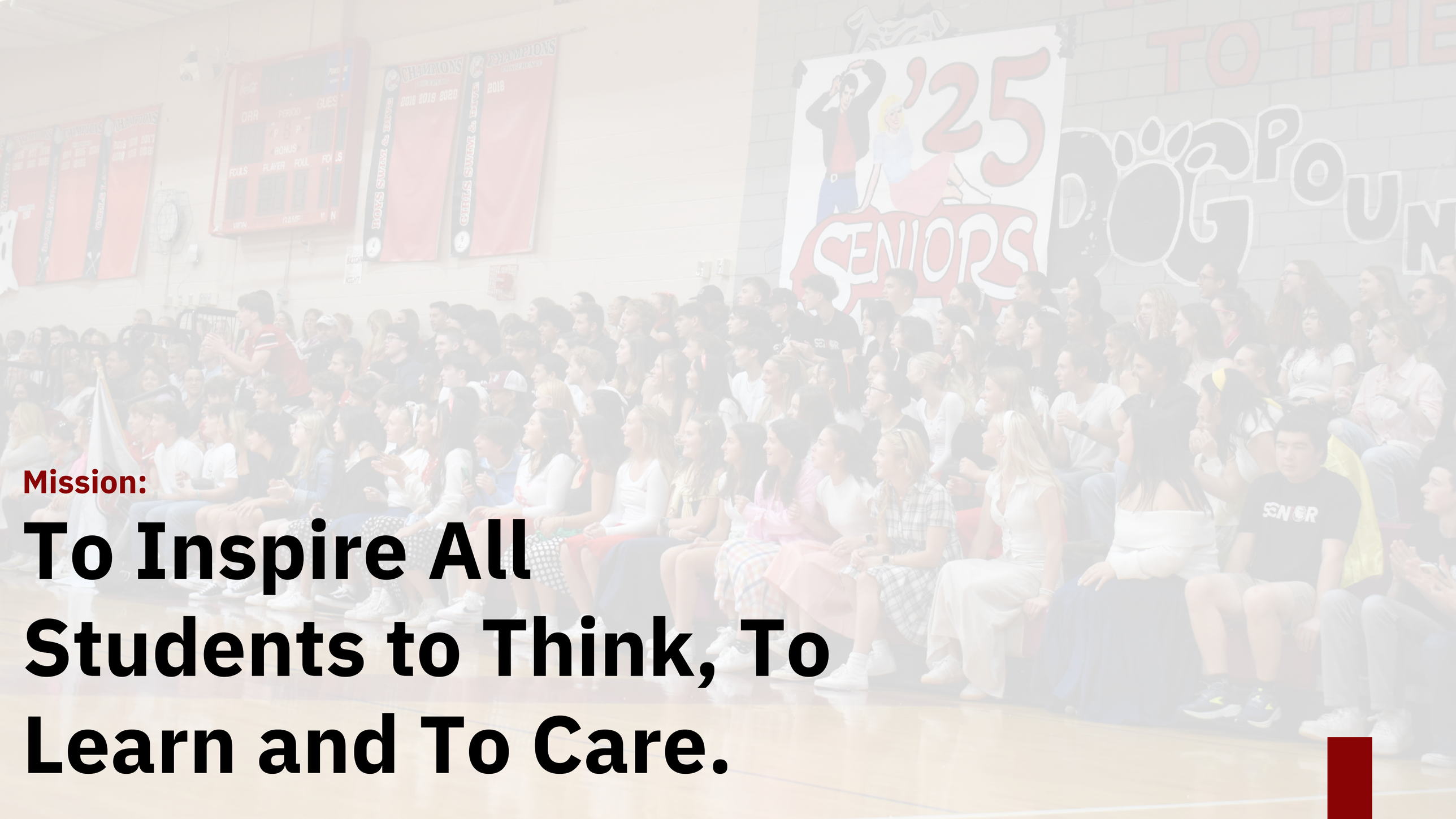


Marion	Nichole Daniel & Michelle Smith
Mattapoisett	Carly Lavin
Rochester	Anne Fernandes & Sharon Hartley
Old Rochester	Matthew Monteiro, James Muse & Michelle Smith

