

# OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

June 12, 2024 at 6:30 p.m.

Marion – Mattapoisett – Rochester, Massachusetts

## REGULAR MEETING MINUTES

**Members Present:** Michelle Smith, Chairperson (in-person), Rosemary Bowman (remote), Frances-Feliz Kearns (in-person), Margaret McSweeney (in-person), Matthew Monteiro (in-person), James Muse (in-person), April Nye (in-person) and Joseph Pires (remote – present until 6:55pm).

**Members Absent:** Jason Chisholm

**Others Present:** Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Michael Devoll, Principal, ORR High School; Vanessa Harvey, Assistant Principal, ORR High School; Silas Coellner, Principal, ORR Jr. High School; Kelly Chouinard, Assistant Principal, ORR Jr. High School; Lauren Millette, Director of Guidance; Melissa Wilcox, Executive Assistant to Supt.; teachers, parents, students and members of the press.

Meeting was called to order at 6:33 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

### RECOGNITION PRESENTATION

The School Committee, Superintendent Nelson, Mr. Devoll and Mr. Coellner recognized the following retirees; Mary Caine, Teacher at the Junior High School (not present), Karen Horan, Physical Education Teacher at the Junior High School (present) and Shirley O'Connor, Paraprofessional at the High School (not present).

The School Committee, Superintendent Nelson and Mr. Devoll recognized the following students; Old Rochester senior Jaymison Gunschel (present) and junior Emerson Gonet (present) who were sworn into Massachusetts Governor Maura Healey's Youth Advisory Council, Kelly Quinlan (present) for reaching 200 goals in Lacrosse, Tessa Winslow (not present) was a member of the MIAA Student Advisory Committee for the 2023-2024 school year and achieved 600 saves as goalie in Lacrosse, and lastly, Caroline Brogioli (not present) for scoring her 100th goal in Lacrosse.

Lastly, the School Committee and Superintendent Nelson acknowledged Jason Chisholm (not present) for serving as a School Committee member from 2021-2024.

### Student Advisory Council Report

Senior Jaymison Gunschel reported that senior week was a great success. Graduation was a beautiful day and went well. Final exams and step-up day have taken place for underclassmen along with underclassmen awards.

### I. Approval of Minutes

#### A. Regular Minutes

##### Recommendation:

That the School Committee review for approval the minutes of April 11, 2024.

MOTION to approve the regular meeting minutes of April 11, 2024 as presented

MOTION by Ms. Nye

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to approve the regular meeting minutes of April 30, 2024 as presented

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

#### **D. Facilities Subcommittee**

##### Recommendation

That the School Committee review for approval the minutes of April 26, 2024.

MOTION to approve the Facilities Subcommittee meeting minutes of April 26, 2024 as presented

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Nye; yes, Kearns; yes, Pires; yes

#### **V. General**

##### **A. Approval of Main Stadium Field Use**

###### Recommendation:

That the School Committee review the request from the Old Rochester Youth Football to use the Main Field on 3-4 Sundays in September and/or October with 5 games on each day.

Superintendent Nelson shared that this request has been approved in recent years, and per policy it is presented here again for this coming fall for school committee approval for use of the main field at ORR. Mr. Devoll added that he approves this request again and the youth football league has been great partners for three or four years now and he has no doubt the strong relationship will continue. He also encourages Bulldogs of all ages to be on campus.

###### **School Committee Feedback:**

Ms. Nye shared that her son played in this league for many years and it was a great experience and well-run organization. Mr. Muse confirmed that Mr. Devoll and Mr. Jones support this. Mr. Devoll confirmed yes, and that the priority will always remain the high school students and their athletic schedules.

MOTION to approve the use of the main stadium field by Old Rochester Youth Football as presented

MOTION by Mr. Muse

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes (Mr. Pires left the meeting remotely during this discussion.)

##### **B. Approval of 2024-2025 Student Handbook**

###### Recommendation:

That the School Committee review the Student Handbooks for the 2024-2025 school year.

Ms. Harvey presented the changes to the High School Student Handbook for the 2024-2025 school year. She explained that the school council discussed these changes at two meetings and the administration surveyed high school staff for input and feedback on the changes. Please see appendix A.

###### **School Committee Feedback:**

Ms. Kearns asked about the documentation required for dismissals and if emails or PowerSchool was an option.

Ms. Harvey explained that paper notes and emails are accepted, there is not a way in PowerSchool at this time. She added she would clarify the language.

MOTION to approve the 2024-2025 High School Student Handbook with the minor update discussed as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

Next, Ms. Chouinard presented the changes to the Junior High School's 2024-2025 Student Handbook. Major updates including removing the Yondr language and adding the athletic handbook information from the high school as Junior High School students may be able to participate in high school athletics. She explained that the school council reviewed and she met with Athletic Director Chris Carrig regarding the athletic changes and items that may not be applicable to the Junior High School students. Families and students will direct any athletics questions or concerns to Mr. Carrig or Mr. Devoll as needed. Please see appendix B.

**School Committee Feedback:**

Ms. Kearns mentioned formatting updates that she had emailed previously. Ms. Chouinard acknowledged these recommendations and confirmed formatting would be updated prior to release of the document.

Ms. McSweeney asked if on page 36 for 'son/daughter' to be updated to 'student'.

MOTION to approve the 2024-2025 Junior High School Student Handbook with the changes discussed

MOTION by Ms. Nye

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

**C. School Improvement Plan Update**

Recommendation:

That the School Committee hear an update on the School Improvement Plans.

Superintendent Nelson introduced this item sharing that it was not a voting item, but an update on the 2023-2024 school improvement plans. As discussed in earlier meetings this school year, a one-year plan was developed for this year and then two, two-year plans will be developed next to stay in alignment with Vision2028. Mr. Devoll reviewed each initiative and discussed items completed during this school year. Please refer to appendix C. Next, Mr. Coellner explained the Junior High School's update on the 2023-2024 school improvement plan, which had many similarities to the High School due to the strategic plan initiatives and alignment between buildings. Please see appendix D.

**School Committee Feedback:**

Ms. Kearns asked what DCAP stood for. Superintendent Nelson explained that it is the District Curriculum Accommodation Plan which is a tool for teachers to reference and is available for any student.

Superintendent Nelson added that despite being four different districts, it is rewarding to see the strategic plan is actively guiding the short-term and long-term goals for the Superintendent, administrators, teachers and more. He is grateful for the hard work of the team to continue to strengthen and align all efforts for the students. Chairperson Smith shared that it is great that all are aligned. Ms. Nye said it is quite clear that a lot of work is being done and she appreciates the updates tonight, along with in other meetings.

**PRINCIPAL'S REPORT**

**(These took place after general item C School Improvement Plan Update.)**

ORRHS Principal Devoll highlighted that many fun events have recently occurred. He shared that this group of seniors was a special class. For the first time in his sixteen years, the class president and vice-president took the lead at graduation practice and the entire group really came together. He also recognized the step-up day event for the new 9<sup>th</sup> graders.

High School student enrollment, through 6/3/24: 607

600 Saves in Lacrosse

Congratulations to Junior Tessa Winslow for recording her 600<sup>th</sup> save in Girls Lacrosse.

