

2019-2020 SCHOOL YEAR REPORT

Introduction

Old Rochester Regional School District and Massachusetts School Superintendency Union #55 serve the towns of Marion, Mattapoisett, and Rochester. The educators and staff in the three communities and four districts continue to work collaboratively to develop and deliver high quality education for our students that prepare them for an ever changing society and workforce. Thank you to our three communities who provide financial stability that allow our educators the resources to offer the latest curricula and programs which help our children to compete and excel in all facets of their education. Our school buildings continue to be invested in and maintained to create a safe and welcoming environment for our students and staff.

As you read this report you will see examples of our students' achievements, staffing and program changes, as well as signs of the structural improvements that have taken place in our buildings to upgrade learning spaces, technology infrastructure and safety.

Of particular historical significance, our school system navigated the onset of a global pandemic that directly impacted the educational programming offered to our students and families. Starting on March 13, 2020 our schools were ordered by the Massachusetts' Governor to halt in-person learning due to a virus known as COVID-19. As our school, town, and state leaders learned more about COVID-19 our educators began shifting our in-person learning model to a remote one. Initially, our educators started to share educational opportunities and resources with our students and families to access remotely or in their homes. Moreover, our schools focused on continuing to provide special education services, social and emotional supports, and food services to students and families.

Shifting from a completely in-person learning model to a remote one with little to no notice was an extreme challenge for our school community. Quickly our stakeholders mobilized to ensure students and families had access to adequate technology, training opportunities, and educational supports. With that being said, the primary concern for all was health and safety. The ultimate goal became preventing the spread of COVID-19 within our school community and beyond – while continuing to offer educational opportunities. For the remainder of the 2019-2020 school year our school buildings remained closed and in-person learning paused.

After initially offering remote educational opportunities and resources to our students a complete shift to remote learning followed. This meant that our educators and staff members offered both synchronous (live teaching) and asynchronous (learning at your own pace) teaching and learning opportunities with participation expected from all students. Recognizing that students would not be exposed to the typical in-person curriculum, our educators identified the power learning standards students should know in order to progress to the next grade level.

Challenging scenarios can bring the best out of people and that is exactly what happened in our school community. Students and families truly partnered with their schools and helped ensure that teaching and learning continued. Moreover, our educators and staff members demonstrated the true ability to be flexible problem solvers and dedicated educational leaders. Although in-person learning remains the preferable learning model – our school community met the challenge of making learning meaningful and memorable remotely while navigating a health crisis.

Strategic Plan

Vision 2023 was created in the Spring of 2018 by a steering committee with the help of focus groups from all three towns. The steering committee narrowed the scope of the work to three priority areas; social and emotional learning, global awareness, and 21st century skill development.

THEORY OF ACTION

IF WE ...

provide all students with life and career skills, learning and innovation skills, and technology skills, by integrating these skills into a rigorous and relevant curriculum,

AND

develop and consistently utilize evidence-based approaches and strategies that foster the social and emotional well-being of students to promote their success,

AND

create a school district environment that broadens our students' leadership skills, understanding and appreciation of multiculturalism, diversity, and global awareness by building relationships to establish a broader worldwide network, inspire all students to think, to learn, and

THEN WE WILL ... to care.

have provided our Tri-Town students with 21st-century academic skills, strengthened their social and emotional competencies and prepared them to be engaged global citizens.

Strategic Plan - Year Two

During the 2019-2020 school year educators worked to complete the goals identified in the second year of the five-year strategic plan. The Vision 2023 strategic plan overarching goals focus on meeting the needs of all students, community relationships, technology, and organizational structure. This year's professional development centered around our commitment to Vision 2023. The focus was:

- Safety & Security (ALICE & SITUATIONAL SAFETY)
- Embedding Project-Based Learning in Every Subject Area
- Literacy & Math Project-Based Learning
- Social & Emotional Learning for Cultural Proficiency & Global Understanding
- Grade Level Project-Based Learning Professional Development (Vertical Teaming)
- Department Project-Based Learning Professional Development (Vertical Teaming)

- Cultural Proficiency Professional Development
- Social Emotional Learning Professional Development
- Grade Level Curriculum Development
- Department Curriculum Development
- Transition Meetings