Superintendent's Goals Subcommittee

Timeline

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



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 theLeadership 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

Superintendent's Rubric

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

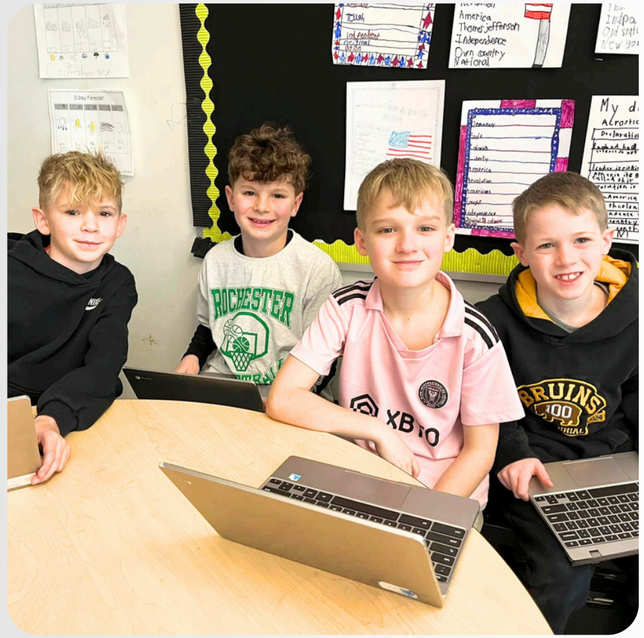



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MARINE CORPS RESERVE
TOYS FOR TOTS





Thank you!


ROCHESTER
BRUINS

IN - Artificial Intelligence (AI) Policy

Purpose
The influence of Artificial Intelligence (AI) in education is a rapidly evolving landscape. As such, it is challenging to develop a single policy that fully addresses the concerns around access, privacy, copyrights, and academic standards. This policy aims to ensure that AI tools are used responsibly to enhance student learning while maintaining academic integrity and complying with relevant laws.

Scope
This policy applies to all predictive and generative AI tools used by students, staff and administrators in the district.

Policy Statement
The Old Rochester Regional School District and Massachusetts Superintendency Union #55 (the District) School Committees acknowledge the growing influence of artificial intelligence in education. The District is committed to preparing students for their futures by fostering fluency in digital technologies and critical thinking skills. AI tools should be used to complement, not replace, the role of educators, ensuring that student learning is enhanced in a responsible and meaningful way. The Committee will direct the Administration to develop procedures in line with current district policies, state and federal laws, including those regarding the protection of students' information.

Guidelines

- **Ethical Use**: AI tools must support personalized learning, engage students, and help develop critical thinking skills, without replacing the teacher-student relationship.

- **Privacy**: AI tools will comply with the FERPA (Family Educational Rights and Privacy Act), COPPA (Children's Online Privacy Protection Act, and other student data protection laws, ensuring student information is secure and used only for educational purposes.

- **Equity**: AI tools will be selected based on their ability to serve all students fairly and without bias, and their impact will be regularly assessed.

- **Transparency**: Clear communication will be provided regarding the use of AI tools, data collection, and educational goals.

- **Student Engagement**: AI will be used as a tool for enhancing learning experiences, such as research, project-based learning, and individualized instruction, to support students in their academic journey.

Review and Revision
The district will review and revise this policy regularly, ensuring that it aligns with new developments in AI and remains in compliance with academic standards and privacy laws.

Cross Ref:

File: IJND - ACCESS TO DIGITAL RESOURCES

File: IJNDB - USE OF TECHNOLOGY IN INSTRUCTION

File: IJNDB-E-1 - ELEMENTARY SCHOOL ACCEPTABLE USE AGREEMENT

File: IJNDB-E-2 - SECONDARY SCHOOL ACCEPTABLE USE AGREEMENT

File: IJNDB-E-3 - STAFF ACCEPTABLE USE AGREEMENT

File: IJNDBA - CLASSROOM USE OF AUDIO-VISUAL MATERIALS POLICY

File: IJNDC - INTERNET PUBLICATION

File: IJNDD - POLICY ON SOCIAL MEDIA

JRA - Student Records

Student Handbooks

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

Revisions Proposed by Early Education Coordinator – Recommended by Policy Subcommittee 4.10.25

JFABG - PROJECT GROW STUDENT SELECTION POLICY

This policy applies to the eight general education openings in the integrated classrooms called Project GROW.

