

FRRSD School Committee

Policy BG

School Committee Policy Development

The Farmington River Regional School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action those whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school district. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operations.

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted, they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education,, and other regulatory agencies of the various levels of government.

Farmington River Regional School Committee

Policy BGB

Policy Development

Adoption of new policies or changing existing policies is solely the responsibility of the Farmington River Regional School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the FRRSD School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item - distribution with the agenda
2. Discussion item - reading of the proposed policy or policies, response from Superintendent, report from any advisory committee assigned responsibility in the area, Committee discussion and directions for any redrafting
3. Action item - discussion, adoption, or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

Farmington River

Follow-up Retreat Notes

8.31.23

Captured by H. Jake Eberwein

These notes follow the 8.23.23 session held in Otis and serve as a supplement to the agenda that can be found [HERE](#).

Follow-up/Considerations from Liz Lafond session

- Can the meetings (agendas/recordings) be found easily? If not, improve access.
- Should the Committee post a recording (audio and/or video) of the meeting?
- Should comments be allowed during the course of a meeting from the general public, for example, at the point of discussion on a particular topic?
- Emphasis on gaining trust among the community by erring on the side of transparency.
- Publish information packets ahead of time, in easily accessible form.
- Process for working through policy via MASC
 - Use MASC to conduct a full sweep of policies with a focus of updating language, references to regulation/law, and contemporary format
 - Dive deeper into subset of identified policies that require more substantial conversation, research, and public vetting
- Add more funds to professional development line for the Committee

Notes/Prompts from Jake's session

Prompt: Sharing of "bucket list" items

- Start piano lessons again
- Visit Alaska (2)
- Successfully retire completely
- Become a grandfather
- Travel everywhere
- Clean
- Learn to say no
- Mow the lawn
- Visit my nephew in LA
- Catch up on Honey-Do list
- Vacation without kids
- Take more vacation
- Move more, for a better me
- Be patient and do more for others
- Kayak more
- Learn a new language
- Spend more time with kids
- Visit South America

- Learn basics of welding
- Learn to fly a plane
- Learn to play a basic song on guitar
- Run another major marathon

Prompt: Identification of member “agendas”

- Sustainability (doing nothing is not an option for sustainability)
- Make FRRSD a school choice destination
- For language before and after school in order to attract students
- Upgrade for library
- Become a school of choice for all families in the district
- Pulling additional resources into the district
- Adding possible grant writers
- Curriculum alignment
- Quality of offerings

Prompt: Things I need to learn

- The school district data and finances
- Funding sources, grants, etc.
- DESE to legislature, how it works (governmental processes)
- Policies familiarity
- Transportation facts
- More about food program at schools, USA criteria & reimbursements
- Finance office operations (vendors, payroll, etc.)

Prompt: Skills at the table

- Former professional educators (schools, higher education)
- Competitive retail (marketing, working in stressful environments)
- Close writing analysis, editing
- Corporate leadership, knowledge of transformations, consolidations, change
- Private sector manager (finance)
- Parent
- Design business owner, management
- Persistence

Prompt: I commit to statements (made by SC members)

I commit to:

- Listening
- Staying focused on student outcomes
- Ensuring everyone has a voice
- Being open to new and/or different ideas
- Taking the necessary steps to learn from my peers and access all the information available to be effective

- Doing all I can to create a sustainable future for the district
- Making our school the best it can be
- Creating the best education for all students
- Advocating for every student to ensure success for Otis and Sandisfield
- Always assume positive intentions

Prompt: Portrait of a FRRSD Student based on various prompts (dots signify number of endorsements that each characteristic received beyond the initial reference).

Note: I've generated some themes, but you are welcome to add to, edit, and move around. It's a starting point:

Attitudes towards learning

Curiosity (3)
 Open minded (1)
 Thirst for education (2)
 Love of Learning (2)
 Inquisitive (1)
 Sense of wonder (2)
 Able/willing to ask questions (1)
 Values learning

Interpersonal qualities

Resilient (1)
 Adaptable (1)
 Able to persevere (1)
 Self-sufficient
 Has confidence (2)
 Respectful (3)
 Motivated
 Positive and cheerful
 Well behaved (1)

Attitudes towards others

Compassionate/Kind (4)
 Considerate (1)
 Compassionate (1)
 Helps others (1)
 Is advocate for others
 Has empathy
 Team player (3)

Creativity

Creative (1)

Access to art/painting/drawing/dance (1)

Habits of mind

Critical thinker

Problem solver (3)

Gritty, accepts challenges (1)

Engaged in transformative moments (1)

Open to new experiences (1)

Independent thinkers (2)

Hands on (2)

Analytical (1)

Logical, able to debate (1)

Connections to community

Community-minded/service (1)

Is a good citizen (3)

Community connected

Has friends (1)

Helpful

Plays well with others (1)

Cares/protects environment

Has supporting home environment that supports education (2)

Important experiences

Has access to field experiences

Has time for play/time/sports

Receives a “good” education (2)

Student skills

Strong reader (3)

Understanding of history

Has access to vocational experiences (2)

Has competence

Has necessary skills (1)

Well rounded