#### Upcoming Dates

6/4-5 Biology MCAS  
6/5 Step Up Day  
6/5 Half Day for Professional Development  
6/6-11 Underclass Final Exams  
6/10 Underclass Awards Night

#### **ORRJHS Principal Coellner reported the following:**

Principal Coellner reported that there were many, many families in attendance at the promotion ceremony recently and they held a successful step-up day for current 6<sup>th</sup> graders. He is grateful for all the hard work of the team during this busy and fun time of year.

#### **CURRENT ENROLLMENT: SCHOOL CHOICE:**

Grade 7 - 191 Grade 7 - 12

Grade 8 - 237 Grade 8 - 24

TOTAL: 428 TOTAL: 36

#### **STAFF ACKNOWLEDGEMENTS:**

##### STAFF RETIRING:

Mary Caine - Life Skills Special Education Teacher

Karen Horan - Gym Teacher

#### **TEACHER APPRECIATION WEEK: MAY 6 THROUGH MAY 10**

A special “thank you” to all of the parents and community members who made this week very special to our staff at the JHS. Every day, they provided either a breakfast and/or lunch for our staff - and, there were plenty of snacks throughout the day. Their generosity was appreciated by the entire staff.

#### **RECENT EVENTS:**

4/29/24 Life Skills Open House for Parents

5/1 & 5/2 Math MCAS for both Grade 7 and Grade 8

5/9 & 5/10 Grade 8 Green Team field trips to Gifts to Give; Battleship Cove; Old Hammondtown School

5/22 & 5/23 Grade 8 Science MCAS; Grade 7 IXL/Aimsweb

5/24/24 Sr. Class Walk

5/28/24 Chris Herren Assembly for entire student body

5/28-5/31 Spirit Week for Students and Staff

5/29/24 Grade 8 - Civics MCAS

5/29/24 Spring Choral and Music Conference @ 6:30pm - JHS Auditorium in conjunction with Art Exhibit

5/31/24 Grade 8 Dinner Dance - Special “thank you” to Mrs. Modlowski for putting this together

6/3-6/7 Grade 7 SCOPE/SURVIVAL week

6/3/24 Sippican Grade 6 Tour

6/4/24 Old Hammondtown Grade 6 Tour

6/6/24 Rochester Memorial Grade 6 Tour

6/5/24 Half day for Students - Professional Development for Staff

6/6-6/16 Europe Trip - a total of 50 students and (both Grade 7 and Grade 8 left to explore several countries in Europe)

6/10/24 Grade 8 Promotion Ceremony took place in the High School Auditorium - over 800 family/friends/siblings attended this event to honor our Grade 8 students

6/11/24 LAST DAY OF SCHOOL

- Grade 8 Breakfast
- Grade 7 Awards

**Then General Items continued.**

#### **D. Approval of Donation(s)**

##### Recommendation:

That the School Committee review the follow donation(s);

\$500 from the Emma Whittaker Fund for the ORR Swim Team.

MOTION to approve the \$500 from the Emma Whittaker Fund as presented

MOTION by Ms. Nye

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

One 2ft by 7ft Best Communities for Music Education Banner from Denise Conton (grandparent/community member) to the JHS Music Department.

MOTION to approve the banner as presented

MOTION by Ms. Kearns

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

Twelve - 250 ml Erlenmeyer flasks, seven - 250 ml beakers and eight - 150 ml beakers from Mattapoisett resident Stephen Likos, registered Medical Technologist.

MOTION to approve the chemistry items donation as presented

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Muse

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

A cornet and a Flugelhorn from the Symphony Music Shop to the JHS Music Department.

MOTION to approve the cornet and a Flugelhorn from the Symphony Music Shop as presented

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

Fifteen copies of *The Odyssey* and fifteen copies of *Romeo and Juliet* from parents Michelle and Michael Kelly for the High School.

MOTION to approve the fifteen copies of *The Odyssey* and fifteen copies of *Romeo and Juliet* as presented

MOTION by Mr. Muse

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

OpenSciEd kits: 6.2 Thermal Energy (7<sup>th</sup> grade), 7.3 Metabolic Reactions (8<sup>th</sup> grade) and General Classroom supplies (both 7<sup>th</sup> and 8<sup>th</sup>) from OpenSciEd.

MOTION to approve the OpenSciEd kits as presented

MOTION by Ms. Nye

MOTION Seconded by Mr. Muse

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

#### **E. Approval of Grant(s)**

Recommendation:

That the School Committee review the following grants;

FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$66,000.

Superintendent Nelson shared that the district was not awarded this grant last year, but had been previously. These funds will be utilized to support one full week of learning after the conclusion of the summer SAIL program and ahead of the first week of school. He added that all four of the districts received this award.

MOTION to approve the FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$66,000 as presented

MOTION by Mr. Muse

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

From the Tri-Town Education Foundation Fund:

\$2,000 to Andrew Apperson, ORRHS (Intra-school) for ORRHS Disc Golf Course, \$3,000 to Richard Laprise, ORRJHS (Intra-School and Cross Curriculum) for Sounds of the Tri-Town (Guest Artist Collaboration for Original Composition and Performances) and \$897.65 to Kelly Ochoa, ORRHS for World Language Curriculum Enhancement.

MOTION to approve the Tri-Town Education Foundation Fund grants as presented

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

**F. Approval of 2024-2025 School Committee Dates**

Recommendation:

That the School Committee review the following dates: September 5, 2024, October 10, 2024, (Tuesday) November 5, 2024, December 12, 2024, February 27, 2025, March 27, 2025 and May 22, 2025.

Superintendent Nelson shared that these dates are the regularly scheduled dates and there is always a chance that meetings may be added or canceled based on the needs of the district.

MOTION to approve the ORR School Committee dates for the 2024-2025 school year as presented

MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

**G. Approval of Amplify Desmos Math Curriculum**

Recommendation:

That the School Committee review the adoption of Amplify Desmos Math Curriculum.

Dr. Fedorowicz explained that earlier this school year the district was awarded a grant over \$100,000 to expend by June 30, 2024 for High-Quality Instructional Materials. She presented information on the process and curriculum selection. Please see appendix E.

MOTION to approve the Desmos Math Curriculum for grades 7, 8 and algebra as presented

MOTION by Mr. Muse

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

**H. Approval of Leases for the 2024-2025 School Year**

Recommendation:

That the School Committee review the SMEC lease for the 2024-2025 School Year.

Superintendent Nelson reminded the school committee that rental/lease agreements are reviewed annually for approval. This year, the agreement with SMEC (Southeastern Massachusetts Educational Collaborative) has changed to include two additional spaces at the High School. The administration met with and looked at the spaces with Catherine Cooper, Executive Director of SMEC. Mr. Devoll supports the use of additional space.

Superintendent Nelson noted that the agreement in the back-up information mistakenly says two classrooms and two offices, but the space will actually be three full-size classrooms and one office space. An updated agreement will be provided by SMEC in the coming days.

