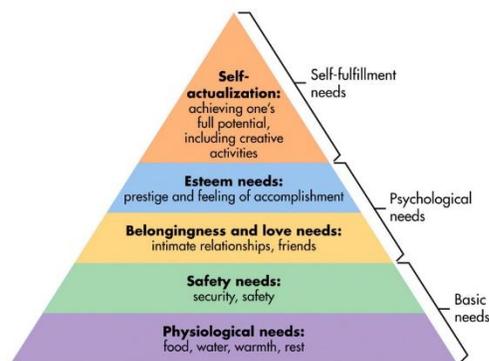




Old Colony Regional Vocational Technical High School
An Overview of the 2020-2021 School Year
May 2021

Connect. Create. Inspire.

These three words are a driving force behind our efforts and guide our focus on the whole person as we invest our livelihoods in the development of the Old Colony youth and future of our workforce and nation. These three words are presented in a specific order for good reason. The past 15 months have provided a perfect testing ground for our rationale.



We often reference the idea of *Maslow before Bloom*. “Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.” (McLeod, 2020)

Connection is at the foundation of any relationship. Prior to entertaining the learning theories associated with Bloom's Taxonomy, we must ensure that we are meeting the basic needs of our Old Colony community by fostering trust, meeting foundational needs, and providing a safe place to learn. Over the course of the pandemic, our Old Colony community did an incredible job of coming together to communicate, plan and continuously pivot in response to the plethora of information that was coming our way.

Constant updates were provided to our school community as we collaborated to address food insecurity, identify the various needs of families, and respond to uncertain budget timelines and ambiguity from the state with advocacy efforts and tiered plans that would be applicable to the numerous possibilities that could be presented. We accomplished this while simultaneously negotiating our largest contract in the midst of financial uncertainty for a group of people who exemplified behaviors that would be the envy of other districts statewide. The success of these efforts was anchored in the power of connection and a testament to the united vision of our entire school community.

Our teachers completed a curriculum and framework project and our Charter Review Subcommittee finalized discussions relative to the status of Freetown membership as it pertains to our Regional Agreement. The work of our Charter Review Subcommittee was inspired by our need to address the

overwhelming interest for an Old Colony Education and the requirement for us to serve the qualifying applicants of our member communities before offering opportunities to nonresident students.

Old Colony Regional Vocational Technical High School has established a model that continues to draw interest from more applicants than there are seats, even with the departure of our Freetown applicants. Over 300 students applied for 150 seats in the Class of 2025. This was the third consecutive year that we recorded over 300 applications for our incoming class. In an effort to address demand, and the limitations of our existing campus and infrastructure, we have submitted a Statement of Interest to the Massachusetts School Building Authority (MSBA) after falling short of the Eligibility Phase in our first attempt in 2020.

The state of our institution is healthy despite the impacts of the pandemic. The budget planning process has been a lengthy one, filled with uncertainties, surprises, and significant advocacy behind the scenes. To date, we have received unanimous support of our FY22 Budget from member towns. A fifth and final vote will take place at the May 24, 2021 Rochester Town Meeting.

Our goal as a school community is to prepare Old Colony students for life beyond the graduation stage and provide each graduate with a multitude of options that will allow them the decision to pursue work, post-secondary education, or military service in the next stage of their journey. It is imperative that students graduate from Old Colony with a strong sense of self, critical thinking skills, employability skills, technical expertise, academic knowledge and industry recognized credentials necessary to advance their efforts in whatever next steps they choose to pursue. To help mold the “whole person” is an essential part of our mission as we move beyond education limited to textbooks and competencies, and expand our efforts to include experiential learning through partnerships with the many resources that exist within our local, state, national, and international networks.

Administrative Departmental Reports

The following section of this document has been created from feedback from numerous members of our Administrative Team. Sharing this information allows our team members to articulate some of the many successes and challenges that we were faced with during the 2020-2021 school year.

John Michael Parker, Principal

With all the challenges we have faced over the past 15 months, I am proud to say our staff and students acted in the most professional and respectful manner. The pivot to return to full in-person learning was a challenge to us all. In some ways it was a monumental challenge for some students and staff, yet they have persevered. Academic classes are running like the students and staff never left. Masks are the only indication of change.

The teaching staff made significant progress on their goals that they set in 2019-2020. With the disruption of the pandemic we wanted them to focus on their new role as remote instructors and not create a whole new set of goals during the pandemic.

Personally as Principal, I was able to achieve most of the goals I set with the help of a tremendous administrative team. Here are the goals summarized:

The Newsletter has been a consistent method of communicating information in a crazy hybrid year. The newsletter took on a new look and became interactive. New features were added like “Life Outside OC”

and “Exceptional Student Work”. Special thanks has to go to the Business Tech students and Mrs. Davenport who took the new format and ran with it. They became better with each issue with their interviews. Mrs. Davenport took over the major job of producing the newsletter and editing when Danielle went out on maternity leave. This issue will be the last for the 2020-2021 school year. I intend to continue the project next year with more new improvements.