First priority will be given to residents of Marion, Mattapoisett and Rochester.

Children must be at least three years old by August 31st. Children may not be age-eligible for kindergarten in Marion, Mattapoisett or Rochester.

Returning students will be given priority.

Preference will be given to

- children who may be considered at risk for educational failure,
- children who have had no preschool experience and
- children of families with income below the state median.

In addition to family income, the following risk factors are considered:
(Child risk factors)

- premature birth,
- low birth weight,
- evidence of lead paint poisoning,
- evidence of inadequate nutrition or nurturance.

(Family risk factors)

- low maternal education,
- single parent,
- physical or emotional abuse or neglect,
- substance abuse,
- parent/sibling with a disability or mental, chronic or terminal illness,
- homelessness or frequent moves,
- prolonged unemployment,
- deprived or isolated environments.

Attempts will be made to balance each class by age (maintaining mixed age groups) and by gender.

In each class three 'at risk' slots have been designated for children whose families may be challenged to pay the tuition. Families whose income falls below 50% State Median Income will be considered for a waiver of tuition. Appropriate documentation will be required.

On ~~August 15~~May 1st, if any general education openings still exist, one will be reserved for a resident of that town. The other openings may be filled by applicants from the other two towns in the Tri-Town area.

On ~~October 1~~August 15th, if any general education openings still exist, one will be reserved for a resident of that town. The other openings may be filled by applicants from towns outside of the Tri-Town area.

Students from outside of the Tri-Town area who are enrolled in a general education slot are guaranteed only one year placement, and they will be charged a per pupil cost for attendance as opposed to the daily tuition charged to residents of the Tri-Town area. Upon enrollment, parents or families of these children will be advised as to these terms.

Approved by the Joint School Committee on

JFAD - OLD ROCHESTER REGIONAL HIGH SCHOOL ADMISSION POLICY FOR VOCATIONAL TECHNICAL EDUCATION PROGRAMS

I. INTRODUCTION

When Old Rochester Regional High School receives more applications than it has available seats, Old Rochester Regional High School applies a lottery to determine which students it will admit. The lottery will admit resident students before admitting any non-residents seeking the same program. Old Rochester Regional High School admission policy is on file at the MA Department of Elementary and Secondary Education.

II. EQUAL EDUCATIONAL OPPORTUNITY

Old Rochester Regional High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities..

If there is a student with limited English proficiency, a qualified staff member from Old Rochester Regional School District will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant's admission to the vocational technical education program.

III. ELIGIBILITY

Any eighth, ninth, tenth or eleventh grade student who is a student in Old Rochester Regional High School is eligible to apply for fall admission or admission during the school year subject to the availability of openings to the vocational technical education programs at Old Rochester Regional High School.

Resident students will be evaluated using the selection criteria contained in this Admission Policy.

Transfer students from vocational technical schools are eligible to apply for fall admission or admission during the school year to the vocational technical education programs grades 9-12 at Old Rochester Regional High School provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using this Admission Policy.

IV. ORGANIZATIONAL STRUCTURE

Old Rochester Regional High School is a public school located in Mattapoisett, Massachusetts. Old Rochester Regional High School is accredited by the New England Association of Schools and Colleges. Old Rochester Regional High School is committed to providing quality vocational technical education programs.

It is the responsibility of the Old Rochester Regional High School Principal to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.
Old Rochester Regional High School has an Admissions Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Student Services, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- Determination of standards for admission
- Development and implementation of admission procedures
- Processing of applications
- Ranking of students
- Acceptance of students according to the procedure and criteria in the admission policy
- Establishment and maintenance of a waiting list of acceptable candidates

The Old Rochester Regional High School Principal is responsible for disseminating information about Old Rochester Regional High School's vocational technical education programs through local school assemblies and press releases, and for collecting applications from students.