MOTION to approve the Memorandum of Agreement with SMEC for three classrooms and one office space as presented

MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

## **VI. New Business**

### **C. Business**

#### **2. Food Service Report**

Mr. Barber reported the following Food Service Report from Food Service Director Jill Henesey:

- Freezer # 2 went down; have repair work being done.
- Scheduled repair work for freezer #1 after school ends.
- Completed the procurement process for food and supplies for next year.
- Currently have a 3-hour vacancy at the ORR campus

Fun Facts: District-wide TOTAL Meals served (through May 31st)

Breakfast SY 23 = 69,580

Lunch SY 23 = 223,824

Breakfast SY 24 = 72,661

Lunch SY 24 = 239,031

***Increase of 3,081***

***Increase of 15,207***

#### **3. Facilities Report**

Mr. Barber reported the following Facilities Report from Facilities Director Eugene Jones:

- Securing boilers for annual internal inspection.
- Aligning chiller and water tower for summer operation.
- Replace domestic hot water circulator pump.
- Completed Dual Temperature Loop service and inspection.
- Scheduling summer inspections of all facility fire suppression systems and machinery.
- Completed Senior Graduation.
- Repaired/conducted preventative maintenance on all facility equipment, machinery and systems.

## **CHAIRPERSON'S REPORT**

Chairperson Smith thanked Superintendent Nelson, the administration, teachers, staff, students and school committee for another successful school year. She said graduation was a great day and encouraged the graduates to continue exploring and thanked the parents as well. She shared that as a sophomore in high school herself in 1983, she typed a letter to a school committee member in her town discussing budget restrictions and more, which is still the case. She added that they must always be planning ahead and continue to think about the future along with always giving the community information on the whole picture. She said the school committee, administration, faculty and staff are here for all students. She encouraged all graduates to share their feelings and always use their voice.

## **CENTRAL OFFICE ADMINISTRATORS REPORT**

Dr. Fedorowicz reported the following: *We are wrapping up the school year. We finished all learning walks last month and will continue to work with the Instructional Council to planning next year. The last PD day for the year*

*was last week, June 5th, where teachers at the High School worked with Mr. Devoll on Portrait of the Graduate, Session 3 and at the Junior High School teachers worked on placement and transitions for next year. After working with the TLC and Instructional Council, a final PD plan for next year was developed, which will be shared at the Joint School Committee meeting later this month. New teachers and mentors ended their last meeting with a celebration of the year! We asked them to share their success and challenges along with a thank you to the mentors. I personally would like to thank the mentors for supporting the new teachers and helping them navigate a successful year! Project 351 is wrapped up. Superintendent Nelson, Ms. Millette and I will be presenting project 351 at the Paul Andrews MASS Summer Institute as a model school. I just want to acknowledge all of the wonderful end of year happenings in the buildings...culminating projects, events, and another successful year.*

Superintendent Nelson reported that he was able to attend more end of year events and ceremonies than ever before this year. He is grateful for all of the parents and families that supported the students at these events, along with the teachers and support staff for their efforts to make the events a success. He said this starts in the beginning of the school year as the staff begins to build relationships with the students, and it showed at the end of the year at each successful event! He said these events show the strong traditions and sense of community of the tri-town. The Junior High School 8<sup>th</sup> grade ceremony stood out to him. He shared the strength and determination of one student to cross the stage on his own, without any assistance from his own device or individuals, exemplified why he appreciates being a part of these great communities. The support of the crowd in that ceremony for this student, all the other students, parents, staff and families present with a standing ovation, was another display of the tri-town being a great community.

## **VII. School Committee**

### **B. Committee Reports**

**Budget Subcommittee** – no report.

**District Agreement Committee** – no report.

**Equity Subcommittee** – Ms. Kearns reported they meet again on June 20<sup>th</sup>.

**Facilities Committee** – Mr. Nelson shared that the contract was approved for the \$750,000 in funds previously reviewed from Representative Strauss earmarked for the athletic fields.

**Local School Committee**- Ms. Smith reported in Marion they recognized retirees, approved grants and donations. Mr. Muse reported Mattapoissett meetings June 13<sup>th</sup> and Mr. Monteiro said Rochester met last week.

**Policy Subcommittee**- Ms. McSweeney reported that she was unable to attend the last meeting but the subcommittee discussed a few policies including JJE about fundraising. Ms. Kearns added that the policy will be presented to the Joint School Committee to have a current policy approved but the subcommittee plans to keep looking at it and reviewing current procedures.

**SMEC** – Ms. Bowman reported they met on May 29<sup>th</sup> and approved the FY25 tuition and fees, FY25 spending projections and staff changes. The next meeting is September 30<sup>th</sup>.

**Tri-Town Foundation Fund** – Ms. McSweeney reported that they last met on May 22<sup>nd</sup> to review the grant applications and they awarded almost all of the money they had, over \$9,000. She looks forward to the continued growth of the foundation.

Mr. Monteiro added that MASC is not on the list but he and Ms. Kearns went to training ahead of and then attended the Day on the Hill on May 6<sup>th</sup>. They met with local senators and their staff and primarily discussed the challenges of transportation and budget pitfalls.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for September 5, 2024 at 6:30 p.m. and the next Joint Meeting is scheduled for June 20, 2024.

### **OPEN COMMENTS: Chairperson Smith read the following statement:**

*Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between*

*individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on sidewalk and those on zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

There were no public comments.

## **XI. Information Items**

### **Recommendation:**

That the School Committee review the 2024-2025 School Calendar with the addition of the Kindergarten start date.

## **XI. Executive Session**

### **Recommendation:**

That the School Committee enter into executive session for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION to enter into executive session at 8:08 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements only to return to regular session to adjourn.

MOTION by Mr. Muse

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

MOTION to exit executive session at 8:33 p.m. to return to regular session only to adjourn.

MOTION by Ms. Kearns

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

MOTION to adjourn at 8:34 p.m.

MOTION by Mr. Muse

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes

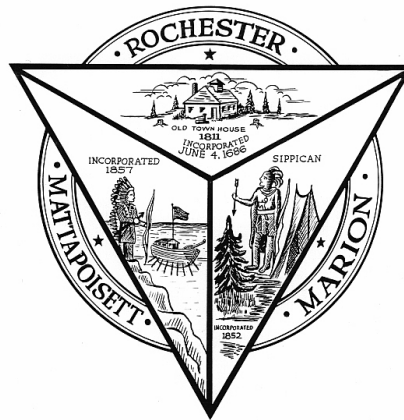
Respectfully Submitted,

Melissa Wilcox

Recording Secretary

# OLD ROCHESTER REGIONAL HIGH SCHOOL

## STUDENT HANDBOOK 2024-2025



Home of the Bulldogs

Dear Parent/Guardian/Caregiver:

To assure a positive approach to discipline and increase communication between home and school, please review the Student Handbook with your student on-line via the ORRHS website.

As a school community, the importance of a firm discipline code is something every parent, guardian, or caregiver will want to discuss with their student. Along with the importance of good habits, participation in extracurricular activities, and our Community Service program, a respectful environment at Old Rochester Regional High School is an expectation for all students.

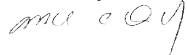
After reviewing the Student Handbook with your student, please sign the following form electronically.

We would also like to direct your attention to the Internet Acceptable Use and Safety Policy found on pages 39-41. Please review this policy with your student and electronically complete the Internet Use Agreement form found in the opening day information.