The evaluation process is so important to improve teaching and learning for our students. I thought it was essential to get our evaluation team on the same page when we performed our walkthroughs and Formative and Summative Assessments. Talking about teaching is vital in moving the staff in a direction we all agree upon. We met as a group before the school year to plan our united approach. We discussed using a similar format for the walkthroughs and to meet after the first walkthroughs were written. We met after the announced observation to prepare for our conversations with teachers on their progress. Prior to the end of year assessments we met as a team so we could report our expectations to the staff as a united front as they prepared their Formative and Summative Assessments. The piece we were not able to schedule were joint walkthroughs with another administrator and myself. I look forward to keeping this goal for next year and beginning the year with joint observations.

The Curriculum Development work of the staff was completed with very few exceptions this year. Any work that needed to be completed was given a deadline of June 1st for completion. All curriculum was reviewed by the respective administrators for content and format. Suggestions for improvement were made to teachers as needed. The work will continue next year with instructors working on department assessments. The goal is to develop common assessments where possible. This will be done in department time and not as a formal professional development goal.

This year was very different. The local principal group did not meet in-person or virtually. We did meet as a MAVA group on a monthly basis. The major issues of educational remote models, hybrid models, re-opening, proms and graduation guidance highlighted the year. I look forward to hosting meetings and getting back out to our local schools to rekindle those face to face relationships. There have been a lot of changes at the principal level which makes it even more important.

The biggest challenge for the entire academic staff including the administration was acclimating the students to remote learning. This could have been a greater challenge if it were not for the planning that took place prior to going remote. The students were prepared with the proper technology. The instructors and support staff were trained in platforms to use that gave them options to keep the students engaged. Students were identified who we thought would struggle and were brought in full time and were assisted by dedicated staff who kept them afloat. As other students struggled they were brought in during the academic cycle on a permanent basis or just to get caught up and returned to the remote model. Communication was ongoing by the teachers and administrators with families to gauge what the students were struggling with and support plans were created. The number of students failing classes has diminished drastically over the time the students were remote to where we feel the numbers are manageable to target those still struggling and get them to the finish line.

The vocational staff have to be commended for their hard work being in the building through the entire pandemic. They kept the school alive and the students excited. They followed the safety guidelines that were laid out like the professionals they are. They made the transition to full in-person a lot easier as the students were clear on the expectations the vocational teachers established.

To say I am proud of the work the entire staff and students did to keep morale up and smiles on our faces would be an understatement. The sweatshirts everyone received for teacher appreciation week was a small measure of gratitude, but the staff was so appreciative which shows the type of individuals they are. We continue to find ways to make this experience better for students and staff and pray things will return to “normal” next year. We learned a lot about ourselves and each other. For me this group of adults and students will forever be remembered as true warriors.

Sarah Griffith, Business Manager

In the last year the business office has processed over 800 purchase orders, 3,000 invoices, 500 deposits, 800 receipts, and 3,000 payroll checks. We have completed financial statement and other post-employment benefit audits, end of year reports for DESE and DOR, complex budget processes, and an extremely large year-end pre-buy. During this difficult year, our business office remained staffed, in person, to be sure operations continued to deposit, draw down, and transfer cash, pay invoices and process purchase orders, and be sure all salaries and stipends were paid in a timely manner. In addition to their job responsibilities, they answered phones, took parent and student questions, helped teachers and other staff as needed, and did it all with a level of professionalism I am constantly impressed by. I am so grateful for Lisa, Kelsey, and Eileen, their commitment to Old Colony, and the Business Office operations.

One area of concern for the Business Office is that the general ledger accounting system that was purchased for the District in July 2014 was purchased by another software company and is being phased out. The software is web based and not being upgraded by the new ownership. The District will need to consider moving to a different general ledger accounting software in the next two to five years. We will be exploring our options, implementation details, and costs.

Crystal Andrade, School Nutrition Director

During the pandemic, my main goals were to keep everyone employed and to reach as many families that needed support in our community. It has been a successful year. We are finishing strong. Tired but strong. We have actually needed additional hours to get things done. With everything needing to be packed to go, there have been many extra steps to complete the same ‘regular’ tasks.

While some families participated in remote meals to support our department, and keep us running we also reached many families who needed meals and were extremely grateful for the meals we offered. Between Sept 15th & April 15th we gave out 38,075 remote meals. This is in addition to the meals we served to the students at school.

In a kitchen, it takes a lot of pre-planning especially when you are limited in space. The unknown of what tomorrow brings has been our hardest issue to deal with. From quarantining, availability of all supplies & space and working with two menus (remote & in-house) challenges have been endless. I already knew we had a great team but as stressful as times got they still stepped up and made things happen. Well over and above their usual positions.

In addition to the daily challenges, we have had the opportunity of completing our first procurement audit and are waiting and ready for our administrative review from DESE to be completed by the end of FY21.

We are still offering week-end bags for our students to take home and meals will remain free for all students through FY22. I believe free meals for all students has been another key to our success this year. Our numbers in participation have grown and continue to grow.

