



MEETING POSTING

TOWN OF NANTUCKET

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Committee/Board/s | Nantucket School Committee Meeting

Day, Date, and Time | Friday, June 20, 2025, 12:00 PM

Location / Address | Nantucket Public Schools, Central Office
32 First Way
Nantucket, MA 02544

**Signature of Chair or
Authorized Person** | Katie Bedell

WARNING: IF THERE IS NO QUORUM OF MEMBERS PRESENT, OR IF MEETING POSTING IS NOT IN COMPLIANCE WITH THE OML STATUTE, NO MEETING MAY BE HELD!

AGENDA

- I. Call to order
- II. Welcome and approval of agenda
- III. Committee discussions and votes to be taken
 - a. Vote to approve a title change for Dr. Amanda Bardsley from "Curriculum Director of STEM" to "Assistant Superintendent of Teaching and Learning", effective July 1, 2025
 - b. Vote to approve a title change for Mellisa Devitt from "Curriculum Director of Humanities" to "Assistant Superintendent of Academic Operations", effective July 1, 2025
 - c. Vote to approve a title change for Dr. Debra Gately from "Director of Special Services" to "Executive Director of Special Services", effective July 1, 2025
 - d. Vote to adopt Policy IJNDD, Cell Phone and Personal Electronic Devices
- IV. Adjournment

OUR MISSION:

Nantucket Public Schools, in partnership with a caring community, will create a dynamic and equitable learning environment which engages each of us to be inspired learners and responsible citizens, prepared to meet local and global challenges.

NANTUCKET PUBLIC SCHOOLS

Job Title: Assistant Superintendent of Academic Operations

Reports to: Superintendent of Schools
Supervises: Coaches, Interventionists, and District Staff as assigned
Location: Central Office
Salary: Commensurate with experience and qualifications
Contract: 12-month, full-time administrative position

Position Summary:

The Assistant Superintendent of Academic Operations provides visionary, strategic, and operational leadership to ensure excellence and equity across all PreK–12 academic programs. This role oversees curriculum, instruction, and assessment in humanities, manages systems for professional learning and educator support, and ensures alignment across district-wide initiatives including digital literacy, applied learning, and safety/security. This position plays a key leadership role in shaping and supporting a coherent academic program rooted in rigorous standards, culturally responsive practices, and continuous improvement.

Key Responsibilities:

Curriculum, Instruction, and Assessment (PreK-12)

- Lead PreK–12 Humanities curriculum design, review, adoption, and implementation.
- Facilitate curriculum needs assessments and align curriculum-based professional learning opportunities.
- Oversee curriculum adoption and ensure alignment with state standards and district goals.
- Conduct learning walks in collaboration with Directors and Principals to assess implementation and instructional quality.
- Lead the analysis of district-level data to inform academic planning, resource allocation, and program evaluation.

Leadership & Supervision

- Guide and support Principals and District Directors as a collaborator, coach, and/or contributing evaluator.
- Act as primary evaluator/supervisor to Humanities Coaches, K–12 Reading Interventionists, and other assigned personnel.
- Ensure effective implementation of Title I, II, IV programs with a focus on equity and access.
- Collaborate with the Directors of Facilities and Educational Technology to ensure alignment of academic and operational practices, including Safety and Security
- Evaluate the performance of any instructional or operational staff assigned under direct supervision in alignment with district evaluation systems.

Program Oversight & Systems Leadership

- Oversee the coordination and continuous improvement of the mentoring system for new and developing educators.
- Provide leadership for the implementation and monitoring of the district's Human Resources systems, including hiring processes, licensure compliance, educator onboarding, and mandatory compliance training around mandated reporting, ethics, conflict of interest, etc.
- Support the Home School liaison process and ensure alignment with state and district expectations.
- Serve as a key district liaison on committees related to curriculum, professional learning, and academic operations.
- Develop and provide operational oversight and alignment for Pre-Kindergarten, i.e., future Pre-K program expansion or planning/implementation of Universal Pre-Kindergarten (UPK) programs, ensuring early learning success.
- Serve as one of two administrators handling Title IX and Civil Rights concerns, investigations, and other issues related thereto.