We request that prior to calling the school, you use the Student Handbook as a resource for answering most questions on policy or procedures.

Collectively as a school community, we share the goal that every student at ORR makes the most out of the fantastic opportunities available here. If you have any questions, please do not hesitate to contact the school.

Sincerely,



Michael C. Devoll, Principal

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My signature below indicates that I have read the Old Rochester Regional High School Student Handbook which includes, but is not limited to, information on bullying, hazing, and the attendance policy.

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Student Name

---

Student Signature

Date

---

Parent/Guardian/Caregiver Signature

Date

## BELL SCHEDULE

Warning bell	7:25
Block 1	7:30 – 7:33 announcements 7:34 – 8:48
Block 2	8:53 – 10:08
Bulldog Block	10:12 – 10:52
Block 3	10:57 – 12:39
Block 4	12:43 – 1:58

### **1<sup>st</sup> Lunch 10:57– 11:17**

Directed Studies

Library

Mathematics

Science/Health/Technology

Unified Arts – music/art

### **Last Lunch 12:19 – 12:39**

English

World Language

Social Studies

Learning Support

Physical Education

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**OLD ROCHESTER REGIONAL HIGH SCHOOL**

**135 MARION ROAD**

**MATTAPOISETT, MASSACHUSETTS 02739**

**508-758-3745**

The School Office is open daily from 7:00 a.m. through 3:00 p.m.

Principal: Michael C. Devoll

Assistant Principal: Vanessa Harvey

Athletic Director: Christopher Carrig

Guidance Director: Lauren Millette

Guidance Counselors: Michael Janicki  
Wendy McPhee  
Lisa Shields

Registrar: Kelly Bertrand

School Nurse: Nicole Reedy

The School Nurse is available daily from 7:20 a.m. through 2:20 p.m.

## **OLD ROCHESTER REGIONAL SCHOOL DISTRICT**

### **Mattapoisett, Massachusetts**

Old Rochester Regional School District (ORRSD) is a corporation established under the provisions of Chapter 71 of the General Laws of the Commonwealth of Massachusetts and “agreement among the towns of Marion, Mattapoisett, and Rochester, with respect to the formation of a regional school district,” dated 14 January 1958 and approved by the Department of Education and the Emergency Finance Board.

The district has the responsibility of providing free appropriate public education for all students residing in the district who have completed the sixth grade and who are less than 22 years old. Students who have completed grade 8 and who live in Marion are eligible to apply for admission to Upper Cape Regional Vocational Technical High School, Bourne, Massachusetts; students living in Mattapoisett and Rochester are eligible to apply to Old Colony Regional Vocational Technical High School, Rochester, Massachusetts, upon completion of grade eight. Students outside of the district may be eligible for reimbursement of tuition and/or transportation expenses at the expense of the town in which they reside, as may be provided by current law.

### **ACCREDITATION STATEMENT**

The New England Association of Schools and Colleges, Inc., (NEASC) has accredited ORRHS. This organization is a non-governmental, nationally recognized organization, whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the NEASC indicates that the school meets or exceeds criteria for the assessment of an educational institution. Periodically, a peer group review process assesses this criterion for acceptance. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs. The school gives reasonable evidence that it will continue to do so in the near future. The ORRHS maintains its institutional integrity through accreditation.

Accreditation by the NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

### **STUDENT ADVISORY COMMITTEE**

Established by state statute, the Student Advisory Committee to the school committee is the official group that meets regularly with this latter group and the school administration. In this capacity, they speak for the student body. Please feel free to call 508-758-3745 if you have questions about policies and/or procedures that are in effect at ORRHS. Students can make any official requests to the school committee or school administration through this group. Of course, any student has the right and is welcome to speak with the administration directly about any question or concern that they may have.

Students hold elections for “SAC” each spring and students are encouraged to give serious consideration to the people they elect to this most important student group.

### **NONDISCRIMINATION NOTICE**

The ORRSD and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts, are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its program and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, sex, gender identity, sexual orientation, age, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Assistant Superintendent, who will take appropriate steps to attempt to resolve the situation, such as discussing it with involved persons, identifying and questioning of witnesses, and using other appropriate steps. In most cases, the Assistant Superintendent will achieve a resolution. However, if the Assistant Superintendent determines that a hearing is warranted, such hearing will be held before the Superintendent of Schools or a person that they may designate.

The goal of the above grievance procedure is to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices.

Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights or would like further information or want to obtain help in filing a complaint, you may contact the Director of Student Services at 508-758-2772 x1942. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the Director of Student Services, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights  
John W. McCormack Post Office and Courthouse  
Room 222  
Post Office Square  
Boston, MA 02109

State and federal laws forbid your school system to discriminate against its staff and students on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, pregnancy, homelessness, or disability. These mandates prohibit discrimination in school admissions, admission to courses of study, course content, guidance services, and extracurricular athletic activities.

If you have any questions or concerns regarding these laws and how they affect your student, please do not hesitate to contact the Principal or the Office of the Superintendent of Schools. Copies of the law and regulations can be obtained from:

The Bureau of Equal Educational Opportunity  
350 Main Street  
Malden, MA 02148

Or the Director of the Office of Civil rights, Region One of the U.S. Department of Health, Education and Welfare.

#### **MISSION STATEMENT**

The Old Rochester Regional community works together to educate each person in a safe, challenging environment. As we prepare students for participation in society, we foster their academic and personal growth.

#### **ORRHS CORE VALUES**

- Equity
- Growth
- Integrity
- Resiliency

## BELIEFS ABOUT LEARNING

The Old Rochester Regional High School community believes that students learn best when given the opportunity to:

- Achieve individual growth.
- Take chances, embrace challenges, face setbacks, and grow from these experiences.
- Access a broad, challenging curriculum with diverse course and extracurricular offerings.
- Enrich the greater community with their individual contributions.
- Build positive relationships.
- Construct meaning with support and guidance.

**Students at Old Rochester Regional High School will be able to:**

Academic Expectations:

- Read, analyze, and synthesize information
- Think critically
- Communicate effectively
- Use technology as a resource and a tool

Civic Expectations:

- Communicate effectively

Social Expectations:

- Collaborate and adapt
- Demonstrate cultural awareness

	Read, analyze, synthesize	Think Critically	Communicate effectively	Use Technology	Local and school communities	Collaborate and adapt	Demonstrate Cultural Awareness
Art		X					
English			X				
Family and Consumer Science			X				
Foreign Language							X
Guidance					X		
Mathematics	X						
Music						X	
Physical Education						X	
Science						X	
Social Studies	X						
Special Education	X						
Technology				X			
Transition Program					X		

## ACADEMIC RUBRICS

Students at Old Rochester Regional will be able to **read, analyze, and synthesize information**.

<u>Expectation: Read, analyze, and synthesize information.</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Read	Demonstrates a competent understanding of the material	Demonstrates a limited understanding of the material	Demonstrates little to no understanding of the material
Analyze	Justifies conclusions and evaluates materials	Reaches conclusions without sufficient justification	Demonstrates little to no ability to reach conclusions
Synthesize	Develops competent arguments and provides sufficient evidence	Develops arguments and provides limited evidence	Develops little to no ability to develop arguments and/or provides little to no evidence.

