

Nantucket Public Schools

"We Learn, Grow and Care through Rigor, Relevance and Relationships"

School Committee Meeting Agenda
Tuesday, October 5, 2021
NHS LGI

6:00 PM Regular Meeting (In Person)

- I. Call to Order
- II. Welcome and approval of agenda
- III. Comments from Public
- IV. Superintendent's Report
 - a) Electric Bikes
 - b) MASS/MASC Conference
 - c) Enrollment
- V. Presentations and discussions of issues of interest to the Committee
 - a) SRO Presentation, Officer Cassandra Thompson
 - b) AP Results – NHS Principal, Mandy Vasil
 - c) Homeschooling Report – C&A Director Jennifer Rabold
 - d) School Handbooks – NPS Principals
 - e) J Policy Proposed Amendments
 - a. *JB – Equal Educational Opportunities*
 - b. *JFABD – Educational Opportunities Homeless Students: Enrollment Rights & Services*
 - c. *JFABE - Educational Opportunities for Military Children*
 - d. *JFABF – Educational Opportunities for Children in Foster Care*
 - e. *JFBB – School Choice*
 - f. *JH – Student Absences & Excuses*
 - g. *JIC – Student Discipline*
- VI. Committee discussion and votes to be taken
 - a) Vote to Approve the NPS Substitute Daily Rate for Teachers & Teaching Assistants, FY22, at \$150.00
 - b) Vote to Approve Stop & Shop Donation for NES, \$1,939.64
 - c) September 21, 2021 Meeting Minutes
 - b) Transfers & Invoices
- VI. Sub-Committee/Work Group (Safety & Security, Policy, Negotiations, Scholarships, NET, Liaison Reports, & Acknowledgements)
- VII. Student Council Representative - Kathryn Kyomitmaitee
- VIII. Agenda for the next meeting, October 19, 2021 – EL Update, 1st Quarter Budget Update, Votes for J Policies ??, MAP Year Two, School Calendar 2022-2023, SC Retreat Date TBD
- IX. Adjournment

This Agenda does not guarantee that all items will be discussed. Additional items may be included at the meeting


Nantucket Public Schools

Enrollment Report by Classroom
October 5, 2021


	SPED																
	Only	<u>Pre-K</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>PG</u>	<u>Total</u>
Nantucket Elementary		13	17	15	14												
		11	16	18	14												
		14	17	17	15												
		10	17	16	12												
			19	15	14												
			19	16	14												
			18	15	14												
Elementary Total		48	123	112	97												380
Nantucket Intermediate						18	21	20									
						19	19	19									
						18	17	18									
						19	18	21									
						17	20	17									
						19	19										
						110	114	95									319
Cyrus Peirce									121	148	152						421
Nantucket High												157	122	147	126	4	556
District Total																	1676

COMPARISONS TO THE ABOVE

		<u>PreK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>		<u>Total</u>
Prev Report - September 2	4	49	126	112	102	114	114	95	124	149	149	156	114	145	126		1679
Prev Year - June 2020 - C	(NOT AVAILABLE - NO TRUE ENROLLMENT #)																
Year End June 2021	4	57	112	115	115	114	88	116	146	149	130	132	140	137	109		1664



School Resource Officers



Nantucket Public Schools

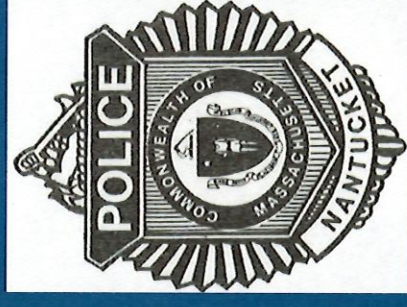


Ofc. Cassie Thompson

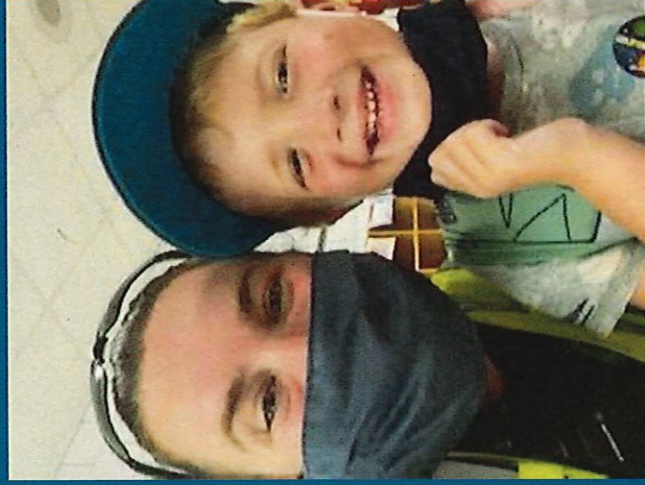


Typical Day

- Arrive 7am - 3pm
- Interact with any students dropped off early
- Assist with traffic during Drop-Off
- School Check-ins
- Intro. To Criminal Justice class
- Building/Grounds walk throughs
- Classroom Drop-ins
- Consult with support staff about student concerns
- Club crossing/Pick-up traffic



Selfies with Friends



In addition to the “Typical” day

- Training with staff for lockdowns
- In person parent meetings
- In person student meetings
- Assist DCF with open cases
- Any juvenile court cases



Everyday is different and usually never “typical”

First Day of School



Extras

- Halloween Safety bags for grades PreK-5 (provided by the Sheriff Dept)
- 4th Grade Bike Safety (Spring w/Youngs' Bike Shop)
- CPS Health Classes Internet Safety (18 classes taught last year)
- Crossing Guard Training with facilities and grounds
- Monthly camera checks
- Private School consults for lockdowns/drills

Questions?

Nantucket High School

Advanced Placement Presentation
Spring 2021 Administration



Number of Students taking Exams -- 119

7	10th Grade	7 Exams	Average Score 3.3	% Score 3 or Higher 71
62	11th Grade	113 Exams	Average Score 2.2	% Score 3 or Higher 33
50	12th Grade	101 Exams	Average Score 2.3	% Score 3 or Higher 36

71 Students took 2 or more Exams



Total Number of Exams 221

Average Score 2.3

% Score 3 or Higher 35



AP Scholar Criteria

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams



Total Scholars: 15 of 119 students who sat for the AP Exams

Average Score: 3.2

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	9	4	2
Average Score	2.78	3.68	4.33

- There are two steps to calculating the awards:
 1. The student's average AP score is determined based on **all** exams taken this year and in previous years.
 2. The student's exam scores are checked to see which ones count toward the various AP Scholar Awards.
- A student must meet all criteria to be eligible. For example, a student who has a 3.25 AP score average but only received a 3 or higher on **three** exams will not receive the AP Scholar with Honor Award because the minimum requirement is a score of 3 or higher on **four** or more exams.