Equity & Inclusion

- Promote equity and inclusion through the integration of culturally responsive practices and operations district-wide.

- Collaborate on the implementation of SEL systems and equity-based initiatives.

Systems Management

- Oversees all aspects of the district's safety and security operations, including Raptor systems, emergency planning and response, and district reunification protocols.
 - Supports student registration system updates and integration in collaboration with the Directors of Educational Technology and English Learners.
 - Ensures all academic operations and initiatives are managed efficiently, with a focus on impact, equity, and sustainability.
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Qualifications / Key Competencies:

- Massachusetts DESE licensure as Assistant Superintendent or Superintendent required.
- Master's Degree in Education, Curriculum & Instruction, Educational Leadership, or related field.
- Minimum of 5 years of successful administrative experience, including district and/or school leadership and educator supervision.
- Demonstrated expertise in curriculum, instruction, assessment, professional development, data-informed decision-making, and operational oversight.
- Strategic thinking and systems-level leadership with a strong focus on team building and collaboration
- Excellent communication and interpersonal skills.
- Ability to manage multiple complex projects and lead cross-functional teams
- Strong analytical skills with the ability to use data to drive instructional decisions.
- Commitment to diversity, equity, inclusion, and culturally responsive practices.

NANTUCKET PUBLIC SCHOOLS

Job Title: Assistant Superintendent for Teaching and Learning

Reports to: Superintendent of Schools
Supervises: Coaches, Interventionists, and District Staff as assigned
Location: Central Office
Salary: Commensurate with experience and qualifications
Contract: 12-month, full-time administrative position

Position Summary:

The Assistant Superintendent for Teaching and Learning provides visionary leadership and strategic direction in the development, implementation, and evaluation of a comprehensive PreK–12 instructional program. This leader ensures alignment with state standards, promotes instructional excellence, and fosters innovative and equitable learning opportunities for all students. The Assistant Superintendent collaborates with district and school leaders to design professional learning, oversee curriculum adoptions, support data-driven decision making, and advance the district's mission of academic achievement, inclusion, and continuous improvement.

Key Responsibilities:

Curriculum, Instruction & Assessment (PreK–12)

- Lead the design, implementation, and evaluation of curriculum in PreK-12 Mathematics, Science, Technology/Engineering, and Computer Science.
- Oversee curriculum-based needs assessments and the adoption process, ensuring alignment with state frameworks and instructional best practices.
- Support and evaluate the development of a K–12 Computer Science Pathway.
- Analyze implementation of instructional programs through joint learning walks with the Directors of Educational Technology, Special Services, English Learners and/or other instructional leaders.
- Collaborate with Principals to conduct school-based learning walks aligned with district priorities.

- Lead analysis of district-level academic and instructional data to inform decisions and guide improvement strategies.

Professional Learning & Development

- Design, coordinate, and evaluate district-wide professional development days and half-day professional learning sessions.
- Plan and facilitate the annual administrative retreat in collaboration with the Superintendent.
- Collaborate with STEM Coaches and K–12 Math Interventionists to deliver targeted coaching and embedded professional learning.
- Oversee professional development tied to SEL (in partnership with SEL Coordinator), including DESSA, Responsive Classroom, and Restorative Practices.
- Coordinate the PD Approval System, ensuring alignment to licensure and district goals.
- Monitor educator graduate coursework, PDPs in TP, and supports the advancement of educator growth.

Strategic Partnerships & Grants

- Support the planning and implementation of Innovation Pathways (in partnership with High School Principal) and Career Pathways systems (in partnership with SEL Coordinator).
- Collaborate on MyCAP implementation (in partnership with SEL Coordinator) to support student college and career readiness.
- Lead district participation in Applied Learning grants.
- Pursue and manage private grants in alignment with teaching and learning priorities.

Supervision, Evaluation & Leadership Development

- Guide and support Principals and District Directors as a collaborator, coach, and/or contributing evaluator.
- Act as primary evaluator/supervisor to STEM Coaches, K–12 Math Interventionists, and other assigned personnel.