Year two goals of Vision 2023 were the focus throughout this year of professional development. We welcomed Trevor Muir a national leader in project-based learning to our school community to lead a full day of professional development for our faculty. Additionally, our school community appreciated professional development opportunities led by Diversity Talks. Diversity Talks is an organization that provides student led professional development on diversity and equity topics. Our schools also continued to focus on cultural proficiency and anti-racism work. Dr. Adolph Brown, a national leader, spoke to our faculty. He inspired and motivated educators to reach all students. Furthermore, we continued to learn from one another. Teacher leaders from our schools used their skill sets and areas of expertise to provide many adult learning opportunities for their colleagues. Much was learned and accomplished which was brought forth to our students in the classroom.

School Leadership

During the 2019-2020 school year, key positions at both Central Office and our schools experienced personnel changes. As a result of Dr. Douglas R. White announcing his intent to retire at the conclusion of the 2019-2020 school year, the Joint School Committee partnered with the Massachusetts Association of School Committees (MASC) to lead a superintendent search effort. As a result, a MASC search consultant led a full superintendent search effort that resulted in the appointment of a new Superintendent of Schools. In the spring of 2020 the Joint School Committee formally appointed, Michael S. Nelson, from Plymouth, Massachusetts as the Superintendent of Schools for the Old Rochester Regional School District and Massachusetts School Superintendency Union #55 as of July 1, 2020. Mr. Nelson had previously served the schools as the Assistant Superintendent of Teaching, Learning, & Student Services and before that the Director of Student Services.

Dr. White officially retired on June 30, 2020 after ten years of serving as the Superintendent of Schools. The school community is thankful for the decade of service that Dr. White provided leading the schools through multiple strategic plans and we wish him many years of happiness in retirement. In the summer of 2020, searches for the schools' next Assistant Superintendent of Teaching & Learning, Assistant Superintendent of Finance & Operations, and Director of Student Services began under the leadership of Mr. Nelson.

Throughout the 2019-2020 school year Dr. Lincoln Lynch, a retired Superintendent of Schools and School Business Manager assisted the school leadership with finance and operations consultation. Dr. Lynch assisted in leading the Business Office after the resignation of Mr. Paul Kitchen the previous school year. The Assistant Principal position at Sippican School also experienced a change in leadership. Mr. Kyle Letendre fulfilled his one-year appointment and returned to the classroom as a 6th grade teacher at Old Hammondtown School in Mattapoisett. Mr. Letendre's year of service was appreciated by the Sippican School community. As a result, an Assistant Principal search was conducted that resulted in the hiring of Mr. Sean Persico of Marion, Massachusetts.

It is important to note that the Old Rochester Regional School District and Massachusetts School Superintendency

Union #55 utilized a professional learning community (PLC) approach to carry out the responsibilities of the Curriculum, Instruction and Assessment Office this school year. There were four PLC teams that were comprised of school administrators and secondary academic coordinators. The four PLC teams are identified in the table below:

Early Education Grades PK-2	Humanities Grades 3-12	STEM Grades 3-12	Unified Arts
Rose Bowman, Mattapoisett Principal Kris Lincoln, SPED Coordinator Doreen Lopes, Early Childhood Coordinator Michael Nelson, Asst. Superintendent Marla Sirois, Marion Principal	Bob Biehl, ELA Coordinator Erich Carroll, SS Coordinator Kelly Chouinard, ORJHS Asst. Principal Michael Devoll, ORHS Principal Charley West, Rochester Asst. Principal	Silas Coellner, ORJHS Principal Colleen Foster, STE Coordinator Heidi Graser, STE Coordinator Melanie Kellum, Math Coordinator Kyle Letendre, Marion Asst. Principal Derek Medeiros, Rochester Principal Kevin Tavares, Mattapoisett Associate Principal	Steven Bernardo, Language Coordinator Vanessa Harvey, ORHS Asst. Principal Doug White, Superintendent

At the start of this academic school year our PLC teams articulated their commitment to the continued utilization of Atlas. This web-based curriculum management platform allows our educators to write and document curriculum, instruction and assessment with a curriculum design approach that is tailored to our schools’ needs with learning standards alignment. Next, the PLC teams completed an inventory of the curriculum that was already documented within Atlas and a needs assessment of all grades, subjects and disciplines. As a result, the PLC teams completed the following tasks during the school year:

- Documented all course titles in Atlas Prek - 12
- Reviewed and/or inputted all course descriptions in Atlas for all courses Prek - 12
- Reviewed and inputted all unit calendars/pacing guides in Atlas for all courses Prek – 12
- Inventoried, reviewed and documented all common assessments Prek - 12
- Documented in Atlas the content (students will know...) and skills (students will be able to...) Prek - 12

In addition, the Early Education PLC team designed and implemented a standards-based report card for kindergarten students to align with the reporting practices of grades 1 – 8. Throughout the 2019-2020 school year the PLC teams provided professional development (PD) opportunities for all staff in relation to the adopted PD plan. Starting in January, the PLC teams also worked with stakeholders to design a proposed PD plan for the 2020-2021 school year to present to the Joint School Committees. Our Curriculum, Instruction and Assessment PLC teams are excited about the work and the teaching and learning direction of our schools.

After in-person learning was halted in light of the COVID-19 health crisis, the school leadership shifted focus to develop a remote learning model. As a result of these efforts, the schools continued to work towards the strategic plan outcomes and provided stability during an unprecedented school year impacted by a global pandemic.

School Buildings

All Schools

During the 2019-2020 school year we completed our energy savings conversion to LED lighting, both inside and outside, in 5 of our schools. This initiative has already produced savings both in the kilowatt usage and labor.

The onslaught of the COVID-19 Pandemic in March brought with it the unique challenge of acquiring all the required Personnel Protection Equipment (PPE) as directed by DESE and the CDC. HVAC and air quality inspection, tests and evaluation was conducted by two separate outside contractors to ensure we have the capability to provide a safe educational environment in accordance with prescribed ASHRAE Standards. All our buildings are cleaned and disinfected every school day and then static sanitized in the evening. This ensures that all surfaces, including high use touch surfaces, such as door handles are completely free of germs.

We submitted Capital Plans to the three Towns for Capital Improvements including District Capital needs. We have met with representatives from each Town and presented our needs and justifications. The Towns will prioritize and assess the Capital needs and notify us of the outcome.

All mandated yearly inspections and tests have been completed in all buildings.

Rochester Memorial School

We reviewed the solar proposal from Power Options and Solect Energy and we have submitted an application for the Commonwealth's SMART program and have locked in the Block 5 savings incentive. Our project is in the review stages by the Commonwealth and Eversource.

Phase three of the technology infrastructure backbone was completed. This final phase will ensure a constant and reliable connection to the internet through various access points throughout the school. This was a crucial requirement for us to meet the high demand on technology and prepare for the possibility of the hybrid/remote learning model for the 2020-2021 school year. Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Old Rochester Senior/Junior High School

We upgraded our phones system to an IP over voice system. This upgrade was needed to replace our 21-year-old copper wire analog system. The new system provides more reliability and functionality to our administrators and staff.

Through donations the track infield was extended and re furbished with loam, seed and fertilizer. Irrigation was also installed to ensure proper irrigation of the field. This field can now be used for games as well as practice, relieving all the previous use on the multi-purpose field.

Our Solar Carport project was approved in legislation, which allows the District to enter in a net metering credit lease. We have submitted our application and are awaiting a response back from Eversource and engineers to determine if the ability of the existing grid to handle our solar project and what cost, if necessary, to upgrade the grid.

We have upgraded our current sound and light system in the auditorium. This upgrade will enhance the many student and community functions, such as shows, presentations and productions.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Sippican Elementary School

We have completed Emergency Dispensing Plan (EDS) with Town Emergency Management Team and Town Officials. The plan would allow for emergency dispensing of inoculations and vaccines during a pandemic

We worked hand in hand with the Town to complete an American with Disabilities Act (ADA) survey on our entire facility. This survey will ensure we meet all requirements for personnel with disabilities and we continue to be compliant with current regulations.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Center School

We made several repairs to the shingles on the roof due to storms and heavy winds.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Old Hammondtown School

With the update of the JACE (brain) controller in the Building Management System (BMS) we are able to further improve the capabilities of our HVAC system resulting in utility savings and the ability to have better control off and on site.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Student Services and Special Education

Students who receive special education services in the Tri-Town Area range in age from 3 to 21. Our integrated preschool program called Project GROW provides services for any preschoolers who are eligible for special education. Some preschoolers, who are eligible for special education services, receive therapies on an appointment basis based on individual needs.