EXAM	# Students	NHS Mean Score	MA Mean Score	Global Mean Score	Score 5 / 4
Biology	12	2.92	3.01	2.83	1 – 5, 3 – 4
Calculus AB	13	2.00	2.89	2.77	1 – 4
Chemistry	12	2.42	2.90	2.66	1 – 5, 1 – 4
English Language	32	2.78	3.09	2.86	1 – 5, 8 – 4
English Literature	27	2.48	2.68	2.47	1 – 5, 1 – 4
Environmental Sci	35	2.91	2.92	2.67	4 – 5, 5 – 4
Psychology	1 (VHS)	2.00	2.81	2.71	
Statistics	30	1.50	2.92	2.85	1 – 5
US Government	1 (VHS)	5.00	2.86	2.62	1 – 5
US History	58	1.69	2.87	2.52	2 – 4



Students by Demographics

Multilingual	7
Students with Disabilities	9
Male	46
Female	73

Race/Ethnicity	#Students	12th Grade	11th Grade	10th Grade
Asian (including Indian subcontinent and Philippines origin)	4	3	1	
Black or African American	11	2	9	
Hispanic or Latino (including Spanish origin)	10	5	4	1
White (including Middle Eastern origin)	84	38	40	6
Two or more races, non- Hispanic	10	2	8	

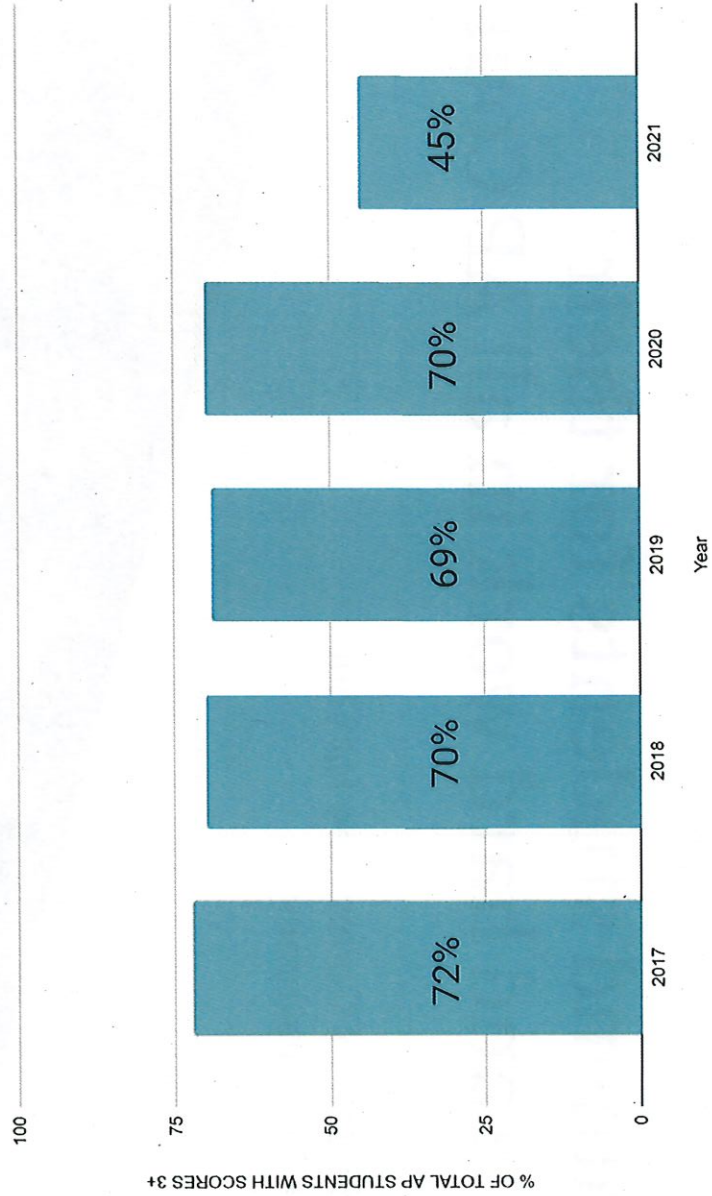


Five Year Score Summary

SCHOOL SUMMARY	2017	2018	2019	2020	2021
Total AP Students	88	115	119	115	119
Number of Exams	170	198	193	206	221
AP Students with Scores 3+	63	81	82	81	54
% of Total AP Students with Scores 3+	71.59	70.43	68.91	70.43	45.38



Total AP Students With Scores 3+



**We commend students for their
diligence and hard work in all AP Courses.**

Thank you to the School Committee for your
support of the AP programming.