- Facilitate the district's Supervision and Evaluation Committee; monitors trends and supports improvement in the evaluation process.
- Oversee updates to evaluation forms and documentation protocols.
- Provide leadership for district administrators by attending and contributing to Principal and Director meetings.

Equity & Inclusion

- Promote equity and inclusion through the integration of culturally responsive curriculum and professional development.
- Collaborate on the implementation of SEL systems and equity-based initiatives.

Systems Management

- Supports registration system updates and integration in collaboration with District Directors with regard to teaching and learning responsibilities.
- Ensures all instructional programs and initiatives are managed efficiently, with a focus on impact, equity, and sustainability.

Qualifications / Key Competencies:

- Massachusetts DESE licensure as Assistant Superintendent or Superintendent required.
- Master's degree in Education, Curriculum & Instruction, or related field.
- Minimum of 5 years of successful administrative leadership experience in curriculum and instruction.
- Demonstrated expertise in curriculum, instruction, assessment, professional development, and data-informed decision-making.
- Knowledge of state standards, assessment systems, and best practices in teaching and learning.
- Collaborative leadership style with excellent communication and interpersonal skills.
- Ability to manage multiple complex projects and lead cross-functional teams.

- Strong analytical skills with the ability to use data to drive instructional decisions.
 - Commitment to equity, innovation, and continuous improvement in education.
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CELL PHONE AND PERSONAL ELECTRONIC DEVICES

Nantucket Public Schools is committed to fostering a school environment that prioritizes engaged learning, supports the development of social skills, and promotes the overall well-being of our students. To achieve this, Nantucket Public Schools is a cell phone-free community. This means that, subject to the exceptions outlined below, cell phones and other personal electronic devices are not accessible to students during school hours. Implementation of this policy varies by grade level, as further described below.

Definition of Personal Electronic Devices:

Personal electronic devices (“devices” as used herein) are defined as any electronic device utilized to access the internet, wi-fi, cellular telephone signals, or to capture or play images or video. These include, but are not limited to, smartphones, mobile phones, headphones, earbuds, smartwatches, tablets, laptops, and gaming devices.

The school reserves the right to classify additional devices as personal electronic devices.

Grade-Level Policies

Elementary and Intermediate School:

- Policy: It is understood that students may have phones or devices for afterschool use, but they must be turned off/silent and put away (in their backpack/bag) for the entire day. Smartwatches must have a “school” or “silent” mode to be worn; if that feature is not available smartwatches will also need to be put away (in their backpack/bag.)

Response to Elementary/Intermediate Policy Violations

- If a device is visible or used during the school day:
 - Cell phones and other devices will be taken and held at the front desk for the duration of the school day. They will be returned to students at the end of the day.
 - If there is a second offense, the parent/guardian will receive a call from the school requesting that the parent/guardian pick up the device; it will not be returned to the student.
 - Repeat incidents (more than 2) may result in the loss of the privilege to bring personal devices to school.

Middle School and High School:

- Policy: Students are not permitted access to their cell phones or other devices at school during school hours. Students are encouraged to leave devices at home. At the start of each school day, students must place their personal device in a designated locked pouch. Students will regain access to their device at the end of each school day.

Response to Middle/High School Policy Violations

- First incident: The cell phone or device will be confiscated and placed in the designated storage location for the remainder of the school day. The student can retrieve the device at the end of the day.

- **Second incident:** The cell phone or device will be confiscated and placed in the designated storage location for the remainder of the school day. A school administrator will have a conversation with the student and contact the parent/guardian.
- **Third incident:** The cell phone or device will be confiscated and placed in the designated storage location for the remainder of the school day. The student's parent will be contacted to pick up the device at the end of the day.
- Repeat incidents (more than 3) may result in the loss of the privilege to bring personal devices to school. After the third incident, a meeting with the student and parent/guardian will be scheduled each time the policy is violated. At the meeting, an Action Plan will be developed to address the needs of the student that may be contributing to repeated non-compliance.