Students in elementary schools range from those who may have very mild learning or language disabilities or a developmental delay to students who have very significant disabilities (autism, multiple disabilities, etc.). School-based TEAMS consider the impact of the student's disability on their education in determining the types of services or program the student needs. Some students with complex disabilities affecting all areas of their lives may require services after school or during summer vacation. As students become older, school based TEAMS work with adult agencies to begin the transition process for students who are entitled to support services.

During 2020 and as compared with the Commonwealth of Massachusetts the Marion, Mattapoisett, Rochester and Old Rochester Regional School Districts educated 83.5% of their students who receive special education within a full

inclusion service delivery model, as compared with a state average of approximately 62%. The benefits of education within our neighborhood schools include: higher expectations for students with disabilities; improved instruction (because of the need for teachers to teach to individual children regardless of their achievement levels); and a richer school environment because of the diversity of our classrooms. The average percentage of students with disabilities (SWDs) is 15.8%, which is 2.9% less than the state average of 18.7%. A particular point of pride continues to be how few of our students are educated in schools outside of their communities. Specifically, only .7% of students with disabilities are educated in schools or programs not in the Tri-Town! This data is evidence of the strong commitment to an inclusive school and town(s) environment.

There is variability in the percent of students with disabilities among our school districts – as outlined in the table below:

District	%SWD
Marion	19.0%
Mattapoissett	16.0%
Rochester	19.0%
ORR	13.0%
System-Wide	15.8%
State-Wide	18.7%

Regarding the professional development of staff members within our schools, approximately 28 individuals participated in a Responsive Classroom Elementary Course in 2020. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. Furthermore, Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. Our students are given opportunities to develop their social and emotional competencies related to cooperation, assertiveness, responsibility, and empathy. The schools in the Tri-Town have been committed to the Responsive Classroom approach for approximately two decades and steps are continuously taken to improve our implementation practices. At the close of 2020, nearly 100% of our elementary and middle school professional staff members are fully trained and/or have received additional Responsive Classroom training. Moreover, the Office of Student Services offered additional trainings in the areas of Individual Education Program (IEP) development, adult agency supports for students with disabilities (MRC), confidentiality, student records, and crisis prevention and intervention (CPI).

At the Old Rochester Regional High School, the severe disabilities learning support centers continue to grow and provide high level services to both high school aged students with disabilities and for individuals requiring transitional services and programming. The Office of Student Services continued to collaborate with Southeast Center for Independent Living in 2020 and offered a Learner’s Permit Course for students with disabilities. For seven weeks, eligible students participated in an in-person course that prepared students to take the learner’s permit test either at the

Registry of Motor of Vehicles or with a staff member in-person to accommodate their learning differences.

The high school athletics program continued with their Unified Sports/Special Olympics affiliation. Special Olympics is dedicated to promoting social inclusion through shared sports training and competition experiences. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. The Bulldogs have embraced this philosophy and expanded their participation to basketball during this year. Unfortunately, our 2020 Unified Track season was canceled due to the pandemic but we are preparing for an exciting return in 2021.

Our youngest learners continued to receive high level preschool services in an integrated classroom model that reflects our schools' philosophy regarding inclusion and best practices. The Early Education Coordinator worked with both school personnel and community partners to offer a virtual playgroup for our youngest learners.

In 2020, the Office of Student Services also collected and participated in a Circuit Breaker Audit. This review process emphasizes procedures for tracking out of district billing and payments. Particularly, the DESE reviewed our procedures and documentation.

During the spring of our 2020 school year our staff, students, and families faced challenges never imaginable in the educational world. Our special educators, service providers, para-professionals and staff worked diligently with our families on providing services during the state-wide shutdown.