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of math, social studies, and special education.

Students at Old Rochester Regional High School will be able to **think critically**.

<u>Expectation: Critical thinking</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Define the Problem	Consistently demonstrates understanding of the problem and most of the important implications	Sometimes identifies the problem and most of the important implications	Does not yet demonstrate understanding of the problem.
Identify Background Knowledge	Consistently identifies and collects appropriate materials and evidence necessary to	Sometimes relies on limited knowledge/resources to solve the problem	Does not yet demonstrate clarity of what is needed

	solve the problem		
Develop a Plan	Consistently presents organized, accurate plans with attention to detail, differentiates between useful and extraneous information and arrives at meaningful solutions.	Sometimes presents organized plans with accurate information and attention to detail. Sometimes arrives at meaningful solutions.	Does not yet present plans that are accurate, organized and utilize information with attention to detail. Does not yet arrive at meaningful solutions.
Implement the Plan	Consistently demonstrates a coherent and efficient strategy to solve the problem. Correctly applies the strategies and methods necessary to solve the problem	Sometimes demonstrates an acceptable strategy to solve the problem. Correctly applies strategies or methods necessary to solve the problem	Does not yet demonstrate the use of a strategy to solve a problem
Interpret Data	Consistently structures and communicates a method of solution that leads to a correct conclusion in the appropriate context.	Sometimes structures and communicates a method of solution that leads to an inaccurate conclusion with minor errors	Does not yet have an accurate conclusion. Lacks support, or data which detracts from the understanding of the problem
Justify Solutions/Draw Conclusions	Consistently presents well-organized, clearly communicated solutions to the problem	Sometimes the solution is relevant but the explanation is not supported	Does not yet have a solution or the solution is not relevant

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of art.

Students at Old Rochester Regional High School will be able to **communicate effectively**.

<u>Expectation: Communicate effectively</u>				
<u>Area</u>	<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Clarity	Statement of Purpose	Expresses a clear, coherent thesis statement or statement of purpose.	Vague or inconsistent thesis statement or statement of purpose.	Unclear or no thesis or statement of purpose
	Language, Mechanics and Usage	-Variety of sentence structures and lengths -No significant errors in word usage, grammar, spelling, capitalization, punctuation, and/or pronunciation.	-Limited variety of sentence structures and lengths -Significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation.	-Limited variety of sentence structures and lengths -Significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation effects understanding.
	Subject Matter Knowledge	-Supports audience's understanding of assignment through the use of accurate and appropriate, subject-specific details, ideas and vocabulary.	-Uses some subject-specific details, and vocabulary but generalizes. -Does not consistently demonstrate subject matter knowledge that supports the clarity of the assignment.	-Limited/no knowledge of subject matter.
Focus	Organization	-Meets all requirements for what should be included in the product; -Has a clear introduction and conclusion; -No part of the product is too short or too long	-Meets most requirements for what should be included in the product; -Has an introduction and conclusion, but they are not clear, and/or - May spend too much or too little time on a topic, a/v aid, or idea	-Does not meet requirements for what should be included in the product; -Does not have an introduction and/or conclusion -Uses time poorly; the whole product, or a part of it, is too short or too long

	Supporting Evidence	<ul style="list-style-type: none"> <li>-Presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning, -</li> <li>Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience</li> <li>-Clearly and completely addresses alternative or opposing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>-Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</li> <li>-Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>-Attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>-Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting Evidence; audience cannot follow the line of Reasoning;</li> <li>-Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)</li> <li>-Does not address alternative or opposing perspectives.</li> </ul>
Consideration of Audience	Voice	<ul style="list-style-type: none"> <li>-Communicates clearly; not too quickly or slowly</li> <li>-Uses accurate pacing and word choice for a specific audience</li> <li>-Rarely uses filler words</li> <li>-Demonstrates a command of formal English when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicates clearly most of the time</li> <li>-Usually uses accurate pacing and word choice for a specific audience</li> <li>-Occasionally uses filler words</li> <li>-Attempts to adapt voice for the context and task but is unsuccessful or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not yet communicate clearly</li> <li>-Do not yet use accurate pacing and word choice for a specific audience</li> <li>-Uses filler words</li> <li>- Does not yet adapt voice for the context and task</li> </ul>
	Presentation Aids	<ul style="list-style-type: none"> <li>-Uses well-produced audio/visual aids or media to enhance understanding of findings,</li> </ul>	<ul style="list-style-type: none"> <li>-Uses audio/visual aids or media, but they may distract from or not add to the presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Does not use audio/visual aids or media</li> <li>-Attempts to use one or a few audio/visual aids or media, but they</li> </ul>

		reasoning, and evidence, and to add interest -Smoothly brings audio/visual aids or media into the presentation	-Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation	do not add to or may distract from the presentation
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“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of English and Family and Consumer Sciences.

Students at Old Rochester Regional will be able to **use technology as a resource and a tool.**

<u>Expectation: Use technology as a resource and tool</u>				
	<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Originality	Produces original content	Content is new, unique, surprising; Shows a personal touch	Had some new ideas or improvements, but some ideas are predictable or conventional	Relies on existing models, ideas, or directions; it is not new or unique
	Content is creative and innovative	May successfully break rules and conventions, or use common materials or idea in new, clever, and surprising ways	May show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas	Follows rules and conventions; uses materials and ideas in typical ways
Communication	Use of technology enhances ability to communicate main idea / message	Employed effective strategies within the use of technology to enhance the clarity and communication of main idea / message	Strategies used distracted or took away from the main idea / message	Minimal to no consideration was given to the communication of the main idea / message
Productivity	Chooses most appropriate digital tools for specific	Evaluated available options and choose the most appropriate tool for a	Chooses a digital tool that performs the task but is not the most	Chooses an inappropriate digital tool for specific task

	tasks	specific task	appropriate tool available	
	Troubleshoots digital obstacles	Completed product turned in on or before the deadline with minimal to no time spent off task	Partially completed product or product turned in after deadline due to distractibility or digital obstacles encountered.	Did not complete product due to level of distractibility or inability to troubleshoot digital obstacles.
Access, Analyze, and Synthesize Info	Accessing Information	Integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources	Attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant	Is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources
	Evaluating Information	Thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias)	Understands that the quality of information should be considered, but does not do so thoroughly	Accepts information at face value (does not evaluate its quality)
	Applying Information	Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient; Justifies choice of criteria used to evaluate ideas, product	Recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question; Evaluates and revises ideas, product prototypes or problem	Uses evidence without considering how strong it is; Relies on “gut feeling” to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria)

		prototypes or problem solutions; Revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria	solutions based on incomplete or invalid criteria	
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“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of technology and engineering.

### CIVIC EXPECTATIONS

#### Civic Rubric

Students at Old Rochester Regional will be able to **participate in the local and school communities.**

<u>Expectation: Participate in local and school communities</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Participation in the local and school communities	Actively and consistently participates in school or community based activities.	Sometimes participates in school or community based activities.	Does not yet participate in school or community based activities.