V. RECRUITMENT PROCESS

The Old Rochester Regional High School Principal disseminates information about the programs through a variety of methods.

Visitations with an informational slide presentation to 8th grade classes in local schools from October to January are scheduled.

An Open House is scheduled during the fall. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational technical programs and speak with teachers as well as view a presentation about all offerings. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time. Chapter 74 website information, which describe vocational technical programs including academic courses, cooperative education, and special education resources, are available during the 8th grade visitations and the Open House.

VI. APPLICATION PROCESS

APPLICATION PROCESS - FOR FALL ADMISSION* TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE PROGRAMS

1. Students interested in applying for admission to the ninth, tenth, eleventh or twelfth grade vocational technical education programs for fall admission must:

   • Obtain access to the online application from the Old Rochester Regional High School or Junior High School Guidance Office as early in the school year as possible. One application is all that is needed. It will cover admission to all the vocational technical education programs in the event that a student is interested in more than one program.

   • Complete application forms will be submitted to the Old Rochester Regional High School Guidance Office by the deadline set by the Old Rochester Regional High School Principal.

2. If incomplete applications are received, the following procedures will be followed:

   • The applicant's parent(s)/guardian(s) will be notified by mail by the Old Rochester Regional High School Principal.

   • If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

APPLICATION PROCESS - FOR ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE PROGRAMS FOR THE CURRENT SCHOOL YEAR*

1. Students interested in applying for admission to the vocational technical education programs at Old Rochester Regional High School for admission for the current school year must:

   • Obtain access to the online application from the Old Rochester Regional High School or Junior High School Guidance Office. One application is all that is needed. It will cover admission to all the vocational technical education programs in the event that a student is interested in more than one program.

   • Return the completed application form to the Old Rochester Regional High School Principal by the deadline set by the Old Rochester Regional High School Principal.

2. If incomplete applications are received, the following procedures will be followed:

   • The applicant's parent(s)/guardian(s) will be notified by mail by the Old Rochester Regional High School Principal at Old Rochester Regional High School.

   • If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

LATE APPLICATIONS

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on a waiting list with other late applications.

TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at Old Rochester Regional High School. All transfer applicants must attend an informational meeting at Old Rochester Regional High School. If the applicant or parent/guardian cannot provide transportation, an official from Old Rochester Regional High School will go to the local school to meet with the applicant. Their applications will be evaluated according to the selection criteria contained in this Admission Policy.

SCHOOL CHOICE

Students applying to Old Rochester Regional School District under the school choice program should contact our Superintendent's office at 508.758.2772 ext. 1956 or melissawilcox@oldrochester.org with any questions. More information on school choice can be found on the Department's website .

WITHDRAWN STUDENTS

Students who withdraw from Old Rochester Regional High School's vocational technical education programs may reapply for admission to Old Rochester Regional High School's vocational technical education programs following the procedures contained in this admission policy and will be evaluated using the selection criteria contained in this Admission Policy.

VII. SELECTION PROCESS

Students are admitted into the program of their choice based on the space availability. If more students wish to enroll than space available a lottery selection will determine enrollment into the program.

VII. SELECTION CRITERIA

Completed Application

Meets the eligibility criteria to advance to next grade level.

ENROLLMENT

In order to enroll in Old Rochester Regional Vocational Technical Education programs for the fall, applicants must have been promoted to the grade they seek to enter by their local school district. In addition, they must have passed courses in English Language Arts or the equivalent and mathematics for the school year immediately preceding enrollment at Old Rochester Regional School District.

REVIEW and APPEALS

The applicant's parent(s) or guardian(s), upon receipt of a letter from Old Rochester Regional School District indicating that the applicant was not accepted or was placed on a waitlist for a particular program (shop) (major), may request a review of the decision by sending a letter of request to the Superintendent within thirty days of the receipt of the rejection or waitlist letter.