Finances

Federal and state grants continue to offset staffing in all four school districts, as well as provide staff development for targeted student needs including social/emotional learning, language-based learning disabilities, and students with significant and complex needs. Grants also offset a percentage of preschool programming. Finally, the continued investment in providing special education services within the neighborhood schools enriches the quality of teaching available to all students, improves the school culture and ultimately results in students with disabilities and their families maintaining a higher level of independence.

The School Budgets

The table below displays the trends in the budgets of the Tri-Town district in the last three years.

The per pupil cost for education in the schools of the Old Rochester Regional and Massachusetts School Superintendency Union #55 is compared to each other as well as to the Massachusetts state average:

	<u>FY'17</u>	<u>FY'18</u>	<u>FY'19</u>
Marion	\$15,788	\$16,298	\$16,112
Mattapoisett	\$19,427	\$19,746	\$20,549
Rochester	\$15,269	\$14,633	\$14,580
Old Rochester	\$15,316	\$15,405	\$16,508
State Average	\$15,911	\$16,506	\$17,150

The source of support for public education programs in the Old Rochester Regional School District/Massachusetts

Superintendency Union #55 includes funding sources described in the tables below:

Local Tax Assessments: Local School Budgets: (Grades K-6 Elementary School Program)

	<u>FY'18</u>	<u>FY'19</u>	<u>FY'20</u>
Marion	\$5,929,108	\$6,056,909	\$6,165,701
Mattapoisett	\$6,917,439	\$6,994,224	\$7,185,583
Rochester	\$6,076,313	\$6,256,108	\$6,424,585

Old Rochester Regional School District (Grades 7-12 Program)

	<u>FY'18</u>		<u>FY'19</u>		<u>FY'20</u>	
	<i>Operating</i>	<i>Capital</i>	<i>Operating</i>	<i>Capital</i>	<i>Operating</i>	<i>Capital</i>
Marion's share	\$4,198,079	\$233,619	\$4,336,188	\$244,953	\$4,540,902	\$221,749
Mattapoisett's share	\$5,098,910	\$321,656	\$5,462,462	\$310,793	\$5,706,582	\$305,713
Rochester's share	\$4,487,989	\$292,961	\$4,493,007	\$281,671	\$4,566,742	\$276,910

State Aid (Town's (K-6) & ORR District (7-12))

	<u>FY'18</u>	<u>FY'19</u>	<u>FY'20</u>
Marion	\$ 833,282	\$ 846,844	\$ 860,344
Mattapoisett	\$ 812,995	\$ 826,405	\$ 839,485
Rochester	\$1,802,732	\$1,855,232	\$2,057,549
Old Rochester	\$2,900,926	\$3,010,154	\$3,043,394

	<u>FY'18</u>	<u>FY'19</u>	<u>FY'20</u>
Federal and State Entitlements:	\$823,951	\$969,299	\$896,276
Competitive State Grants	\$0	\$33,810	\$ 76,977
Private Grants			\$ 3,414

Enrollment

The October 1st enrollment totals in the Old Rochester Regional/Massachusetts School Superintendency Union #55 Districts are showing a fluctuation from year to year. It is important to note that the enrollment numbers reported in 2020 were reported during the COVID-19 pandemic and there were 92 additional K-12 students who were being homeschooled. As a reference in the previous year we had 24 K-12 students reported as homeschooled.

	<u>October 1 Figures</u>		
	<u>2018</u>	<u>2019</u>	<u>2020</u>
Sippican School	446	433	392
Center School	246	244	224
Old Hammondtown	190	190	170
Rochester Memorial	509	504	472
ORR Junior High School	413	415	399
ORR Senior High School	682	662	636

Although a high percentage of the elementary school students K-6 are enrolled in the Tri-Town Public Schools there is some movement to independent and parochial schools from grade seven and a more significant movement to independent, parochial, and vocational schools, after the eighth grade. The following chart captures trends in student transfers. The largest transfer trend is seen from Grade 8 to Grade 9 where some of our students opt to go into Vocational High Schools, such as Upper Cape Cod Technical High School, Old Colony Regional High School and Bristol County Agricultural High School.

	<u>2018</u>	<u>2019</u>	<u>2020</u>
Grade 6	221	203	177
Grade 7	204	213	192
Grade 8	209	202	207
Grade 9	179	156	136
Grade 12	169	162	166
Graduating Class *	177	185	

* Graduating class figures are as of June; other figures are as of October 1, 2020.