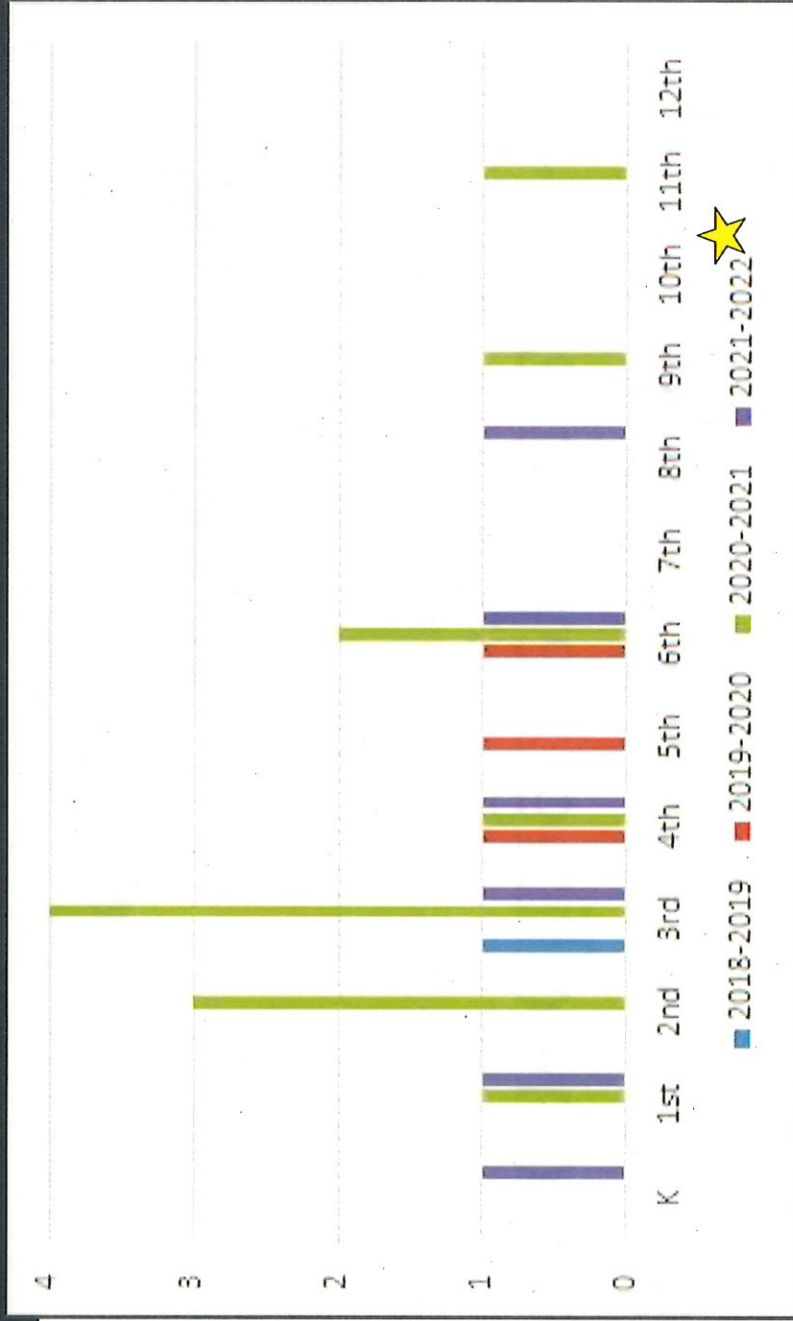


Nantucket Public Schools Homeschooling Report 2021-2022

Jennifer Rabold

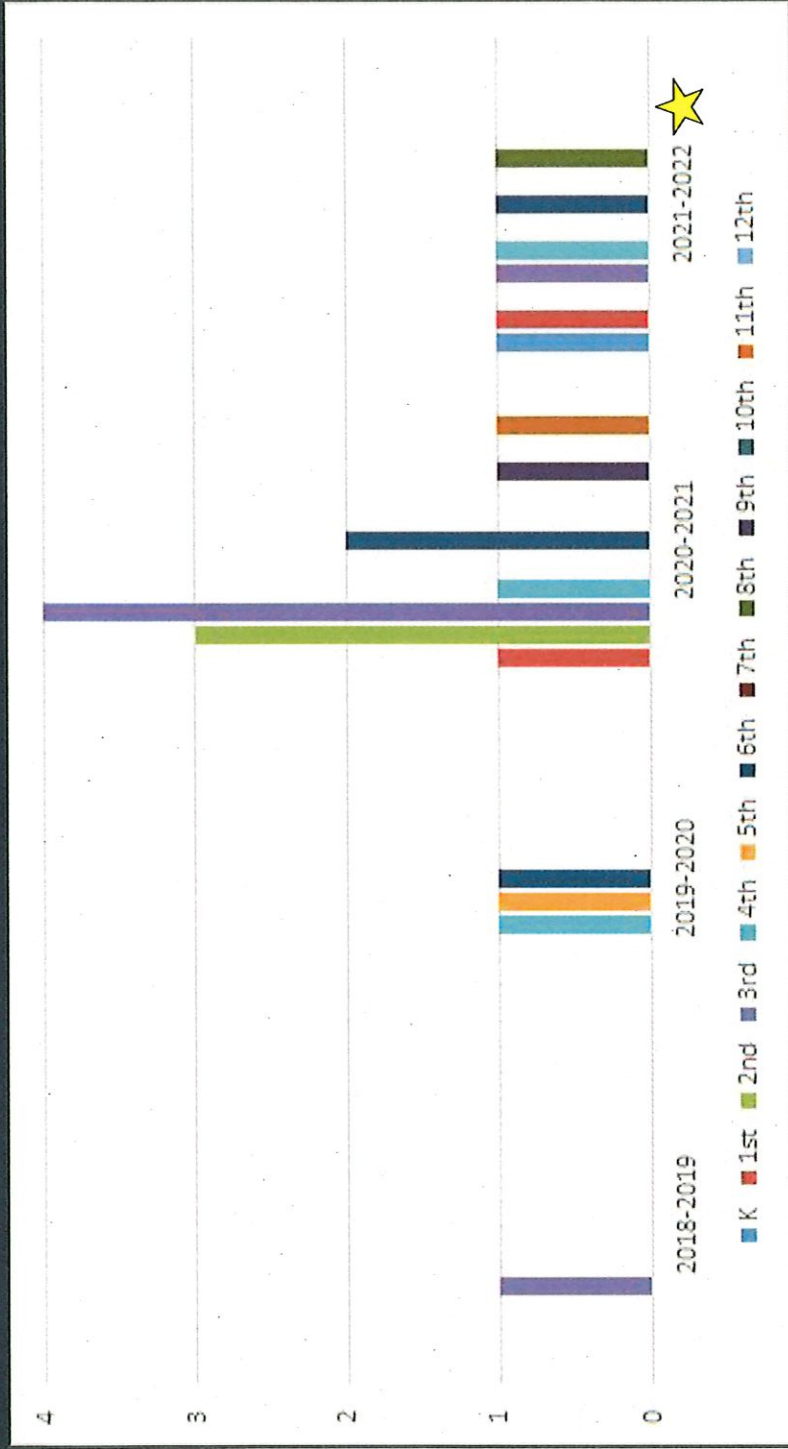


Homeschooled Children in NPS by Grade



★ Does not include 4 students whose applications are in process.

Homeschooled Children in NPS by Year



★ Does not include 4 students whose applications are in process.

2021-2022 Student Handbook Updates

Proposed New Language

NHS would like to propose changes to the following policies:

1. Bicycles (p. 6)
2. Computers, Laptops, Tablets, Electronic Devices, Smart Watches, Cell/Smart Cell/Smart Phones & Earbuds/Headphones (p. 10, 11)
3. Hats and Hoods (p.14)
4. Tardiness (p. 29)

Bicycles

The following procedures must be followed if you ride your bicycle or scooter to school:

- **Walk your bike/scooter on NPS School Campus**
 - Secure and lock your bicycle/scooter in the bike racks in ~~the CPS Courtyard~~, the front of NHS ~~or by the pool entrance~~,
 - Register your bicycle with the Nantucket Police Department,
 - Put your name or some identifying mark on the bicycle, and
 - Wear a helmet. *

*In effect since March 1994, Massachusetts law requires children under the age of thirteen (13) to wear an approved helmet when bicycling or riding as passengers on public ways.

Students driving an E-bike/Motorized bike to school must comply with the following:

- All E-bikes/motorized bikes parked on school property during school hours, must be registered with the front office and receive a parking permit sticker,
- Student operators must follow safe driving practices,
- Student operators must walk their bike on all school grounds,
- Student operators must park only in student designated parking area in front of NHS,
- No E-bikes/motorized bikes are allowed on any NPS athletic fields, playgrounds or on the NIS and NES campuses.

The following disciplinary actions for non-observation of the E-bike/motorized bike operating/parking regulations will be enforced:

Offense	Disciplinary Action
Reckless driving	May result in school suspension and ticketing by NPD. Suspension of bike permit privileges for up to 30 calendar days.
Bikes parked in non-designated areas or riding an e-bike/motorized bike on school property	Suspension of permit privileges for: 1 st offense up to 7 calendar days. 2 nd offense up to 14 calendar days. 3 rd offense up to the remainder of the school year.

Computers, Laptops, Tablets, Electronic Devices, Smart Watches, Cell/Smart Cell/Smart Phones & Earbuds/Headphones

The use of school owned or personal ~~computers, laptops, tablets,~~ electronic devices, smart watches, cell/smart phones, earbuds/headphones during the school day are only allowed with the teacher's permission in classrooms. Each of these devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. Therefore, use of these devices in classrooms is based upon a teacher granting permission to use such devices.