The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

Adopted: March 1, 2020

Revised: December 16, 2021

Revised: June 20, 2024 by the Joint School Committee

ADF - DISTRICT WELLNESS PROGRAM POLICY

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 (the District) is committed to providing school environments that promote and protect student's health, well-being and ability to learn by supporting lifelong habits of healthy eating and physical activity.

Therefore, it is the policy of the District that:

- All students, in all grades will have opportunities, support and encouragement to be physically active on a regular basis.
- Reimbursable breakfasts, reimbursable lunches and a la carte items will comply with all of the federal, state and local regulations.
- Qualified nutrition professionals will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students while accommodating cultural food preferences and special dietary needs; and will provide clean, safe, pleasant settings and adequate time for students to eat.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish connections between health education and school meal programs.

I. District Wellness Committee

The Superintendent or designee(s) will convene the District's Wellness Committee and facilitate the development of and updates to the Wellness Program Policy, and will ensure compliance with the policy.

Each school will designate a school administrator, who will ensure compliance with the policy.

The District Wellness Committee will create, strengthen and work with the school-building administrators to, implement, monitor, review, and, as necessary, revise the school Wellness Program Policy. The committee will also serve as a resource to each of the District's school buildings for implementing the policy. The District Wellness Committee may be composed of parents, high school students, and the school food authority, members of the school committees, school administrators, teachers, health professionals, physical education teachers and members of the public.

The District Wellness Committee will meet at least four times per year and official minutes of each meeting will be kept. The District will retain records to document compliance with the requirements of this policy at District's Administrative Offices and will be made publicly available on the District's food service website www.orrschoolmeals.com. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Written meeting minutes.
- The most recent assessment on the implementation of the local school wellness policy.

Annual Notification of Policy: The District will inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District food service website, www.orrschoolmeals.com and/or district-wide communications.

II. Nutrition Education and Food Literacy

The District aims to teach, encourage and support healthy eating by students. Schools should provide nutrition education, food literacy and engage in nutrition promotion that:

- is offered in all grade levels as part of a sequential, comprehensive, program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as school gardens;
- links with school meal programs, other school foods and nutrition-related community services;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- includes analysis of the influence of culture, media, technology and other factors on health;
- includes the use of interpersonal communication skills, goal-setting, decision-making and self-management skills to enhance health;
- links with meal programs, farm to school and other school foods and nutrition-related community services;
- is integrated into other subjects beyond health education.

III. Setting USDA Child Nutrition Standards and School Meals Goals

Meals served through the National School Lunch Program and School Breakfast Program will:

- be appealing and attractive to students;
- provide free potable water during meals;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations, as documented;
- promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques.

Additional information on all food service program regulations can be found below:

National School Breakfast Program
National School Lunch Program
USDA Smart Snacks in Schools
Massachusetts School Nutrition Standards for Competitive Foods and Beverages

The District will make available annually all information regarding income eligibility for the School Breakfast Program and National School Lunch Program on the District's food service website, www.orrschoolmeals.com. Information packets will also be available in each building.

The Old Rochester Regional School District Food Service (ORRFS) may engage students, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. In addition, the food service department will make available information about the nutritional content of meals via the website, www.orrschoolmeals.com for parents and students.

Breakfast:

To ensure that all students have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn all schools will operate the School Breakfast Program. The District and schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.

Free and Reduced-Priced Meals:
Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals to all students, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals. More information about free and reduced priced meals and the annual application can be found on the District's food service website www.orrschoolmeals.com.

Meal Times and Scheduling:
Schools:

- Provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
- Every effort will be made to schedule lunch periods between 11 a.m. and 1 p.m.
- Tutoring, club or organizational meetings or activities will not be scheduled during meal times, unless students are able to eat during the activity.
- Provide students with ample time to eat breakfast and lunch.
- Students will have access to hand washing or hand sanitizing before they eat meals or snacks.
- Students with oral health needs, if appropriate, will have access to care.