Robert Souza, Office of Buildings and Grounds

Overall my department has coped well with the increased task load associated with the pandemic year. The safety of our students and staff is our highest priority. I feel fortunate to lead this hard working and dedicated team of support staff. We were tasked to provide a clean and safe environment for the students and faculty in this unprecedented time and I feel my staff and I have met the challenge.

My goals to make improvements to the building and grounds are progressing nicely. Drainage has been improved at the field house. The water issues in the well vault have been eliminated. Stone beds are being installed to improve aesthetics, reduce weed whacking and save man-hours. The irrigation system albeit limited to the football field, is now fully functional and is running on a schedule. The sports fields have seen an increase in watering, lime and fertilizer applications. I have started to meet with staff to garner their input on existing conditions, if there are any required modifications or improvements to their work space to meet their respective needs and how they perceive the efforts of my staff to keep the facility in good order. Examples of modifications: we moved the projector and screen in Business Tech to enhance student presentations, added electrical outlets in room #7 to support teacher work space and will be rehabbing the locker room in Cosmetology this June to allow for storage of new curriculum equipment.

By rearranging some of the cleaning schedules and procedures and with the efforts of my staff, the building continues to meet the standard to which it has become accustomed. With the assistance of the faculty, the entire facility is sanitized almost daily and touch surfaces are wiped consistently throughout the day. At this time, it doesn't appear that any virus transmission occurred between students and/or faculty while in school.

In my role as Facilities Director, I was able to contribute to the authoring of our Statement of Interest submitted to the Massachusetts School Building Authority. Unfortunately, the MSBA did not advance our Statement of Interest application this year but there is always hope will advance next year. While the facility is in good condition overall, the aging infrastructure, systems and equipment will, over time, become problematic. We may want to consider forming a small committee to create and maintain a 7-year small project improvement plan that incorporates both phase replacement and routine maintenance/repairs for the facility and grounds. This plan could be tied to a budget line possibly a revolving account to specifically fund planned improvement projects. The project list could potentially be extensive but some examples of typical preventative maintenance items might include the replacement of the asphalt shingles on the gazebo; the windows and siding on the electrical training house; the phone system should be replaced in the next 2-4 years; etc. Also, the field house is a fantastic asset but it has fallen into disrepair. The building should be evaluated for condition and functionality and could be included in this phased plan. Our students could be utilized for a lot of these and other improvement items.

Work on the athletic fields will be ongoing. Over the course of the next few years and as budget monies allow, I plan to install either crushed stone or cement ground cover in the dugouts and a weed barrier under the backstops and fencing to further reduce labor on weed trimming.

I will be phasing in a new approach to hard floor care whereas we will not strip every floor every year. Floors will be selected for either a full strip or a heavy scrub with recoat based on condition and schedule. Sections of the building will be fully stripped on a rotating basis. This process retains the clean polished look that we expect while both reducing labor and saving budget dollars. As you can imagine, it takes less time to complete a floor and reduces the amount of stripper and floor finish purchased annually.

This year has certainly proven challenging beginning with the hands-free and distancing modifications made to the facility. Although the design was great, setting up a grid system on the football field for the separation of families at graduation was laborious. With Bethany's design, we were able to map it out and set the chairs.

The never ceasing sanitizing efforts can unravel the typical work day pretty quickly. Additional lunch shifts were added and the gym was repurposed to accommodate distancing requirements and occupant load. In addition to sanitizing after breakfast and every lunch there are several days per week and sometimes several times per day where we are called out to the isolation trailer and nurse's station respectively to sanitize those spaces. Additionally, there are often times when we have to sanitize desks in common areas in between breakfast and lunch both before and after group meetings. We are very fortunate to work alongside this faculty and Administration as they often jump in and assist with the cleaning/disinfection efforts. If it wasn't for their help these disinfecting measures would almost be impossible to meet.

The distribution, inventory and recordkeeping of PPE supplies was a bit daunting at first but we developed an inventory request form and data base to log and track inventory. The faculty never really has to wait to receive any PPE they need. Overall I believe the building really came together and fought this pandemic as a team. Comparing ours to stories I have heard from other Districts, I feel we were successful in our efforts so far.

Kyle O'Neill, Director of Technology

In the fall we did extensive work to the Camera system in the school. We took all cameras off the schools network and isolated on their own network. We installed a new DVR in the school along with 17 new cameras for a total of 49 cameras in and around the main campus. We also installed a DVR and 8 cameras in and around the field house. The new system is more reliable, more secure and offers us much better coverage of the school.

Throughout the year we have distributed 270 Chromebooks to students in need of a device. 200 were distributed in the beginning of the school year to support remote learning and another 70 were distributed when we returned to in person learning to allow the students to use only 1 device during the school day.

The technology department has placed an asset tag on all school owned devices. This allows the computer to be quickly identified and found with the inventory spreadsheet. We have over 200 windows computers, 35 Apples computers, and over 600 Chromebooks in the school. We successfully tested the whole 10th grade MCAS on Chromebooks with no issues.