In order to preserve the teaching and learning environment, the following procedure for computers, laptops, tablets, electronic devices, smart watches, cell/smart phones, earbuds/headphones for Nantucket High School has been established:

Student use of school owned or personal ~~computers, laptops, tablets,~~ electronic devices, smart watches, cell/smart phones, earbuds/headphones during the school day is permitted during passing time and lunch and is a privilege. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the classroom.

Cell/smart phone and all functions within the cell/smart phone (i.e. cameras and all other applications) are PROHIBITED in the following areas: Restrooms, all Physical Education Areas and all School Office Areas.

Abuse of the privilege for using these devices will result in consequences beginning with confiscation of device, parent conference, and/or office detention. After a warning for unapproved/inappropriate usage, a teacher should confiscate the device and return it to the student after the end of the school day. Repeated violations of device use will result in the device being turned in to the Main Office. Said device can be retrieved by the student and/or parent as determined by the Assistant Principal.

Students using school owned or personal ~~computers, laptops, tablets,~~ electronic devices, smart watches, cell/smart phones, earbuds/headphones in any manner that disrupts the educational environment, from within or outside the classroom, or violates the rights of others, including, but not limited to, using the device in violation of our academic dishonesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable, be reported to the Nantucket Police Department.

(Adapted from: Cascade High School, NY Cell Phone Policy)

Failure to comply with the school's Acceptable Use Policy may result in the loss of computer privileges.

We expect everyone to use all our tools responsibly. The school's network and computers are intended for school-related learning activities only. Game playing, instant messaging, personal emailing, or other non-educational usage is forbidden. Computer fraud, cheating, inappropriate language, and inappropriate behavior relative to the use of computers, software, and related media will be dealt with seriously. This includes, but is not limited to:

- infiltrating unauthorized areas of the network,
- copying software,
- reading and/or sending inappropriate material, and
- communicating messages related to drugs, sex, alcohol, and/or violence.

Students may use these devices for other than school related purposes during their lunch period while in the cafeteria, but not while in the library.

As part of our 1:1 initiative, all students in grades ~~9-10-11~~ **9-12** will be issued a Chromebook. **Students will not be permitted to use a personal computer, laptop, or tablet within the school setting.** ~~Students in Grade 12 will operate under the BYOD program.~~ All students, in addition to the information outlined in this Handbook, are bound to the regulations and procedures provided in the NHS 1:1 Student/Parent Handbook.

Computer Loaner Program: Students may sign-out a loaner device from the library if their school issued ~~or personal~~ device is out for repair. The use of the Loaner Program is intended to be temporary and long-term use of a loaner device is prohibited. Students may not use a loaner device in place of enrolling in the NHS 1:1 Program or registering a personal device.

Hats and Hoods

Headwear such as hats, visors, and hoods may **not** be worn ~~at any time~~ within the school buildings **unless directed by a staff member to be removed during a class session, meeting or conversation.** ~~Head coverings present a safety concern as they block an individual's face/eyes and have the potential to make it more difficult to identify people within the building.~~

Tardiness

Tardiness is defined as arriving later than the scheduled school/class start time. The academic day begins at 7:50 am. Timeliness is vital to a student's academic progress. Additionally, out of respect for teachers and other students, a student should be on time.

A student is tardy if he or she is not in class when the start bell sounds.

Tardiness during a term will result in:

- 1 - ~~3~~ **6** No consequences
- ~~4 - 6~~ **Lunch Detentions**
- 7 - **9** Tardy Detentions and parent notification
- ~~10+~~ **13+** In-School Suspension ~~Saturday~~ and parent meeting

Students arriving at school unexcused tardy past 7:59 am will not be allowed to participate in after school activities, including athletics. In the case of a last day of the week occurrence, this precludes the student from all athletic and school activities until the following school day.

If a student misses more than half of any class the student will be treated as absent from that class, and thus loses eligibility to participate in co-curricular activities for that day, including athletics.

2021-2022 CPS Student Handbook Updates
CPS would like to propose changes to the following policies

1. Bicycles (Bike and E-Bikes)	Additional language	Page 14
2. Dress Code (Hats and Hoods)	Revision	Page 23
3. Tardiness	Revision	Page 41

2021-2022 CPS Student Handbook Updates

Proposed New Language

1. Bicycles (Bikes & E-bikes)	Page 14
2. Dress Code (Hats and Hoods)	Page 23
3. Tardiness	Page 41

Bicycles The following procedures must be followed if you ride your bicycle to school:

- all bicycles are to be walked on school property (ie sidewalks, fields, parking lots)
- secure and lock your bicycle in the bike racks around the school building
- register your bicycle with the Nantucket Police Department,
- put your name or some identifying mark on the bicycle, and
- wear a helmet. * *In effect since March 1994, Massachusetts law requires children under the age of sixteen (16) to wear an approved helmet when bicycling or riding as passengers on public ways. Additionally, Nantucket has a town by-law that everyone should be wearing a helmet.

Electric Bicycles (E-Bikes) are considered motorized bicycles and cannot be operated by anyone under the age of 16.

Dress Code

Hats and Hoods: Headwear such as hats, visors, and hoods may be worn within the school buildings unless directed by a staff member to be removed during a class session, meeting or conversation.

Tardiness Tardiness is defined as arriving later than the scheduled school/class start time. The academic day begins at 7:50 am. Timeliness is vital to a student's academic progress. Additionally, out of respect for teachers and other students, a student should be on time.

Tardiness during a trimester:

- 10 times - Office Detention (2:20pm - 2:50pm)
- Each additional 5 occurrences is another Office Detention
- Parent meeting may be called at any time

Students get a 'reset' at the beginning of each trimester.

Students arriving to school unexcused tardy past 8:00am will not be allowed to participate in after school activities, including athletics. In the case of a last day of the week occurrence, this precludes the student from all athletic and school activities until the following school day.

If a student misses more than half of any class the student unless dismissed for the contest or event will be treated as absent from that class, and thus loses eligibility to participate in co-curricular activities for that day, including athletics.

NIS Family Handbook 2021-2022 Notable Changes

Throughout the handbook, many of the Covid restrictions that are no longer in place were removed.

Page	Change
4	Mission, vision and core values
5	School Committee members changes
6	Administrative staff changes
7	Request for volunteers in the library
10-11	Minor edits to arrival and dismissal
23	Removed flu vaccine from immunization requirements
29	Removal of dress code banning head coverings
36	No longer allowing Ebikes on NIS campus Walking bikes and scooters on sidewalks
40	Changes to lunch times and prices Changes to birthday treats - Sweets no longer allowed
42	Updated Covid protocols

NES Handbook Updates 2021-2022

The Handbook has been updated with the following modifications with changing protocols..

These modifications are in yellow.