Parent-Student Communication During School Day:

- Students needing to contact a parent/guardian during the school day may do so by using the phone in the front office, or by accessing their cell phone in the front office with administrator approval. Parent/guardian and emergency contact numbers should be kept current.
- Parents/guardians needing to reach their student during the school day can contact the front office. The school will ensure urgent messages are promptly relayed.

Accommodations:

- If a student has a disability or medical condition that requires a cell phone or other device, the accommodation will be noted in the student's IEP, 504 Plan, or health plan. The Special Services Office, Health Office, or school administrator will notify appropriate staff of the necessary accommodations through the written plan.
- Students with outside responsibilities, such as after-school jobs or caregiving, should make all plans prior to the school day. If there is a need for a student to access their cell phone during the school day, they may do so in the front office or other designated location, and only with the permission of a school administrator.
- Families should make arrangements with their child that don't rely upon their child having access to a cell phone or device during school hours.

School Events:

Students may not use cell phones or other devices at school-sponsored events during the school day.

Staff Use of Personal Devices:

School staff are strongly encouraged to not use cell phones for personal use or personal devices in front of students, except for essential educational purposes (e.g. using Raptor/safety and security, taking photos in accordance with school policy, quick communication with another staff member, or essential communication with a parent).

SOURCE: NPS

NASRO statement and testimony of support for phone and social media free schools - Executive Director Mo Canady

Statements for Media:

According to Mo Canady, Executive Director for National Association of School Resource Officers (NASRO), "When students can access their phones during the school day, they are less safe. Not only are they less safe in a school emergency situation, where they should be paying attention to their teacher or first responders' instructions, but they are less safe during ordinary school days. Phones allow for social media drama to unfold, cyberbullying to take place, fights to be planned and privacy violations to occur every school day."

Written testimony for legislative hearings:

The National Association of School Resource Officers (NASRO) is dedicated to making schools and children safer by providing the highest quality training to school-based law enforcement officers.

NASRO, the gold standard in school-based law enforcement training, is a not-for-profit organization founded in 1991 for school-based police, school administrators, and school security and/or safety professionals who work as partners to protect schools and their students, faculty, and staff members.

I have been the Executive Director of NASRO for the last 14 years and prior to that I was a School Resource Officer for 14 years.

NASRO is extremely supportive of a statewide bell to bell phone and social media free policy for grades k-12. We do not support an exception for emergencies. We know that schools, students and staff are safer when student cell phones and personal devices are not present during the school day. For this reason, if students are allowed to bring personal devices to school they should be securely locked away and inaccessible to the student from the first bell to the last bell of the school day.

We often hear parents say they want to be able to contact their student in an emergency situation such as an active shooter in the school. However, outside communication during this critical time makes students less safe.

In an emergency situation that requires a lock down the following are essential safety procedures:

1) Students need to be focused on the adults giving instructions. During this critical time, students need to listen to the teacher and/or first responders for guidance. Messaging or calling their parents who are not in the building could distract students from life saving instructions.

2) If in hiding, students need to remain quiet. Noise and/or light from students' phone could alert an assailant to the location where students are hiding.

3) Phone lines need to remain open for communication between staff and first responders. If hundreds of students are calling their parents then the communication channels may be overwhelmed and impede necessary communication with first responders.

4) Clear access to the school allows for faster response times by first responders. If parents are alerted by students and rush to the school, the extra traffic could potentially block access routes for emergency response vehicles.

5) The fewer people approaching the building, the more secure the surroundings. Parents rushing to the school can risk being mistaken as an assailant.

6) Schools are equipped to manage emergency communication with first responders and with parents. Misinformation can quickly spread over social media. If students are texting and posting on social media during an emergency situation it could lead to a more hazardous situation.

For the best outcome it is essential for students NOT to be on their phones during a lockdown.

In addition to phones placing students in more danger during emergency situations, they also contribute to a less safe school environment in general. A significant portion of discipline referrals result from students having access to phones and social media during the school day. These concerns include privacy violations, social media drama, cyberbullying, and fights. All of which are significantly reduced in schools that require students to lock up their phones for the entire school day. If students have access at any point during the day, lunch or passing periods for example, then these infractions still occur. Therefore, it is prudent that legislation be passed so all students can have a safe and distraction-free learning environment.