Qualifications of School Food Service Staff:
Qualified nutrition professionals will administer the school meal programs. As part of the District's responsibility to operate a food service program, the District will provide continuing professional development opportunities for all nutrition professionals in schools. The District's Food Service Staff will adhere to the Healthy Hunger-Free Kids Act of 2010 standards for professional development in addition to local and state requirements. In addition, all school nutrition staff will complete annual School Nutrition Civil Rights and Allergy Awareness trainings.

Water:
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

Sharing of Foods and Beverages:
Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some students' diets.

IV. Setting Nutrition Standards for Competitive and Other Foods and Beverages
Foods and beverages sold individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.) and all a la carte foods will comply with the MA Competitive Foods Memo September 2023 and the USDA Smart Snacks, whichever is more restrictive.

The school day is defined as midnight to 30 minutes after the final bell of the school day.

Products & Produce:
When able schools will select local products and produce over other domestic items. The District will participate, when eligible, in the USDA Fruit & Vegetable Program to supplement the purchase of fresh produce.

Vending machines must comply with Massachusetts Nutrition Standards for Food and Beverages and USDA Smart Snacks at all times, regardless of the machine being on or off. The machine may not be turned on during the school day. Machines must be turned off at midnight until 30 minutes after the final bell of the school day.

Rewards:
Schools will not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individual education plan (IEP), and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations:
Student birthday celebrations, holiday celebrations and end-of-the-year celebrations will not include food. To encourage healthy eating habits and maintain the safety of students with life threatening allergies, student celebrations that occur during the school day will not include any food.

Fundraisers/Events:
All school fundraisers shall be signed off by the principal of the building. Non-food fundraisers are encouraged. All food fundraisers that take place during the school day must meet the Massachusetts Nutrition Standards for Food and Beverages and USDA Smart Snacks, whichever is more restrictive.

V. Food Marketing and Wellness Promotion
Staff members in the District are encouraged to model healthy eating habits as well as exercise and physical activity behaviors. The District highly values the health and well-being of every staff member and supports our staff's efforts to maintain and model a healthy lifestyle. Each school is encouraged to establish staff wellness initiatives.

School-based marketing will be consistent with nutrition education, food literacy and health promotion. Marketing of foods that do not meet Smart Snacks in Schools or MA School Nutrition Standards for Competitive Foods and Beverages standards will not take place in the cafeteria or on school grounds including banners around school fields. Vending machines, branded serving containers and coolers with logos will be replaced when possible. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products is encouraged.

Marketing techniques that are unacceptable include logos and brand names on vending machines, books, textbook covers, school supplies, scoreboards and sports equipment.

The District will participate in Farm to School Programs, when the opportunity arises and funding is available.

VI. Setting Physical Education and Physical Activity Goals
Physical Education classes will be consistent with the Massachusetts State Frameworks for Physical Education and the National Standards that define what students should know and be able to do, emphasizing knowledge, skills and personal goal-setting for a lifetime of physical activity. The classes are taught by state certified instructors in an environment where students learn, practice and are assessed on developmentally appropriate motor skills, their personal fitness levels, social skills and knowledge. Physical education will include the instruction of wellness, individual, team and cooperative activities to encourage life-long physical activity.

Schools will promote an environment supportive of physical activity. Students will be given opportunities for physical activity such as recess periods, physical education (P.E.) classes, physical activity programs and the integration of physical activity into the academic curriculum.

All elementary, middle and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All elementary school students will be offered recess and movement breaks daily. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests and abilities of all students.

School personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

The District will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.

VI. Monitoring, Evaluation and Communication Goals

Every three years, members of the District Wellness Committee will assess the policy and the implementation using the most current assessment tools. Based on the results of the assessment, the policy will be updated and presented to the School Committee.

The triennial progress report will be posted on the District website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, as recognized by the state, and progress made in achieving the annual goals set by the District Wellness Committee.

Approved by the Joint School Committee on …..