- Page 2 Letter was updated
- Page 4 Mission, Vision & Core Values - were updated
- Page 6 Updated School Committee members, administrators and removed virtual options for meetings.
- Page 8 Teacher Parent - Meetings have the option "to meet in person or virtually"
- Page 10 Extended day Program - Director name change
- Page 10 EL PAC - Director name change
- Page 11 Nantucket Community School - Director name change
- Page 12 - Eliminate the paragraph about Covid-19 practice and arrival it is embedded in addendum
- Page 12 Arrival - Language reflects students in their class assignments and entry with the homeroom teacher
- Page 13 Reminders - language reflects parents are to leave items outside building for students and are to wait outside for students with an early dismissal
- Page 14 Absences - Strike language of Virtual attendance
- Page 18 Making up missed work/Important Notes - Meetings may occur in person or virtually
- Page 22 Promotion/Retention - add "and a paper outline with signatures from parent and staff, "
- Page 25 Extended day - Director name change
- Page 25 Breakfast Buddies - Eliminated it for this year
- Page 27 Food Services - Language reflects current status of the breakfast and lunch program
- Page 34 Dress Code - removed head covering restriction
- Page 43 Bicycles - #5 No motorized bike, scooter, skateboard or any vehicle will be allowed on any NPS sidewalks, walkways or cross walks
- Page 48 Visitors - Continued no visitors for school lunch
- Page 49 NPS Health and Safety Protocols Updates 8.18.2021

EQUAL EDUCATIONAL OPPORTUNITIES (AMENDED)

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, physical and intellectual differences, **pregnancy, or pregnancy related condition.**

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law, which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, **support services**, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE Regulations 603 CMR 26:00
BESE Regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and youth **and unaccompanied youth** and their families **or legal guardians** to provide stability in school attendance and other services. Special attention will be given to, ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided services the district may offer, for which they are eligible, including, but not limited to Head Start and comparable pre-school programs, Title I, similar state programs, special education, **bilingual education, vocational and technical education programs, gifted and talented programs**, school nutrition programs, **summer programming and extracurricular activities**.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra- and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

Homeless students who are on Nantucket Island are entitled to transportation to their school of origin on Nantucket Island or the school where they are to be enrolled on Nantucket Island. For homeless students whose school of origin was in the Nantucket public school district, but who are no longer on Nantucket Island, the district's liaison will review each situation on a case-by-case basis to determine whether the district will provide transportation to the Island for the student; in such a review the liaison will consider the age of the student, the time the student would spend in commuting on and off the island and the impact such a commute may have on the student's education, personal safety issues associated with the commute on and off the island, the time remaining in the school year, the anticipated length of the student's stay in the temporary shelter or other temporary living situation, and any other relevant factors. If a determination is made to transport a homeless student who is not living on Nantucket Island to the Nantucket Public Schools, the district where the student is living and the Nantucket Public School will coordinate the transportation services necessary for the student and will negotiate a cost sharing agreement for such transportation. In the event that the Nantucket Public Schools and the district where the student is living do not reach an agreement on cost sharing, the cost of transporting the student will be divided equally between the two districts.

The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the education rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C
No Child Left Behind Act, 2002

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (AMENDED)

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously **Upon enrollment of an eligible student**, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, ~~special education students must be placed by the existing IEP with reasonable accommodations in the receiving school~~ **the district will assume financial and programmatic responsibility for the special education Programs of students with existing IEPs drafted in other states.**

Policy: JFABE

- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E; Interstate Compact on Educational Opportunity for Military Children

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE (AMENDED)

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed and **the other services to which they may be entitled.**

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SCHOOL CHOICE (AMENDED)

It is the policy of this School District not to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B). This decision will be reviewed annually, and if the Nantucket Public Schools decides to participate in the Interdistrict School Choice Program, it will do so under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, **pregnancy or pregnancy related condition**, academic performance or proficiency in the English language.

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his or her character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Chronic or Irregular Absence:

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal, ~~by whatever title they may be known,~~ **or designee** will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, ~~by whatever title they may be known,~~ or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Truancy, Suspension & Non-School Vacations:

It is also recognized that absence from school will occur under conditions such as truancy, suspension and non-school vacations.

Truancy:

- A student who is absent from school without the knowledge and permission of his/her parents or guardians or school authorities is truant.
- A student who skips or leaves a class without permission after reporting to school is truant.
- Absences which are excessive and/or which interfere with the student's educational program may be interpreted as truancy.
- Truancy may result in legal action by the school system against the truant or his/her parent(s) or guardian(s).

Non-School Vacations:

- Taking vacation time, other than during school vacations, is strongly discouraged. In deciding on an absence from school for a vacation, other than a regular school vacation, parents and school personnel shall consider the potential positive and negative educational effects on the student, and the impact on their peers and staff.

STUDENT ABSENCES AND EXCUSES (AMENDED)

Dropout Prevention

A student who has not graduated from high school shall not be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian, who has been absent from school for ~~fifteen (15)~~ **ten (10)** consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed ~~15~~ **14** days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

Establishment of Procedures:

- **Attendance Record Keeping:**
The administration will develop procedures to support student attendance and appropriately monitor and limit absenteeism, including a comprehensive system of attendance record keeping.
- **Compensating For Absences:**
Each school will develop an appropriate procedure to support students in preparation for and upon returning from an absence which is considerate of the needs of the students, their peers and the staff. It is recognized that needs and accommodations may be unique to a specific, grade level, program and/ or the student.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

STUDENT DISCIPLINE (AMENDED)

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

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

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

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

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

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

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

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student

and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and

File: JIC

STUDENT DISCIPLINE

the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT DISCIPLINE

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

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

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

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

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

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

STUDENT DISCIPLINE

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

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent. The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause. The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

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

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

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

Expulsion

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

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

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and

STUDENT DISCIPLINE

parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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

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

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

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

Reporting

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

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

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 603 CMR 53.00

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

Nantucket School Committee
Meeting Minutes
September 21, 2021

Present Members: Chair Tim Lepore, Vice Chair Pauline Proch, Secretary Esmeralda Martinez, Laura Gallagher Byrne, and Anthony Fox. Also present was NPS representative Kathryn Kyomitmaitee and from the Studio, NCTV Representative Charlie Hoilman. This meeting is an in-person participation meeting in compliance with Governor Charles Baker's statement allowing public bodies the ability to hold a meeting at a physical location that is open to the public, without requiring to provide alternative means of remote access.

The meeting was called to order at 6:00 PM, by Chair Timothy Lepore, in the Nantucket High School LG1. A motion was made by Pauline Proch to approve the agenda, seconded by Laura Gallagher Byrne, and approved unanimously.

Comments from the Public

Mrs. Page Martineau, co-president of the NTA, commented on the need to keep the mask mandate in place based on the success that the schools have had in keeping students and staff safe. Her recommendation to the Committee was to extend the policy implementation until at least the end of January. She shared that the beginning of the school year has been very successful with all of the children back in the buildings; the students are comfortable wearing their masks, and teachers do not want to lose the momentum they are gaining this year. Rocky Fox asked a question to Kathryn Kyomitmaitee around her opinion of how students were doing with masks. Kathryn shared that there are a select few who don't want to wear their masks. Dr. Hallett clarified that mask wearing is a School Committee policy, so students are required to comply.