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of guidance and the transition classroom.

### SOCIAL EXPECTATIONS

#### Social Rubric

Students at Old Rochester Regional will be able to **collaborate and adapt.**

<u>Expectation: Collaborate and adapt</u>			
<u>Criteria:</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Works collaboratively to solve problems and accomplish goals in a group dynamic	Consistently contributes and is receptive to others' contributions, while	Sometimes contributes but is not always receptive of others' contributions.	Does not yet participate within the group.

	maintaining a respectful environment.		
Understands and adjusts to a variety of situations (i.e. classroom rules, workplace expectations, social situations, group interactions)	Consistently demonstrates understanding of expectations and adjusts behavior to a variety of situations	Sometimes demonstrate understanding of expectations and adjusts behavior to a variety of situations but may need an occasional prompting	Does not yet demonstrate, understanding and/or complying with expectations in a variety of situations.
Demonstrates appropriate listening, questioning, and discussion skills	Consistently listens to individual and group interactions. Respects the knowledge, opinion, and skills of members during questioning and discussing. Is an active member of group discussions.	Occasionally listens to individual and group interactions. Has some difficulty respecting the knowledge, opinion, and skills of members during questioning and discussing. Occasionally is an active member of group discussions.	Does not listen to individual and group interactions. Does not contribute to group discussions in a productive manner
Demonstrates persistence, resiliency, and self-advocacy	Consistently overcomes challenges that arise	Occasionally overcomes challenges but may require assistance or prompting	Does not yet overcome challenges that arise

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of math, physical education and science.

Students at Old Rochester Regional will demonstrate **cultural awareness**.

<u>Expectation: cultural awareness</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Cultural appreciation	Demonstrates an understanding of other cultures and contributes to a diverse learning environment.	Sometimes demonstrates an understanding of other cultures and Sometimes contributes to a diverse learning environment.	Does not yet demonstrate an understanding of other cultures or contribute to a diverse learning environment.

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of classical and modern languages.

## TESTING DATES

2024 - 2025

### College Entrance Examination Board

**SAT Exam Dates** August 24  
October 5  
November 2  
December 7  
March 8  
May 3  
June 7

**PSAT Exam Date** October 12, 2024

**For updated dates, times, and fees visit:**  
[www.collegeboard.com/student/testing/sat/calenfees.html](http://www.collegeboard.com/student/testing/sat/calenfees.html)

### MCAS Dates\*

November 8, 9	ELA Retest
November 14, 15	Math Retest
February 6, 7	Biology Retest
March 4, 6	ELA Retest
March 7, 8	Math Retest
March 26, 27	Grade 10 ELA
May 21, 22	Grade 10 Math
June 4, 5	Grade 9 Science

\*These dates may be altered by the MA Department of Elementary and Secondary Education

**Advanced Placement (AP) Exam Dates** May 6 - 17, 2025 - Waiting for CORRECT DATES

## ACADEMIC MATTERS

### GRADUATION REQUIREMENTS

**In order to graduate from ORRHS a student must:**

- Accumulate 120 total credits, as outlined below. In order to receive full credit a student must receive a passing grade of a 65 (D) or better and meet the attendance requirements.
- Full year courses are worth 5 credits each, half-year courses are worth 2.5 credits each.
- Credit will be granted upon completion of a course.
- Successfully meet the state mandated MCAS requirement.

<b>The following courses are graduation requirements</b>	
<b>English</b>	<b>Math</b>
English 9 English 10 English 11 English 12	Four years of high school Math, including Algebra 1  Please note: Math classes completed prior to high school will not satisfy this requirement
<b>Social Studies</b>	<b>Science</b>
World History US History I US History II	Two lab sciences, including Biology
<b>Health Education</b>	<b>Physical Education</b>
1 full year	4 years or 2 years with a waiver*
<b>The Arts</b>	
1 full year or 2 half years	

\* Consistent with M.G.L. c. 71, s. 3, the school will only excuse a student from participating in Physical Education on the written order of a licensed physician.

### MINIMUM STUDENT REQUIREMENTS

Students must be enrolled in the equivalent of seven (7) credit-earning courses. Students taking at least one AP course may take a minimum of six (6) credit-earning courses.

### PROMOTION

Promotion is based on number of credits earned, according to the following schedule:

Promotion to:	A Minimum of:
Grade 10	30 credits
Grade 11	60 credits
Grade 12	90 credits

### COURSE CHANGE

Academic schedules will be finalized for all students by the close of school the prior academic year. Students will not be allowed to add or drop courses following the last day of school. The only schedule changes that will be permitted will be level changes. A level refers to "level of difficulty" as in Honors and College Prep. A level change will require the authorization of the Principal. Prior to authorizing a level change, the Principal may conduct a meeting with the student, parent/guardian/caregiver(s), guidance counselor, and/or teacher to evaluate the appropriateness of the request. Level changes will not be permitted after term 1. Following the close of the previous school year, students will not be allowed to drop Advanced Placement Courses.

### AUDITING

- A course may be audited only for enrichment and only with the permission of the teacher, subject to written rules and expectations agreed upon between the student and teacher.
- Students must request audit status by the close of Term 1.
- Students may not change from Audit status to Credit status once the Audit status is defined.
- Audited courses will be graded as pass/fail and included on the final transcript.

### GRADING SYSTEM

#### Achievement Marks:

A	(93-100)	D	(65-69)
A-	(90-92)	F	(64 and below)
B+	(87-89)	INC	(Incomplete)
B	(83-86)	WD	(Withdraw)
B-	(80-82)	P	(Passing)
C+	(77-79)	ME	(Medically Excused)
C	(73-76)	WP	(Withdraw Passing)
C-	(70-72)	WF	(Withdraw Failing)

### GRADE POINT AVERAGE (GPA) / CLASS RANK

- Official GPA will be included on student's report card at the end of every academic year.
- Initial class rank, which is based on a student's GPA for the first 6 semesters of high school (grades 9-11), will be determined as soon as all class member's incomplete grades have been resolved for the term culminating junior year. The class rank will be recalculated at the end of 4<sup>th</sup> quarter senior year to reflect senior grades. This official class ranking will appear on the final report card and high school transcript.
- Year-long courses which earn 5 credits or semester courses which earn 2.5 credits are used in calculating GPA/class rank.
- ORRHS will award credit to courses taken at other institutions.
- For class rank, only courses completed at Old Rochester Regional High School will be included.
- The following courses are not included in GPA/Class rank; Independent Study, Summer School, Evening School, Teacher Aides, Community Service, classes graded pass/fail, and any online course.
- Classes in which a student passes but receives no credit due to attendance will not be included in GPA/Class rank.
- Dual Enrollment classes are included in GPA at the weight of an Advanced Placement course but not included in class rank. Dual Enrollment classes will appear on high school transcripts.
- A student must be enrolled at Old Rochester Regional High School for a minimum of two years to be considered in the class rank.
- A student's average for a grade is the arithmetic mean of the weighted grades (refer to chart) for those courses in which 2.5 credits have been earned in a semester course or 5 credits in a full year course.