The current phone system needs to be replaced. I have acquired some quotes and will be meeting with potential vendors to learn more. We currently have two different options. The first is an in house setup where all the equipment is housed here at Old Colony. It would function similar to our current phone system. This setup would be a one-time cost. The other option would be a hosted setup. With this setup only the phones would be in house and everything else would be hosted in the cloud. This setup would entail be a monthly expense.

One goal for next year would be to migrate from my inventory spreadsheet to an actual inventory program. I am leaning toward a program called Snipe-IT. I plan to test it out in the coming weeks.

The biggest challenge that I encountered during the pandemic was feeling like I always had to be on and ready. When we were learning remote, I would get emails at all hours about resetting password from students and staff. The other piece that required timely action was the establishing of close contact lists in our messaging system. This was something that required immediate attention to ensure messages got out as soon as possible.

Overall I feel like this school year has been a success. We were able to supply every student that needed a device with access. We successfully transitioned teachers from remote/online learning to in classroom learning. The network and internet connection has been stable and performed well throughout the different learning models. I feel that there is always room to improve, but I feel good about how well we planned, responded, and improvised this year.

Bethany Botelho, Vocational Coordinator

I am very proud of the work that the Vocational-Technical Departments have accomplished during this past year. In August, when I stated to my vocational staff that we would be in person this entire year, I could see that they thought that I was crazy and could feel their hesitation and uneasiness. However, within days, everyone was able to find their groove and began to plan for the year. Despite the pandemic and the challenges it brought, the vocational staff were resilient, flexible, and focused. We planned for in-person learning, social distancing, proper PPE, mask breaks, and schedule changes. We redesigned our learning spaces to accommodate students to adhere to DESE's restrictions and guidelines as well as CDC recommendations. We revised projects so that students could practice their skills safety while keeping the integrity of the competency intact. Classroom and Shop expectations were revised to account for these changes and properly make parents aware of these changes. Pivot to remote learning plans were also developed should the instance that we would need to flip to remote learning be needed throughout the school year.

DEPARTMENT SUMMARY:

Despite the need for students to quarantine intermittently throughout the Exploratory Program, the program ran smoothly and approximately 73% of students received their first program choice. [2024 CVTE Selection](#)

Automotive and Graphic Communications were able to provide their services to our school and local communities at the start of our school year. Due to restrictions, our other service departments had to either wait until restrictions were lifted or be creative with their outreach.

CAD Drafting provided Acushnet Public Schools with construction documents for their new maintenance garage. APS will continue to work with our Carpentry Department during the construction phase of the project.

In addition to the AP Computer Science Principles course offered at the 10th-grade level, Computer Science added AP Computer Science A to their 11th-grade curriculum.

Locks Salon in Cosmetology opened their doors in February during the 12th-grade cycle to our staff members.

Despite the inability to serve patrons in their restaurant, the Culinary Arts department creatively found ways to provide our school and community with the following:

- Grab-and-go breakfast and lunch for staff, as well as provided offerings in the bakery case.
- Grab-and-go lunch for the community began in January and has continued strong.
- In November, pies for Thanksgiving were offered to our school and local communities, as well as cookies and cocoa bombs during the December Holidays.
- 125 meals were prepared for the Rochester Senior Center. These were picked up, rather than delivered and served, due to restrictions.
- 300 pastries were prepared for Teacher Appreciation Day at Acushnet Ford Middle School.

In addition to their daily offerings and special event preparations, they also prepared students for the NASA Hunch Culinary Competition, MAEF ProStart invitational, and SkillsUSA Commercial Baking State Competition. Felicity Kulak and Megan Correira placed 2nd, nationally, in the NASA Hunch Culinary Competition and placed 2nd Nationally. Emily Larkin placed 2nd in the SkillsUSA Commercial Baking State Competition. The MAEF ProStart invitational results will be released at the end of the month.

Alden Court in Fairhaven graciously opened their doors for our 11th-grade Health Career students. Our program was afforded the opportunity to complete their clinical at their facility. This will enable this class to sit for their CNA exam in June.

House and Mill Carpentry 11th- and 12-grade students spent most of the late fall through the winter on projects throughout our campus due to the inability to transport students off campus. Since the restrictions lift, they have been able to perform jobs within our communities. They are currently performing renovations on the Announcer's Booth at the Dexter Lane Ballfields in Rochester. They will then proceed to their next job Gazebo at Shipyard Park in Mattapoisett.

Machine & Tool Technology 11th-graders are currently performing their NIMS certification testing. The 12th-grades are currently being scheduled for their next MACWIC exam.