Superintendent's Report

Mask Mandate

Dr. Hallett shared that the Nantucket Public Schools falls under Commissioner Riley's indoor mask mandate for all preK-12 schools until at least October 1, 2021, the indoor mask mandate from the Town of Nantucket, and under Policy EBCFA on Face Masks. However, there is no clear indication as to when the town mandate would be lifted or whether the Commissioner will extend the mask mandate beyond October 1. Considering the contagious nature of the Delta Variant and thinking back to last year's COVID spikes that occurred after Thanksgiving and December holiday breaks Dr. Hallett asked to open discussion about possibly extending the indoor mask mandate under Policy EBCFA for all Nantucket Public Schools students and staff until January 18, 2022 to then be revisited. Rocky Fox asked why the date of January 18 was chosen as the end date; Dr. Hallett explained that it gave plenty of time after the holiday break and the MLK Day long weekend for the schools to evaluate the health metrics after people have traveled off island. Kathryn Kyomitmaitee shared her sentiments around students who may not be happy about extending the mandate, but she felt that was the right thing to do; students feel safe in school. Laura Gallagher Byrne asked what other schools in the Commonwealth were doing. Dr. Hallett shared that many districts had adopted mask mandates for the entire year. She shared that only allowance of schools who have a 80% vaccination rate. Tim Lepore shared that he did not believe town's indoor mask policy would be ending soon. Pauline Proch supported the extension 100%. She also asked if there were plans to promote more social and emotional support for all students but also for staff. Dr. Hallett said that she would be happy to share that information in a future meeting. Tim Lepore asked about the need to change the policy; Dr. Hallett explained that it was not necessary, as we are still in the COVID pandemic and are covered by the policy without the need to change.

COVID Testing Program

Dr. Hallett shared that the district has been accepted into the state testing initiative for all public schools. Non-invasive rapid tests are given to any students or staff members who are showing symptoms or who have been deemed "close contacts", allowing them to stay in school rather than having to quarantine. Consent forms have been sent out to all staff, parents and families, and we have around 50% of the consents returned, so please send in consent forms as soon as possible so that we can test. Currently, the school nurses have issued 15 rapid tests at NES, 7 at NIS, 2 at CPS, and 4 at NHS. She thanked the school nurses for taking this on, especially Nancy Small, who has volunteered to be the test site coordinator. Esmeralda Martinez asked about the consent form and whether the forms were located on the website. Dr. Hallett shared that she would make sure they were posted there. Rocky Fox asked if the consent forms were included in the first day of school packet; Dr. Hallett explained that these were separate, not included in the packet.

Teacher and TA Substitute Pay Update

Dr. Hallett reported on discussion with the principals around a change in sub pay for our substitute teachers and TAs. They agree that sub teachers deserve a slight increase over sub-TAs based on the duties they must carry out; however, it was

Nantucket School Committee
Meeting Minutes
August 19, 2021

important to look carefully at the per diem rate of our TAs at the entry level to be sure that their per diem was not lower than a sub-TAs per diem rate. She proposed that the rates for sub teacher increase to \$150 per day and \$130 per day for TAs. Discussion ensued, with the Committee agreeing to increase the rates with none opposed.

Presentations and discussions of interest to the Committee

Campus Wide Master Plan Updates

Mr. Dick Webb from SMRT Architects began the presentation by introducing his team, which included Nick Vaughn, Senior Architect and Dr. Laura Green, Chemist and Toxicologist, and Diane O'Neil, Facilities Director. He shared the Master Plan, which has been a work in progress for over 8 years. He shared that the great advantage for NPS was the fact that all school buildings existed on one 45-acre campus rather than across the island. This meant that the planning and design for any changes must keep in mind the space limits for NPS. He outlined the project in 12 phases, with the initial phases having been completed, including the new Intermediate School. He shared specifics around Phase 9, which included improvements to the athletic fields, particularly adding two synthetic fields and a track around the football field, improving the grandstand structure, and moving the baseball field and adding five tennis courts to the Backus Lane field area. He shared that there had been attempts to bid the Backus Lane field improvements (tennis and baseball) with no success due to unusually high bids. Mr. Webb also explained future planning, including a location for a new school if needed, additional staff housing, and other improvements. He went over the needs for the athletic improvements based on high student participation causing wear and tear on the fields, a cinder track that is out of compliance for competition, and a grandstand also out of compliance. The new track will include 6 distance lanes and 8 sprint lanes around a track oval with a synthetic field inside the oval. Synthetic fields will allow for flexibility around different sports that can be played on the field. In addition, lighting for this synthetic field will be improved with less glare and spill with more targeted light on the field. The grandstand seating and press box will be built into the earth to avoid the need for an elevator or lift. The second field will also be synthetic turf and will be designated for lacrosse, field hockey and soccer.

Mr. Webb also explained the synthetic turf system which contains components that are organic to avoid the use of black SBR rubber. He addressed the concern around PFAS by stating that there is no use of PFAS in the turf system. NPS facilities and grounds employees will be trained how to maintain synthetic fields. Mr. Webb also showed the advantage of gaining two parking areas with 62 more parking spaces on campus. He also shared that the new baseball field will be a natural grass irrigated field, and the tennis courts will be constructed in the far south corner of the campus on Backus Lane. He added that synthetic turf fields and an updated track will give the NPS Athletic Program the flexibility it needs to accommodate a growing athletic program with multi-use fields that offer a consistent playing surface with the opportunity for extended play throughout each season. He also shared the total cost of the project is \$17.5 million, with the request to Capital Planning for \$16.4 million since the schools already have \$1.1 million procured previously for tennis and baseball that were not started. Finally, he shared the timeline of the project, including information sharing to the public, bidding, and construction. Dr. Lepore shared his support for the project, as did Travis Lombardi, Athletic Director. A member of the public asked whether the team building would be considered. Dick Webb explained that the team building was included in future phases, followed by Diane O'Neil adding that the priority was to get the fields done first, as they are the main priority. Laura Gallagher Byrne asked about the Martha's Vineyard project, as she was under the impression that they had decided on all grass fields, not synthetic. Dick Webb shared that Martha's Vineyard had decided on one synthetic field. Tim Lepore asked about the press box; Dick Webb explained that it consists of three sections, with two scout boxes at the end and a general area in the middle with a ladder that allows for access to a filming area.