**Weighted Grades** – To calculate a weighted GPA, ORRHS will convert each final grade earned in college preparatory courses (A level) to a 4-point grading scale (where A=4.0; B=3.0; C=2.0; D=1.0 and F=0.0). Full-year honors level and Advanced Placement courses will receive an extra .5 and 1.0 points on the 4-point scale, respectively.

Grade	College Prep A	Honors	Advanced Placement
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D	1.0	1.5	2.0
F	0.0	0.0	0.0

- Class rank is determined by ordering the weighted grade averages of the students in a given class in descending order, with the student having the highest grade-average being designated as first.
- A student's rank is determined by counting the number of students having a higher grade-average than that student.

#### **REPORT CARDS**

- Report cards are issued quarterly.
- Students should report errors on their report cards to the teacher and to their Guidance Counselor.
- Students will carry the report cards home and review with parent/guardian/caregiver(s).

#### **TRANSCRIPTS**

- Students will have an opportunity to annually review their transcript and report any errors to the Registrar.
- A fee will be charged for an official transcript mailed after graduation.

#### **BULLDOG BLOCK**

The goal of Bulldog Block is to provide interventions, supports, enrichment, and extensions for students during the regular school day.

- Bulldog Block time is academic time.
- Bulldog Block meets every day for 40 minutes.
- Day 1 of the academic week is a planning day when Bulldog Block mentors and students jointly determine the student's Bulldog Block schedule for the remainder of the week.
- The remaining Bulldog Blocks of the student's academic week are used for intervention, support, enrichment, or extension.
- Academic teachers will pre-schedule students for Bulldog Block as soon as they notice a student is struggling in their class. A pre-scheduled Bulldog Block will be seen as "Teacher Requested".
- Teacher requested Bulldog Block interventions will, without exception, take priority over student preferences for interventions, supports, enrichments, or extensions. Mentor and other academic teachers are unable to override pre-scheduled interventions.

#### **Student Responsibilities for Bulldog Block**

- Students are to report to their Bulldog Block mentor on the first day of each academic week and will remain there for the duration of that block.
- When a student is absent for the Bulldog Block mentor day, they are to report to their mentor for Bulldog Block on the day they return to school to schedule any remaining Bulldog Blocks that week.

- If a student needs to change their Bulldog Block location assignment, it must be changed in the scheduling software by no later than 7:30 a.m. on that day.
- In the days following a Bulldog Block mentor day, students are to report to their assigned locations. Students are only allowed to leave their assigned location with an authorized hallway pass.
- Students not reporting to their assigned location:
  - 1<sup>st</sup> Offense - Student will be assigned to their mentor during Bulldog Block the following week
  - 2<sup>nd</sup> Offense - Student will be assigned to their mentor during Bulldog Block the following week and assigned a Saturday detention.

### **ADVANCED PLACEMENT COURSES**

All students enrolled in Advanced Placement Courses are required to complete the appropriate AP exam issued by the College Board. These exams are administered at the school in May. Failure to complete the appropriate College Board AP exam will result in weighting the particular course as “Honors”, not “Advanced Placement”. Colleges will be notified if such a change occurs. Following the close of the previous school year, students will not be allowed to drop Advanced Placement Courses.

### **DUAL ENROLLMENT**

Eligible high school students may enroll in college courses and earn both high school and college credit. Please consult your guidance counselor if interested.

Eligible students:

- Have a GPA of 2.5 or higher and be recommended to take college level coursework by their high school principal and guidance counselor.
- Demonstrate the ability to benefit from college level coursework.

Should students wish to have the class appear on their high school transcript, prior course approval must be received from the Standing Committee on Graduation Requirements before enrollment in the course. Old Rochester Regional High School is not responsible for providing academic support for classes taken through Dual Enrollment.

Dual Enrollment classes are included in GPA at the weight of an Advanced Placement course, but not included in class rank. The grade earned in the Dual Enrollment class will be reflected on the high school transcript.

### **ONLINE COURSEWORK**

Old Rochester Regional High School offers online courses. Students can apply to take an online course for credit recovery, whereas they have failed a class and are looking to recover the lost credit. Students may also apply to take an online course for enrichment if the course is not offered at Old Rochester Regional High School. Applications are vetted and approved by a committee of teachers and administration.

Online courses are not included in GPA or class rank.

### **PRINCIPAL’S HONOR ROLL**

The Principal’s Honor Roll is based on accomplishments during a single term only, not an entire year. A student must be passing a minimum of 6 credit earning classes in order to be eligible. A student achieves Honor Roll according to the following categories:

- No grades lower than A is Highest Honors
- No grades lower than B- is Honors

### **NON-CUSTODIAL PARENTS RIGHTS**

As required by M.G.L. c. 71, s. 34H, a non-custodial Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their child (“non-custodial parents”). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their child, while protecting the rights and safety of all parties.

### **FINAL EXAMS**

All students are expected to take a final exam in all courses they are enrolled in on the date the final exam is scheduled. Students failing to take a final exam will receive a 0% for the exam grade. Any student tardy for a final exam will not be allowed to take the exam at the scheduled time and must take the exam during the make-up session.

In the event of an unforeseen emergency circumstance, a parent/guardian/ caregiver can communicate with the building Principal or Assistant Principal to discuss their student missing a final exam. In these situations a 0% will not be recorded in PowerSchool. These students will, however, still be expected to take their final exam during a scheduled make-up session.

### **INCOMPLETE GRADES**

- Students have two weeks from the day grades close to make up any Incomplete Grades issued by teachers, including 4<sup>th</sup> term and the summer.
- All work not completed within the specified period will be given no credit and averaged with the completed work to determine a grade.
- In the case of extenuating circumstances, any extension of this policy must be arranged with the Principal before the end of the two-week time period.

### **FAILING GRADES – MAKE-UP PROCEDURE/SUMMER SCHOOL**

- A student who fails a course during the regular school year may satisfy the requirements of the course in summer school.
- Students may take no more than 2 courses in summer school.
- Students must have a 55 final average or higher with teacher and/or administrator approval.
- ORRHS credit will not be granted or accepted for summer school, night school or on-line courses that have not been approved by the Principal prior to enrollment.
- This policy relates only to summer study to earn credit for a course failed during the preceding school year.
- The student transcript will include the grade from ORRHS as it stands for the course.
- The summer school grade will be placed on the transcript, in addition to credits earned for the course upon successful completion.
- Summer school grades are not included in GPA.

### **STANDING COMMITTEE ON GRADUATION REQUIREMENTS**

Only the Standing Committee on Graduation Requirements may grant exceptions to any of the requirements for graduation and the earning of a diploma. A petition in writing, signed by the student and, in the case of a student of less than 18 years of age, a parent/guardian/caregiver, should be addressed to the Principal, ORRHS, Mattapoisett, Massachusetts. The Standing Committee may award graduation requirements and credit toward graduation from this school.

Students must get prior approval from the Principal before enrolling in a night school course, on-line course, Dual Enrollment course, and/or summer school course.

### **SENIOR OBLIGATIONS**

Report cards and diplomas will not be issued to seniors until all graduation requirements and obligations to the school are met. To participate in commencement ceremonies, all requirements for graduation must be met. Students with report card and diploma “holds” will not participate in graduation until all outstanding obligations have been fulfilled. Seniors who participate in acts of vandalism or who carry out pranks will be subject to Category One of the discipline code and in addition may be excluded from senior activities and graduation.