Before the opening of school, all Cooperative Education paperwork and documentation was reviewed, revised, and COVID-19 protocols/control plans were developed. The new documents and requirements were sent to all employers, parents/guardians, and students prior to the start of the school year. At present, 41% of our 12th-grade students and, currently, 12% of our 11th-grade students have participated in our Cooperative Education Program this year. Although these numbers are a slight decrease from last year due to factors perpetuated by the pandemic, seven departments have increased their student participation in this program and we have cultivated 18 new industry partners. Our students have earned over \$261,165 to date. Supporting Data: [CO-OP Program Statistics](#)

Throughout this year, our students earned the following certificates, credentials, and/or licenses:

- All 12th-grade Culinary Arts students have earned their Allergy Awareness Certificates
- All 12th-grade Health Career students earned their CNA Licenses; 11th-grade Health Career students will be testing in June
- All 11th-grade Metal Fabrication & Joining Technology Students earned their Hot Work certifications; 10th-grade students will be earning their credentials at the end of this month
- All 11th-grade students earned their OSHA 10 credentials and by the end of May all of our 10th-grade students will do the same.
- Four 12th-grade Cosmetology students have passed their State Board. Two additional students will test at the end of this month.
- Four 11th-grade CADD students have earned their CSWA credentials

Our Automotive Technology, CAD Drafting, Computer Science, Cosmetology, Culinary Arts, Electrical, Machine & Tool Technology, and Metal Fabrication & Joining Technology Departments have been the donation recipients from our very generous industry partners, advisory board members, and our community. These donations have totaled over \$20,000.

This year's annual STEM Day, which takes place with 6th-grade students at Ford Middle School in Acushnet was restructured this year to accommodate the COVID restrictions. Business Technology kicked off this event with a problem-solving challenge available with all-day "tech support." Computer Science, Cosmetology, Culinary Arts, Health Careers, and House & Mill Carpentry/Electrical each offered their own virtual hands-on program. Kits from these programs were dropped off to the Middle School in advance so that students would have the materials needed to participate in the respective session. Each month the offerings were rotated through the classrooms so that by the end of the program, each 6th-grade student was able to participate in all five sessions. All students received certificates and t-shirts to commemorate the event. This year's STEM Days event ran from October until April. Once again, we were awarded \$3000 from the Greater New Bedford Connecting Activities Program to run this program.

Sue Soucy was instrumental in preparing the Digital Literacy and Computer Science (DLCS) Student Learning Devices grant which was submitted in February. In April, Old Colony was awarded \$2,000 which will be used to purchase equipment for the Computer Science department.

A \$500,000 FY 22 Skills Capital Grant application was submitted on behalf of our Electronics Engineering Technology and House & Mill Carpentry Departments in March. Award notifications are scheduled for mid-to-late May.

Leadership II is currently underway and have just returned from my second in-person session. This program will conclude in December. For my District project, I will be creating an Adult Ed Night-School Program that will begin sessions in January.

Creation of ILPs and Digital Portfolios: Contents of the existing College and Career Readiness Plan/Program was crosswalked with elements of the MyCAP Framework. Components to be included in the student ILP and options for required community service learning were identified. In addition, IRCs and Cooperative Education requirements to be included in the portfolio were also identified. An outline of grade-level activities and deliverables was created: [LINK](#)

An assessment tool to be used annually for the purpose of guiding the student experience in conjunction with the ILP/Portfolio/Community Service to measure and inform student growth will need to be created. As well as, stakeholder feedback will need to be gained and incorporated to finalize this project.

Our School-Wide Curriculum Redesign Goal was achieved. All Vocational curriculum has been revised, as directed. All documents are posted on the respective department page. Supporting Data: [SY21 Vocational Course Curriculum By Department](#)

FUTURE INITIATIVES/GOALS:

Future initiatives that will be short/long term planned include:

- Using the Vocational Course Curriculum to further refine and develop unit assessments
- Revise Perkins' CNLA
- Continue the Creation of ILPs and Digital Portfolios
- Cultivate more Cooperative Education opportunities for students
- Develop budget system for easier method to track spending
- Improved delivery mechanism for SkillsUSA Advisors to communicate needs to Vocational Faculty and ensure more focused student preparation for competitions
- Create a database of Skills Competition/Medalists

CONCLUSION:

Although this school year was one of the most challenging, I am proud of the flexibility, productivity, and vocational-technical learning that took place this year. Teachers demonstrated their ability to think creatively and provide students ways to access the curriculum despite the need to learn remotely. Cosmetology and Culinary Arts sent kits home so that students were able to practice their hands-on skills. Automotive Technology and Metal Fabrication & Joining Technology took advantage of their subscriptions to resources that offered the best hands-on experience for their students. CTE Instructors participated in workshops, trainings, and peer tutoring so that technology was appropriately utilized and

afforded their students the best virtual learning environment possible. The care and attentiveness with which the CTE Faculty prepared their learning environments and tailored their hands-on projects set them up for success for the remainder of the year. Despite the wearing of masks and shields, social distancing requirements, cleaning/disinfecting of equipment and surfaces, and all the other protocols/logistics that came with teaching through a pandemic, I believe this year has been successful due to the leadership that has been provided, the openness of communication, and the cooperation of our CTE Instructors whose motto has remained consistent since day one: “We are all in this together.”

Catherine Tuccinardi, Academic Coordinator

Overall Department Status:

While this year posed many challenges and brought about many changes for the academic departments, achievements have been significant in planned areas such as [curriculum development](#). However, growth has also taken place in unplanned areas such as family communication, consistent organization and alignment of Learning Management Systems, and a more nuanced approach to grading to ensure that students have the opportunity to improve their situations and never find themselves without hope for passing the year. We introduced [Connection and Reflection Days](#) and scheduling modifications as part of our pivot after receipt of feedback from staff and students relative to burnout from screen time. I have witnessed an immense amount of empathy and outreach from our teaching staff, and they are committed to the success of our students.