Mr. Webb then introduced Dr. Laura Green, Chemist and Toxicologist, to share her insights around PFAS. She began by answering the question about Martha's Vineyard, as she has been involved in that project: there is still discussion at the town level for approval for the athletic field improvement plan. She then provided her bio and explained her role in the NPS project regarding health of players and coaches along with protection of the drinking water aquifer. She shared that the laboratory tests done on the synthetic materials for the Martha's Vineyard project revealed that they were cleaner and healthier than the actual "dirt" in a natural grass field, since topsoil accumulates many toxins over decades. She shared one ambiguity around the use of fluorine in the coating on the individual blades of synthetic grass. Although it is a fluorine polymer, it is not PFAS and is not the kind of fluorine that contaminates drinking water. The testing that has been done ensured that there is no leaching of the chemical into the environment. If ordinary dirt were tested for PFAS, it would be

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present since PFAS has been in circulation for many decades. Dr. Green added that when groundwater and drinking water is contaminated with PFAS, there are only three sources: firefighting foam, industrial discharges, and septic tanks. She shared that when people are worried about PFAS, it is important to recognize that synthetic turf fields are not a source of PFAS leaching into the groundwater. She also shared that during the Martha's Vineyard project hearings, former high school students shared that they are not used to playing on turf fields, so they are not getting playing time in college and an orthopedic surgeon shared about the numerous athletic injuries that occurred due to poor natural grass fields. When the actual topsoil was tested, results showed a myriad of heavy metals, including lead. Dr. Lepore asked whether there was a safe level of PFAS, to which Dr. Green responded that each state has a slightly different level of parts per trillion that are accepted, but there is no federal level.

Prior to moving to the following presentation, Dr. Hallett introduced Sherri Lewis, the new Coordinator of Student Support and SEL, to the School Committee, thanking her for her patience in waiting for the introduction. Ms. Lewis thanked the Committee for the warm welcome.

Summer School Programs

Blythe Purdin, Kindergarten teacher and Coordinator for the Title I Summer Program, began the presentation by thanking her coordinator colleagues for their support throughout the summer. She shared that there were three programs: Title I (Summer Scholars) around 85 students K-8 with 10 teachers, 2.5 TAs and one Coordinator. Samantha Kodak, ESL teacher at NES, coordinated the Title III for English Learners with 75 students who maintained 90% attendance with 6 teachers and one Coordinator. Andrea Maher, reading teacher at NES, prepared the ESY program with 79 students who averaged 85% attendance. There were 15 teachers, 19 TAs, and sharing a Coordinator position between pre-program planning and program implementation. She shared that the social worker program continued through the ESY program. Enrichment teachers (music and art) were shared across all three programs.

Blythe Purdin then outlined the Title I program with the preparation and planning looking a little different after the pandemic to allow for a meaningful learning experience in person after a challenging 18 months. She shared that the focus was interdisciplinary learning with the use of "History's Mysteries"; K-2 focused on the theme of Then and Now on Nantucket with field trips to the Oldest House, the Whaling Museum, and the Old Mill. Grades 3, 4, and 5 focused on mapping the shipwrecks of Nantucket with a field trip to the Shipwreck and Lifesaving Museum and the Whaling Museum. Blythe also shared the small group reading portion of the program where every child would read for 40 minutes every day. Dr. Jennifer Rabold, C&A Director for Humanities, shared information about the CPS Title I program, with the theme of Free Speech. Students did research on activists and made multimedia portraits of their activists as well as participating in math skills building. She shared that the data showed considerable improvement outcomes particularly for Grades K-5. In the middle school, the improvement was most prevalent in writing, particularly in volume, with most students increasing their writing stamina with longer writing passages. In addition, NPS offered a credit recovery program for high school students who failed classes during the year; 29 out of 34 classes were completed successfully. Jennifer Rabold also shared information around the enrichment opportunities in music and art and how important these opportunities were to offer after the pandemic. She also shared that positives and negatives of some of the changes to this year's summer programs; positives included addition of enrichment, offering snacks, small group reading. Negatives included the assessments and logistics of each program.

Andrea Maher shared information next about the Extended School Year program for K-12 students with disabilities. The focus of the program included reading and writing, math, life skills and executive function, and enrichment. She shared that much of the instruction was hands-on with opportunities to go outside. The decision around curriculum landed on the Lucy Calkins Teachers College Reading and Writing Program work specifically for summer school with virtual professional development included. The teachers were pleased to use different curriculum rather than re-teach units. Class sizes were very small, so teachers were able to adjust curriculum to the students in front of them. Overall it was a very successful program.

Samantha Kodak presented the Title III Summer Program for multilingual learners. She shared the 19-day program was assessed with pre- and post-assessment data in oracy (oral language skills) and literacy (reading and writing skills) for the 75 students who participated. All students improved by at least one level. Student rubrics measured word level, sentence level, and discourse level. She shared that the teachers did an incredible job moving student learning forward, especially for the students at the lowest English language proficiency levels. Samantha also stated that teacher learning was embedded in

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the program as well, with teachers growing in their use of strategies and levels of questioning teachers are using. Results showed strong teacher growth as well. She shared post-program survey information with quotes from teachers, which included information around success in both academic and social-emotional instruction. One area of need for future summer programs is food: "Students can't learn if they are hungry", one teacher shared. The snacks were helpful this year, but meals (breakfast and lunch) are essential for future programs. Samantha shared that the curriculum was well designed and focused on hands-on science with activities and experiments. K-2 classrooms focused on Force and Motion; Grades 2-3 worked on States of Matter and the Water Cycle; Grades 4-5 and 6-8 looked at biomimicry and engineering projects. Literacy skills were reinforced through connections to the hands-on science. Presentations were not possible during COVID, but there were class books and virtual presentations to show their work throughout the program. Music was an excellent addition as an enrichment activity with a trilingual music teacher. As mentioned before, students made considerable progress in all four domains (listening, speaking, reading, writing). Samantha concluded by asking for brainstorming partners to find opportunities for high school multilingual learners that support career exploration, resume writing, and/or interview practice.

Patti Aube, EL Director, also offered a very brief activity called "Pringle Ringle" to demonstrate design thinking. Unfortunately, the video did not work; she shared briefly what the students experienced in their classroom and handed out materials that the Committee could use to try the activity at home.

Rocky Fox asked if the options for high school ELs could be given for credit through School to Career. Samantha was not sure but was happy to explore. Bobby Planzer asked about why there was no food available for students from the schools; Samantha shared that it was impossible to keep food services staff during the summer to prepare breakfast and lunch, but that Linda Peterson and her staff were to be congratulated for her efforts in assisting with providing snacks for all students.

Transportation Update

Martin Anguelov, Chief Financial Officer, provided a brief update around school transportation. He began by sharing that things were quite difficult for transportation this year, and it was common across the state and nation, with the lack of bus drivers available. Last year, there were strict limitations on how many children could ride a bus due to COVID restrictions. Last year, 588 students were eligible to receive transportation as they live 1.5 miles or more from their school. However, only 136 students were transported using 4 buses. After April 6, limitations were lifted and drivers were vaccinated, so two additional drivers returned to allow for 6 buses to be in circulation until the end of the school year transporting a total of 270 students, 46% of eligible students. Much credit was given to Linda Barrett, who managed the routes and dispatching as well as driving a bus; she has since retired along with her husband, another bus driver, and their departure has caused a deficit in available drivers, with only 4 buses in circulation. This year, there are 131 confirmed students being transported. There is a waitlist shared between schools with 55 students on the list. Reasons why there are fewer buses, difficult routes, and challenges finding drivers are many; Cape Cod Collaborative has been struggling and has attempted to think creatively to offer incentives to potential drivers. SPED offers transportation to 30 students; families of 5 students from the private schools are being offered reimbursement for arranging for their own transportation due to the inability to fit them on the bus.