GRADE	NON-RESIDENT NON TUITION			MARION	MATTAPOISETT	ROCHESTER	TOTAL
	MR	MT	RCH				
ELEMENTARY:							
PROJECT GROW				13	21	20	54
K	2			39	45	51	135
1		2		54	44	56	154
2	2	1	1	57	60	63	180
3				55	54	74	183
4			1	54	57	62	173
5			1	60	61	81	202
6			1	60	52	65	177
SUB-TOTALS	4		4	392	394	472	1258
JUNIOR HIGH:*				MARION	MATTAPOISETT	ROCHESTER	TOTAL
7				59	68	65	192
8				66	73	68	207
SUB-TOTALS				125	141	133	399
SENIOR HIGH:*				MARION	MATTAPOISETT	ROCHESTER	TOTAL
9				40	51	45	136
10				52	50	48	150
11				51	68	59	178
12				42	71	53	166
SP				3	1	2	6
SUB-TOTALS				188	241	207	636
SUB TOTALS 7-12				313	382	340	1035
GRAND TOTAL				705	776	812	2293
UPPER CAPE COD:				MARION	MATTAPOISETT	ROCHESTER	TOTAL
9				8			

10					
11		3			
12		6			
TOTAL		17			
OLD COLONY:		MARION	MATTAPOISETT	ROCHESTER	TOTAL
9			12	17	29
10			12	19	31
11			13	18	31
12			5	23	28
TOTAL			42	77	119
BRISTOL COUNTY AGGIE:		MARION	MATTAPOISETT	ROCHESTER	TOTAL
9			1	3	4
10			1	1	2
11		1	1	6	8
12		3	1	3	7
TOTAL		4	4	13	21

*not including school choice

SP= Special Program (18-22 years of age)

GRADE	SCHOOL CHOICE		
	MATTAPOISETT PUBLIC SCHOOLS		
Grade			
K		3	
1		3	
2		2	
GRAND TOTAL		8	
JUNIOR HIGH:	OLD ROCHESTER REGIONAL		
7		11	
8		4	
SUB TOTAL		15	
SENIOR HIGH:			
9		16	
10		18	
11		22	
12		24	
SP(18-22)		0	
SUB TOTAL		80	
GRAND TOTAL		95	

The following students from Mattapoissett graduated in 2020.

Felicia	Aguiar
Nick	Barrows
Sedona	Benjamin
Sarah	Besancon
Hailey	Boren
Riley	Branagan
Tova	Brickley
Luke	Broglioli
Mary	Butler
Jack	Cadden
Toni	Ciffolillo
Charlotte	Cole
Luke	Couto
Zoe	Davis
Manuel	Delgado
Karina	DeSousa
Samuel	Dunn
Emma	Gabriel
William	Gauvin
Lilah	Gendreau
Grace	Greany
Hunter	Hanks
Madison	Hayward
Jillian	Higgins
Ryu	Huynh-Aoyama
Patrick	Igoe
Gabriel	Jacobsen
Brandon	Jones
Paul	Kippenberger, III
Emily	Kirkham
Audrey	Knox
Heather	Lopes
Grayson	Lord
Brianna	Lynch
Jack	Martins
John	Mathieu
Meghan	McCullough
Ella	McIntire

Emmett	McQuade
John	Meehan, III
Aidan	Michaud
Alexandra	Moniz
Hunter	Moreau
Noah	Motta
Danielle	Nutter
Elyse	Pellegrino
Ryan	Peters
Nathan	Przybyszewski
Amanda	Rapoza
Mackenzie	Riley
John	Rodrigues
Erin	Scott
Joseph	Sheridan
Eric	Tippins

The following students graduated in 2020 as part of the School Choice Program.

Luke Burke	Wareham
Jacob DeBastos	New Bedford
Johan DePina	Wareham
Patrick Finnegan	New Bedford
Kiara Goldie	Wareham
Martina Montorio	Wareham
Megan Nolan	Wareham
Artermis Sivvianakis	Wareham

Union Agreements

During the 2019-2020 school year two agreements (one year) were negotiated and settled. The Marion Teachers Association and the Rochester Memorial School Support Personnel Association with the understanding that negotiations would begin again in 2021. One year agreements were agreed upon in light of the uncertain programmatic and fiscal school environment impacted by COVID-19. In the 2021 school year negotiations will also commence with the Marion Support Staff Association, Rochester Memorial School Teacher Association, and the Mattapoisett Teacher Association.