Through all of the DESE guidance and conversations about hybrid models, I am proud that we have maintained the integrity of our academic schedule (meaning we did not lose rigor or lose our honors/AP coursework), and we’ve added an additional AP course (Literature & Composition). Two English instructors attended Summer Institute’s hosted by the College Board to ensure our English department has vertical alignment, and our students are building the pre-AP skills necessary to find success in their AP courses. Two History instructors have taken courses about and are now using the CASE method of close reading with primary texts in their US History/Government courses and one instructor and I met with the directors of FitMoney to begin embedding Financial Literacy units into grade 12 coursework. Our Library Media Specialist has revised our summer reading assignments in conjunction with the English Department and completed a total overhaul of our textbook and novel inventory (both digital and hard copies). An additional area of growth for the entire academic staff includes use of instructional technology (Screencastify, PearDeck, EdPuzzle mainly) which is now embedded in both instruction and assessment (following the SAMR model), and not solely used for projection or distribution of material.

Personal Goals

School Improvement:

Curriculum Development - The Academic Course Curriculum documents are complete and ready to be used as foundational documents to grow our coursework and assessments. All teachers have objectives, essential questions, and enduring understandings aligned with the most recent DESE frameworks, and their assessments are calibrated with their learning objectives. These documents will continue to be used as our baseline as we add, change, and consistently refine the material and instruction we bring to students.

Professional Practice:

Leadership II - I have attended my first two weekends of Leadership II and have developed a project that I am truly excited to execute (objective assessments, project-based learning, and a committee to engage with OC's current grading structures and investigate standards-based grading). I've also completed the HGSE's Critical Consciousness course. Aside from these formal learning experiences, I have grown in this role as a leader by meeting our teachers where they are with their different pandemic experiences, and by continuing to support and encourage them as they support our students. While I've built our academic schedule for the past two years, this year required even more knowledge and growth as we brought students back from remote learning. We remodeled our entire schedule to accommodate our largest classes in our largest classrooms and now both our students and our instructors are traveling throughout the building. One piece of our return that I was worried about was the loss of Cougar Time and support for students, but I am very proud that I was able to design the extended block so that all students have access to teachers of various disciplines as I made a schedule for the support teachers to rotate rather than the students, so all students have access to instructors from each department ([this document contains that rotation along with much of the work completed for re-opening](#)).

Student Learning:

ILP/MyCap Collaboration - This goal is one that was started but is not where we were hoping it would be by the spring. We've crosswalked MyCap with our current portfolio, we have [outlined tasks to be completed and included by grade level](#), and have [outlined a structure as an exemplar](#). Though we met often and discussed including Community Service requirements and how this would be both used throughout the years and assessed, those are pieces that will need to be followed up with.

Areas of Concern:

Items that need to be addressed with short and long term planning include: building authentic assessment and a move away from recall questions, raising standards consistently between departments and teachers now that we have structure and consistency in our curriculum documents, and ensuring that we are meeting all elements of the state frameworks in our model of two weeks in academics and two weeks in shop.

New Ideas/Goals/Initiatives:

- Moving to a school-wide Title I designation so we can use our Title I funds for our whole school population
- Boost Academy for Math to build confidence and focus on remediation and skill deficits
- Madison Park Collaboration in academic areas (English/History)
- Completing our MyCap and ILP merger to create something meaningful for staff and students
- Beginning the SAT school day option for students
- Introducing more post-secondary opportunities for students (especially foreign language) or AP Virtual High School opportunities for students (AP Physics - Algebra based for those entering Engineering fields)
- Revamping and Revising academic information on the website
- Creating both short and long term goals for department budgeting

Overcoming Challenges:

- Reopening Academics with spacing concerns:** We reconfigured the entire schedule meaning that the teachers move, the students move, and ALL nooks and crannies of this building are utilized.
- Remote Learning:** We worked hard to ensure all teachers had the training they needed depending on where they were with their use of instructional technology, and we worked diligently to ensure that learning management systems were aligned for students so that they could access all of their live

remote learning and the tools necessary to succeed. We also created tutorials for families on Google Classroom, SchoolBrains, and other items related to Remote Learning to help answer their questions.

-Remote Learning Fatigue: Teacher meetings, student meetings, asynchronous days and modeling techniques for teachers during PD

There is so much to be proud of in the academic areas as we close out this school year. Our teachers have shown up each day ready to empower students, brighten their days, and deliver instruction even during the very arduous months of January and February when it seemed as though this hybrid model may never end. They've challenged themselves with new instructional technology and then readied themselves to ensure they understood all the protocols and procedures as students returned for in-person academics. They have been flexible and focused on the wellbeing and growth of their students, and that feeling radiates throughout our school community. As for the state of the academic departments, I can proudly say that though this year has been taxing, it has also taught us an enormous amount to carry with us in the future about teaching, learning, and the importance of caring about the whole student.