Jessica Douglas asked if people were required to go off island to get training for bus driving; Martin shared that there is still no way to offer training on island. Rocky Fox asked if NRTA drivers would be eligible to drive school buses; Martin responded that NRTA drivers operate under a different license, so no, they are not able to drive without a school bus license.

At this time, Dr. Lepore asked the Committee to consider tabling the final presentation on AP Results until the next meeting due to the late time.

Rocky Fox left the meeting at 8:12 pm.

A motion was brought to the table to amend the agenda to move the AP Results presentation to the following meeting on October 5 by Laura Gallagher Byrne, seconded by Esmeralda Martinez; with no one opposed, the motion was approved.

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Committee discussion and votes to be taken

Vote to Approve September 7, 2021 Meeting Minutes: Pauline Proch made a motion to approve the minutes, Esmeralda Martinez seconded, with no one opposed the motion was approved.

Rocky Fox returned to the meeting at 8:13 pm.

Vote to Approve the Transfers & Invoices: Pauline Proch made a motion to approve, Esmeralda Martinez seconded, with no one opposed, the motion was approved.

Student Council Representative

Kathryn Kyomitmaitee reported that Student Council had been planning for Homecoming festivities between October 25-30, 2021 (Spirit Week). There will be hallway decorations by class, but there will also be door decorations by advisory. Floats will be decorated and paraded on Saturday, October 31. The library is now open, and students are able to eat lunch in the library again. In addition, students are permitted to eat in the Hall of the Whale. Sports are moving forward successfully, particularly volleyball, which is going very well. Drama club auditions for the play "Almost Maine"; this is exciting because there wasn't a play last year. Rocky Fox asked if there was a newsletter that Student Council shared; Kathryn told him there was and she would be sure School Committee received it.

Subcommittee/Work Group Report - None

Horizon

The next meeting will be October 5 and will include AP Results, SRO Presentation, Enrollment, School Handbooks, and J Policies. Dr. Hallett also proposed a Retreat Date on Tuesday October 26 at 6:00 pm.

At 8:16 pm, the School Committee adjourned on a motion made by Pauline Proch, seconded by Laura Gallagher Byrne and unanimously approved.

Respectfully submitted,
Elizabeth Hallett, Superintendent of Schools



Nantucket Public Schools

Nantucket, Massachusetts



To: Nantucket School Committee

From: NPS Finance

Date: October 5, 2021

RE: Vote to Approve Payroll, Accounts Payable Warrant and Transfer of funds

Payroll Warrant for pay period ending September 19, 2021 (062022), in the amount of **\$1,066,444.43**

Accounts Payable Warrant dated October 6, 2021, in the amount of **\$491,863.69**

Request to Transfer Funds

<i>From Account</i>	<i>To Account</i>	<i>Dollar Amount</i>	<i>Reason</i>
13640-54106 CPS SPED Supplies	13640-55101 CPS SPED Books	\$50.00	Book order
13840-52070 District SPED Tuition	13840-53191 District SPED Chapter 766 Consultants	\$264,000.00	Effective School Solutions Contract
13840-51152 District SPED Salaries 766	13840-53190 District SPED Chap 766 Tutors	\$85,000.00	Contracted Physical Therapist through AMN Healthcare

ON THE HORIZON

10/05/21

September 21	October 5
Sub Pay Analysis/Discussion	Enrollment
COVID Testing Update	Homeschooling Report
Campus Wide Master Plan updates	School Handbooks
Transportation numbers	SRO Presentation
Summer School Programs	AP Results
	J Policies

October 19	October 26 (*Tentative – 6:00 pm?)	November 2	November 16
EL Update - ACCESS	SC Retreat – Location TBD	Enrollment	MASS Awards
1 st Quarter Budget update		School Improvement Plans	District Report Card
Vote – J Policies		Mentoring Program	Federal Grants
MAP/MCAS 2021		Preliminary Budget Forecast	Student Success Program – Alt Ed
2022-23 School Calendar			Preliminary Budget Forecast
CVTE Presentation?		Student Alliance Group?	

ON THE HORIZON

10/05/21

July Nantucket High School	August Nantucket High School	September Nantucket High School	October Nantucket High School
	District & Superintendent's Goals	Enrollment Update	Enrollment Update
Hiring Update	Food Service Financial Report	Budget Planning Calendar	Tri-Council Meeting w/ MASC
Gift Funds and Donations	Food Service - prices	Budget Directives	Homeschooling Report
Preliminary Reopening Plan	4 th Quarter Budget Update	Enrollment	ESL Update
Professional Teacher Status	Authorize student accounts	Summer Programs	1 st Quarter Budget Update
	Vote to establish max Chk acct	Community School Update	School Improvement Plans
	SC Progress Report on Goals	Meet with School Resource Off	Future School Calendar
	August 27th – 1 st day for new staff	Transportation numbers	School Handbooks
	August 30th - 1 st day for all staff	Add Workshop	
		School Handbooks ?	
		9/7/21 -1 st day for students	
		Advanced Placement Results	

November Nantucket High School	December Nantucket High School	January Nantucket High School	February Nantucket High School
School Presentation	Enrollment Update	School Presentation?	School Presentation?
Enrollment Update	Food Service Update	Enrollment Update Quiz Bowl	Enrollment Update
Preliminary Budget Forecast	Regional Music Competitions	2 nd Quarter Budget Update	Vote to approve budget
District Report Card	Annual Report	Bullying Update	SC Self-evaluation
Federal Grants	Retreat	SC Progress Report on Goals	Present to FinCom??
Student Success Program – Alt Ed	Budget Development – Tech, Facilities, Community School	Budget Development -Central office, Sped, ELL, Athletics, Schools	Workshop – Superintendent's Evaluation Tool
Add Workshop	Meet with Veritas staff	Add Workshop	

March Nantucket High School	April Nantucket High School	May Nantucket High School	June Nantucket High School
School Presentation?	School Presentation?	Guidance Update? 1 st May mtg	Appointment of Clerk
Friends of NPS	3 rd Quarter Budget Update	Enrollment Update	Enrollment Update
Enrollment Update	SC Committee and Task Force Assignments	Special Education Annual Update	Athletics Annual Report
Update on Student Support Services	School Choice Participation	Wellness Committee Update	Annual Technology Report
Dropout Rate Report	Enrollment Update	Facilities Update	ELL PAC Update-2 nd mtg
Special Needs Advisory Council		Year End Utilities Usage	Admin Salaries
Audit Report		Food Service Update	Retreat
			Academic Awards
Add Workshop	Town meeting?	Add Workshop	Graduation/Baccalaureate
Review of Superintendent by 3/31			End of Year Celebration