Academic Performance

The 2019/2020 academic year began as any other year with plans to prepare students for the Spring of 2020 MCAS/Next Generation Testing. Educators prepared students with reading and literacy, math, science and social studies grade-level benchmark assessments.

District educator professional development for the 2019/2020 academic year focused on one full day and one half day devoted to 21st Century Innovative Curriculum for the 4 C's: critical thinking, collaboration, creativity and communication. The topics included embedding project-based learning in every subject, literacy and math project-based learning and vertical teaming. Teachers embedded these important skills into classroom instruction further helping students learn mastery testing skills for the upcoming standardized assessments in the Spring.

As we all know, 2020 had other plans for us. On March 13, 2020 the Old Rochester Regional School District Massachusetts School Superintendency Union #55, like most school districts, closed its physical buildings due to the start of the COVID-19 pandemic. Student learning continued remotely. The Next Generation MCAS and SAT's were postponed until the 2020/2021 academic year. During the transition to remote learning, our teachers, administrators, and stakeholders reinvented how instruction would be delivered for the remainder of the academic year. The learning model was improved upon and carried forward into the 2020/2021 school year.

Advanced Placement Coursework

Amidst the COVID-19 Pandemic, students at the Old Rochester Regional High School successfully completed Advanced Placement courses and sat for AP examinations which were offered online. One hundred and seventy-seven students took advantage of the variety of the Advanced Placement courses offered in the 2019-2020 academic year. These 177 students took a total of 339 Advanced Placement exams, meaning a number of students took multiple AP courses at the same time. A number of students chose to take advantage of college level courses while in high school. Advanced Placement exams are developed by the College Board. These rigorous examinations are scored on a scale of 1 through 5. When a student earns a 3, 4, or 5, several higher education institutions offer college credits. Students can then enter college with credits already earned towards their degree. We are very proud of the many students who persevered during the uncertainty of the Pandemic and took multiple AP courses and exams.

The Advanced Placement program has several scholar awards for students who have demonstrated outstanding academic performance on the AP exams. The AP scholar nomination is granted to students who receive scores of 3 or higher on 3 or more AP exams. The Old Rochester Regional High School had 54 outstanding students who earned this honor of distinction. We are delighted with the robust participation and success given the way the 19/20 academic year unfolded. Below is a table of the AP Awards received.

ORR Students	AP Award	AP Criteria
19 Students	AP Scholar	Granted to students who receives scores of 3 or higher on three or more AP Exams
12 Students	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
21 Students	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
2 Students	National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

College and University Admission

The graduating class of 2020 attained admissions to a variety of impressive public and private institutions of higher learning. The largest portion of Old Rochester Regional High School’s Class of 2020 students, 12 students, chose University of Massachusetts, Dartmouth, as their first choice. A number of students chose the economically advantageous opportunities within close proximity to the Tri-Town: 14 chose Bristol Community College, 3 chose Cape Cod Community College, 8 chose Bridgewater State University, 8 chose University of Massachusetts-Amherst. Six chose University of Massachusetts-Boston, 4 chose Massachusetts Maritime Academy, 6 chose the University of New Hampshire, and 2 chose Emmanuel, respectively. Other students chose to enroll in state institutions of higher learning in other states or in private colleges. Below is a listing of the institutions:

MASS Art, MA Maritime Academy, Massasoit Community College, Merrimack College, Monmouth University, Montserrat College of Art, New England College, New England Institute of Technology, New York University, Niagara University, Nichols College, Northeastern University, Northern Vermont University, Northwestern University, Old Dominion University, Penn State University, Plymouth State University, Pratt Institute, Providence College, Quincy Community College, Quinnipiac University, Regis College, Rensselaer Polytechnic Institute, Rhode Island College, Rivier University, Roanoke College, Rochester Institute of Technology, Roger Williams University, Sacred Heart University, Saint Joseph's University, Saint Louis University, Saint Michael's College, Salem State University, Salve Regina University, San Diego State University, San Francisco State University, San Jose State University, Sarah Lawrence College, Seton Hall University, Simmons University, Skidmore University, Southern Conn State University, Southern New Hampshire University, Springfield College, St. Lawrence University, Stevens Institute of Technology, Stonehill College, Suffolk University, SUNY Albany, Syracuse University, Tallahassee Community College, The College of Saint Rose, Tufts University, UMASS Amherst, UMASS Boston, UMASS Dartmouth, UMASS Lowell, Union College, University of Alabama, University of Bridgeport, University of Central Florida, University of Colorado Boulder, University of Connecticut, University of Hartford, University of Kentucky, University of Louisville, University of Maine at Farmington, University of Maine-Orono, University of Mississippi, University of New England, University of New Hampshire, University of New Haven, University of North Carolina, University of Northwestern Ohio, University Of Pittsburg, University of Rhode Island, University of South Carolina, University of South Florida, University of Southern Maine, University of Tampa, University of Tennessee, University of Texas Austin, University of Utah, University of Vermont, US Coast Guard Academy, Utah State University, Wentworth Institute of Technology, West Virginia University, Western New England University, Westfield State University, Wheaton College, Williams College, Worcester Polytechnic Institute, Worcester State University, York College of Pennsylvania

The graduating Class of 2020 also had students who chose to serve in the Army and Air Force. We are extremely

proud of those who chose to serve our country and thank them for their service

Conclusion

In summary, our schools continued to make progress with the Vision 2023 Strategic Plan and meet outcomes articulated within the second year of the plan. The focus continued on 21st Century Learning by developing project-based learning understanding and implementation. Furthermore, our educators continued to focus on the importance of learning opportunities including creativity, collaboration, communication, and critical thinking components. We continued to recognize and value social emotional learning in our schools by endorsing the Responsive Classroom approach, teaching explicit social emotional skills, and ensuring safety in our classrooms and schools. Lastly, our school community embraced the ideology of global citizenship by creating opportunities for both students and educators to acknowledge not only the classroom environment, but beyond.

The COVID-19 pandemic continues to impact our school community. Students stopped attending school in-person after March 13, 2020 and what teaching and learning will look like in the future is yet to be determined. Although we are proud of how our students, families, and staff members have navigated the COVID-19 pandemic – planning for the future is of the utmost importance.

Reopening School Planning Teams comprised of school community stakeholders were established to prepare for the 2020-2021 school year. The goal was to utilize agency guidance, stakeholder feedback, and professional expertise to design a Back to School 2020-2021 Plan that includes a remote, hybrid, and in-person learning model. These teams worked on behalf of our schools tirelessly to build this plan for school committee approval.

The mission of our schools remains simple, straightforward, and strong: we aim to inspire all students to think, to learn, and to care. Moving forward, our schools with the support of the citizens of Marion, Mattapoisett, and Rochester will continue to achieve success by developing students that not only are ready to contribute to their local community – but communities beyond the Tri-Town.

School Committee

During the 2019-2020 school year we had six (6) School Committee members conclude their service, we extend our sincere gratitude for their willingness to offer their time and commitment to our schools and our students.

The following school committee members completed terms in 2020:

- Stefan Gabriel, ORR School Committee, Mattapoisett
- Ronald Gerhart, Marion School Committee
- Paul Goulet, ORR School Committee, Marion
- Kate Houdelette, Marion School Committee
- Danni Kleiman, Rochester School Committee
- Charles Colburn Rider, Mattapoisett School Committee

We also welcomed six new members, we thank them for joining our school community. The stakes involved in school committee decision-making are quite high and we look forward to working collaboratively with them throughout their term.

The following school committee members began terms in 2020:

- Mary Beauregard, Marion School Committee
- Jonathan Dickerson, Marion School Committee
- Katherine Duggan, Rochester School Committee
- Frances Kearns, ORR School Committee, Mattapoisett
- Carly Lavin, Mattapoisett School Committee
- Margaret McSweeny, ORR School Committee, Marion

The following school committee members were re-elected in 2020:

- Anne Fernandes, Rochester School Committee
- Joseph Pires, ORR School Committee, Rochester