Krystla Fay, Special Services Coordinator

Realization that it takes the whole village was never as obvious as when we were teaching and learning remotely. The level of communication between the Old Colony community partners was astounding. Parents, students, shop instructors, general education teachers, special education teachers, paraprofessionals, guidance counselors, school adjustment counselors, and administration communicated with each other on behalf of students via email, instant messaging, Zoom, Meet, telephone, and socially distanced in-person to develop and implement intervention strategies and supports for individual students.

Kudos are extended to the Special Services Department for the progressive nature of preparations and execution of service delivery during the pandemic. A copy of the COVID Learning Plan specific to Student Services is available at the [following link](#). Our challenges turned into opportunities and in turn, strengths after we identified the need to develop new procedures, protocols, and interventions.

A Thursday morning meeting with our student support team includes Special Education Teachers, Paraprofessionals, Guidance Counselors, our Adjustment Counselors, Assistant Principal, Nurses, and other staff as needed. These meetings were utilized to identify students that we have concerns about, whether identified as having a disability or not. Out of these meetings, follow up meetings took place at the administrative level and/or with parents. Action plans and interventions were identified as a result of these meetings and put in place to ensure that students do not fall through the cracks. Interventions for poor academic performance, social-emotional difficulties, and inconsistent attendance all took place; because we know that students are only able to learn when they are healthy and are able to sustain attention.

When the DESE's guidance came out that only the special education students with the highest level of need be offered an in-person learning environment, we did what we do every day at Old Colony; we looked at all students as ours; disregarding labels or classification of special education or general education students. With this philosophy we reviewed each student's need to be learning in-person. Those seventy-one (71) students made up our "Area 476". I am so impressed with the paraprofessionals that made this program a success by motivating, encouraging and engaging students as well as keeping open lines of communications with the Old Colony community.

This last year validated my saying that special education teachers and paraprofessionals need to be chameleons. They have needed to change approaches, intervention strategies, teaching and learning methods, and communication styles on-the-fly. I am so impressed with the Special Services Department. They have reinvented their craft and added exponentially to their tool boxes. A great big thank you for the Special Services staff for their persistence and grit.

Let it be known that we are all so happy to be in proximity to our students but we are also thankful for some of the things that we learned through the course of the pandemic. Sometimes it takes a major shift in our world to take chances and do things differently. We would like to continue with some of the practices that we learned this year. From now on we will utilize electronic signing for IEP's, 504's, and other forms that require parental signatures. Our parents responded well to this new technology and we have found that we are receiving consent much more quickly than in the past. We witnessed that parents appreciated video meetings that cut out travel time and time out of work. Our parents will now have the choice of attending meetings in-person, via telephone or video chat.

The following Coffee Talks and presentations were hosted for our Special Education Parent Advisory Council (SEPAC):

- **October:** Procedural Safeguards, Parents and Student's Rights
- **November:** Parent's Needs Survey
- **December:** ADHD
- **January:** BCC and UMASS-D Disability Offices
- **February:** The Food Mood Connection
- **March:** Massachusetts Rehabilitation Commission
- **April:** Executive Functioning

During DESE Progress Monitoring, the process by which the state certifies that school districts are operating within compliance of state and federal laws and regulation, took place this year, we were classified as being in compliance in all of the 31 categories monitored. The categories: [Civil Rights](#); [Special Education](#); and [Sustainability](#) which includes Foster Children, Homelessness, and Military Families.

As a result of feedback from 2019-2020, we have begun tracking the following statistics related to our students with 504 or Individualized Education Plans. By the end of the 2020-2021 school year I will have developed and beta tested a tracking system to measure IEP student growth in these areas:

Category	2020-2021
IEP/504 Students participating in National Honor Society	Class of 2020: 9 Class of 2021: 5
IEP Students in honors level courses	Grade 9 Honors ELA: 4 Grade 9 Honors Algebra I: 4 Grade 9 Honors Biology: 4 Grade 10 Honors ELA: 7 Grade 10 Honors Geometry: 5 Grade 10 Honors Biology: 5 Grade 10: AP Computer Science: 4 Grade 11 Honors ELA: 3

	Grade 11 Honors PreCalculus: 1 Grade 11 Honors Modern World History: 3 Grade 11 Honors Chemistry: 4 Grade 12 Honors ELA: 2 Grade 12 Honors Physics: 1 Grade 12: AP Calculus: 1 Grade 12: AP ELA: 1 Grade 12: AP JAVA: 2 Grade 12: Biology Honors: 1
Students participating in Coop	IEP: 16 504: 6

Gary Linehan, Assistant Principal

This year has certainly been challenging due to the pandemic. We have increased our communication with parents and students alike in order to keep them focused on their academics. There was a constant stream of emails and phone calls from teachers, myself, and guidance in order to keep the individual student engaged while remote. This task alone became monumental.