ADF - DISTRICT WELLNESS PHYSICAL ACTIVITY AND NUTRITION POLICY

WELLNESS, PHYSICAL ACTIVITY AND NUTRITION POLICY

I. School Health and Wellness Committee (Healthy Tri-Town Coalition)

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.) The committee should meet, at a minimum, four times per year, to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The District will retain records to document compliance with the requirements of the wellness policy at District's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

<u>Leadership</u>

The Superintendent or designee(s) will convene the District Health and Wellness Committee (Healthy Tri-Town Coalition) and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is District Food Service Director:

Jill Henesey, jillhenesey@oldrochester.org,

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District

will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

I. Nutritional Quality of Foods and Beverages Sold and Served on Campus

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams' *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities including school gardens, Mobile Breakfast carts, Grab 'n' Go Breakfast., All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Serve only low-fat (1%) and fat-free milk3 and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- Ensure that all of the served grains are whole grain-rich.3, 4
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:

    - Whole fruit options are displayed in attractive bowls or baskets
    - Sliced or cut fruit is available daily.
    - Daily fruit options are displayed in a location in the line of sight and reach of students.
    - Daily vegetable options are bundled into all grab-and-go meals available to students.
    - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
    - White milk is placed in front of other beverages in all coolers.
    - Alternative entrée options (e.g., fun lunches, weekly alternate hot lunch, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.

- A reimbursable meal can be created in any service area available to students
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is/can be displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- Menus will be posted on the District website or individual school websites.
- School meals are administered by a team of child nutrition professionals
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- The District child nutrition program will accommodate students with special dietary needs; to the best extend possible, with proper documentation.
- Students are served lunch at a reasonable and appropriate time of day.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals5. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" or classroom breakfast.

Summer Food Service Program

Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Meal Times and Scheduling

Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled

between 11 a.m. and 1 p.m.;
• should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
• will schedule lunch periods to follow recess periods (in elementary schools);
• will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
• should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools

The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

- **Beverages**

  • Allowed: water or seltzer water7 without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain 100% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);

  • Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 100% real fruit juice or that contain

additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

- **Foods**
  - A food item sold individually:
    - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
    - will have no more than 35% of its weight from added sugars;8
  - will contain no more than 200 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
  - A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are 100% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).9
- **Portion Sizes**
  - Limit portion sizes of foods and beverages sold individually to those listed below:
    - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
    - One ounce for cookies;
    - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
    - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
    - Eight ounces for non-frozen yogurt;
    - Twelve fluid ounces for beverages, excluding water; and
    - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods and beverages that meet or exceed the USDA Smart Snacks. Schools will encourage fundraising activities that promote physical activity. Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria). The District will make available to parents and teachers a list of healthy fundraising ideas (examples from the Alliance for a Healthier Generation and the USDA).

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,10 and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

All foods offered on the school campus will meet or exceed the USDA /MA Smart Snacks in School nutrition standards or, if the state policy is stronger, "will meet or exceed state nutrition standards", including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.

2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

[Meets Healthy Schools Program Silver-level criteria]

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances)

Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

The Old Rochester Regional School District/Massachusetts School Superintendency Union #55 aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses

of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).11 School-based marketing of brands promoting predominantly low-nutrition foods and beverages12 is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness

The Old Rochester Regional School District/Massachusetts School Superintendency Union #55 highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12

All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage - verbally and through the provision of space, equipment, and activities - daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Safe Routes to School

The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring & Policy Review

Monitoring

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.
School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school wellness committees, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review

To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.13 The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

FOOTNOTES

2 To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

3 As recommended by the Dietary Guidelines for Americans 2005.

4 A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.

5 It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.

6 School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

7 Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

8 If a food manufacturer fails to provide the added sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from added sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

9 Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

10 Unless this practice is allowed by a student's individual education plan (IEP).

11 Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

12 Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

13 Useful self-assessment and planning tools include the School Health Index from the Centers for Disease Control and Prevention (CDC), Changing the Scene from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education from the National Association for Sport and Physical Education.

Glossary:

Extended School Day - the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial - recurring every three years.

Reviewed by the Policy Sub-Committee on August 16, 2017 & September 16, 2017

***Reviewed and Approved by the Joint School Committees on September 28, 2017**

***please note that the 2nd read was waived due to the urgency of the policy being approved.**