When the students were in the building and in the shop they verbally expressed relief and gratitude for being at school. It was evident to me that these students missed the structure and purpose that the routine of school gave them. The whole school worked to build student morale and infuse “joy” into the time that they were with us physically. At lunch we ran trivia contests, riddle days, videos, music, etc. to offer some relief for students who had to be socially distanced and masked throughout the day.

During my weekly guidance meeting, the counselors, nursing staff, special education staff, and the administration discussed the challenges facing individual students as well as the whole student body. The students struggled emotionally and mentally this year, some more than others. Overall, there was an increase in depression and the social and emotional needs of the students. The increased demand on the student adjustment counselors and the guidance counselors was tremendous. We had a number of students who were hospitalized or attending partial programs that needed various levels of service from the school this year.

With the increased pressures of the pandemic, high unemployment, and other financial struggles, some families found it difficult to secure their nutritional needs. Crystal Andrade and Johanna Kaufman identified students that were in need of food assistance and I tracked down family contacts as needed to assist the families in getting their Pandemic EBT cards. The work that our school did to ensure our families secured food was one of the most important achievements for the community.

I worked collaboratively with the administrative team on our Curriculum Development Goal for the 2020-2021 school year. I worked with the History/ Social Science and Science Department as they worked on developing their curricula. I shared curriculum guides I created during my teaching experience as well as shared suggestions. The History teachers are also working on a Mass. Civics project.

Kelly Hevey and I have been working towards combining the MyCAP and Portfolios into an integrated individualized learning plan (ILP) that will take the form of an annually reviewed & updated portfolio that will include Academic planning & goal setting, as well as yearly reflections, credentials, skills, etc. Catie Tuccinardi & Beth Botelho joined us this year as we continued to blend the senior digital portfolio into the MyCAP initiative.

We are also continuing our collaborative work with Madison Park High School. Although we have been unable to facilitate an in-person meeting for the students this year, we have joined a "Commitment to Equity" series with Madison Park and others schools and students across the country that are meeting to discuss racism, equity, critical consciousness and racial injustice. Our students have been meeting at least once a month with this national group. I met with administrators separately from that same group as we guided our students through the process of reflection and eventually strategies that build a more equitable and just community and society. Moving into next year I would like to grow this initiative so that we are having regular exchanges with Madison Park as well as embedding more issues of critical consciousness within the social science curriculum.

I am extremely proud to work for an organization that recognizes the value of community and leadership that boldly and bravely addresses relevant issues. I always feel like I can share my opinion without reservation and feel that it is valued.

Matthew Trahan, Director of Athletics

After a long hiatus from athletics due to the pandemic (which caused the moving of the fall season and the cancellation of the winter season) our programs are back up and running and running well. Our student-athletes, coaches, and parents have done a tremendous job.

A lot was required in order for us to bring student-athletes back to the athletic arena safely. This was done through clear communication and collaboration with parents, students and coaches. This was accomplished through updates: via newsletters, zoom meetings and social media. Below you will find some sample communication through the Athletic Department.

[Old Colony Athletics Fall Information](#)
[Leadership for student-athletes](#)
[Updates for Spring Coaching](#)

To provide parents the opportunity to see their children participate in athletics we purchased and installed the Picalott system which has provided us with a great opportunity to livestream and record all games that take place in the gymnasium and on Oliviera Field.

To support our student-athletes with leadership training we continued to host captains council meetings through zoom and also took advantage of leadership training seminars offered through the MIAA.

The following is a listing of the notable achievements or initiatives that have been realized over the course of the year.

- Our teams competed in a North/ South model regionalized (due to the pandemic). We competed against a number of teams that we don't traditionally play through the Mayflower Athletic Conference. Our win loss record was not what we are accustomed to, however our golf

team went undefeated with a 10-0 record.

- The Athletic Department created documentation and expectations for visiting teams when participating at Old Colony. It was so well received that many Athletic Directors in the Mayflower Athletic Conference requested to use this as a guide for their own school. ([Fall 2 OC Guide](#)).

A single or few areas of concerns that still feel need to be addressed or will be through short/long term planning include the following:

- Due to the ever-changing pandemic and the ongoing changes through the governor's office, I do have a concern regarding the relaxation of mask wearing for spectators forthcoming.

New ideas, goals or initiatives that will be realized for next year or through short/long term planning include:

- Update our leadership initiative to include more student athletes.
- Provide a welcome back day for student athletes coming back in September. We will continue to communicate expectations and policies; at the same time having a team-building theme.
- Develop further ideas/initiatives that encourage freshmen to participate in one or more of our various opportunities.

Challenges that we faced due to the pandemic included:

- Spectators - (The Athletic Dept. allowed parents to pre-register for tags and lanyards. We consistently signed spectators in prior to each athletic event for contact tracing purposes.)
- Access to student-athletes who were home in academics. (Constant communication on multiple platforms)

In closing, I feel that getting our student-athletes back on the field and active is a huge success as it is so important to the mental and physical well-being. Our school has done a tremendous job providing quality instruction in a clean, safe and user-friendly environment. Having gone through this together, it is evident that all involved within the Old Colony community stick together, grow stronger and continue to look out for each other's best interest every day.