### **SENIOR PRIVILEGE - DIRECTED STUDY RELEASE**

Anyone found assuming a Senior Privilege who is not on the approved Senior Privilege list will be subject to disciplinary measures.

To be eligible for senior privileges starting second quarter of senior year, a student must have:

1. Passed all courses in the previous quarter with a minimum of a C-.
2. Not exceeded 3 absences by the end of the first quarter, 6 absences by the end of the second quarter and 9 absences by the end of the third quarter.
3. Not exceeded 3 tardy arrivals to school by the end of the first quarter, 6 tardy arrivals to school by the end of the second quarter and 9 tardy arrivals to school by the end of the third quarter.
4. **Not exceeded 3 dismissals from school by the end of the first quarter, 6 dismissals from school by the end of the second quarter and 9 dismissals from school by the end of the third quarter.**
5. No administrative detentions or suspensions.
6. All school debts paid in full.

The criteria for Senior Privilege approval will be reviewed at the end of each quarter to be sure the student still qualifies, as listed above.

### **SENIOR WEEK**

Once seniors have been released from school after their final exams in May, they are not to return to school except for school business or as directed by the Principal for specific exercises. No disruption of the school will be tolerated at any time. Failure to comply may result in withholding of the diploma until after graduation.

In addition, the Principal has the right to refuse a student's participation in the graduation ceremonies and to withhold the awarding of a diploma on graduation day on the following grounds:

- Failure to participate in the graduation rehearsals as deemed necessary by the Principal.
- Refusal to wear approved academic robes (caps, tassels and gowns) and other appropriate clothing as determined by the Principal.
- Any breach of behavior or decorum, which would tend to discredit the school while the student is attending or en route to or from any of the traditional functions.

Senior "Skip Day" is not approved by the ORRSd. Any senior who participates in such an activity may be suspended in or out of school. In addition, a student may be restricted from the privilege of Senior Prom, Senior Week activities, or graduation ceremonies.

### **CHEATING AND PLAGIARISM**

ORRHS recognizes the need for all students to assume responsibility for their own schoolwork. Academic integrity must be preserved for its own sake, and in fairness to the objective evaluation of all. Cheating or plagiarism in any form will not be permitted, **including the use of Artificial Intelligence**. In a case that involves any form of cheating or plagiarism, the administration will be notified, a conference will be held to include the student, teacher, and the administration. The parent/guardian/ caregiver(s) will be notified and, if necessary, a follow-up conference will be held. The student will be subject to Category One of the discipline code. In case of a disciplinary suspension, a hearing procedure will apply.

- The student may be assigned to afterschool detention to complete make-up work related to the assignment in question. Academic credit will not be granted for this make-up work.
- If more than one person is involved in cheating, the same penalty will be assigned to all students involved.
- Students who allow their work to be copied are cheating and will be assigned the same penalty as the person who copies.
- In the case of cheating which involves classroom disruption, the administration will impose a penalty according to the discipline code.
- The theft or the attempted theft of teacher testing materials of any type will result in suspension. Any student who uses materials stolen from a teacher will be suspended.
- A student caught cheating will receive a 'zero' on the assignment.

The following actions will be taken in any case which involves plagiarism:

All plagiarism/cheating must be reported to the Assistant Principal

**1<sup>st</sup> offense:**

Grade for the assignment will be 50% of the grade earned

The student must redo the assignment

**2<sup>nd</sup> offense:** (a 1<sup>st</sup> offense might be elevated to a 2nd offense at the discretion of the Assistant Principal or teacher)

The grade for the assignment will be a 0%

The student must redo the assignment

**3<sup>rd</sup> offense:**

The grade for the assignment will be a 0%

The student must redo the assignment

The student will be suspended ~~out of school~~ in school

In the event of a questionable plagiarism offense, an impartial committee of 3 (teacher, administrator, parent/guardian/caregiver) will determine if it is an actual plagiarism case.

### **CLASS CUTS AND TRUANCY**

In accordance with the M.G.L. c. 76, s. 1, students are to attend school during the number of days required by the Board of Education.

Unnecessary absence due either to a student's willful decision or a parent/ guardian/caregiver's inability or unwillingness to ensure attendance is a violation of law and district policy. Parent/guardian/caregiver(s) who support or enable a chronic pattern of unnecessary absences for student under the age of 16 may be subject to agency or court action. Chronic truancy and excessive absenteeism will result in the filing of a CRA (Child Requiring Assistance) petition in juvenile court.

### **TARDY TO SCHOOL/CLASS**

- Students tardy to school must report to the front office as soon as they arrive. The receptionist will issue an admittance slip.
- After two unexcused tardies (arrival within the first half of the class) to a class/block, one class absence will be documented in PowerSchool.
- Upon three unexcused tardies to school per term, student will be assigned a Saturday detention.
- Upon four unexcused tardies to school per term, student will lose the driving on campus privilege for the remainder of the term. For students who do not drive to school, a parent meeting will be scheduled. In addition, community service or another appropriate Category Three consequence will be assigned.
- Students not present for 50% of the class will be considered absent.

### **~~PLANNED EARLY DISMISSALS AND PLANNED ABSENCES~~**

Students must bring dismissal notes to the front office to pick up the dismissal authorization from the receptionist ~~prior to block one (prior to 7:30 a.m.) or upon arrival to school that day~~. If a dismissal must be done over the phone, it should be for emergency purposes only. In such cases, the phone call to the school front office must be received from the student's parent/guardian/caregiver and a return phone call from the school will be made to verify the dismissal. Students leaving during the school day must sign out at the front office with the receptionist before leaving the building. Students who return to the building from dismissal during a school day must sign in at the front office.

## ATTENDANCE POLICY

### Daily Attendance

For the purposes of ORRHS policy, a daily absence refers to a student's presence in school for that day. A student must be at school, at a school-related activity (i.e. field trip) or receiving academic instruction for at least half the school day to be counted as present. At ORRHS, for daily attendance, a student arriving at 7:30 a.m. is present for a full day at 11:00 a.m. A student can also be considered present for a full day by arriving before 11:00 a.m. and remaining in school until dismissal at 1:58 p.m.

Students must check into the front office by 8:00 a.m. and stay for the remainder of the school day in order to be eligible to participate in extracurricular activities that day. On a delayed start day, students must arrive at the designated start time and stay for the remainder of the school day in order to participate in extracurricular activities that day.

### The Old Rochester School District 7-12 policy states:

#### Philosophy

Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union #55 (ORR/SU#55) will strive to meet a daily average attendance of 96% or above. The purpose of the Attendance Policy is to prioritize student attendance. At Old Rochester Regional High School, we believe that learning is an ongoing process that requires daily interaction of students with their teachers and peers. ORRHS strives to build a community of learners, and this community is hindered when students are absent. Parents/guardians/caregivers are partners with the school in assuring that students have consistent attendance and arrive at school and to class on time. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Parents/guardians/caregivers can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians/caregivers will provide a written explanation for the absence or tardiness of their child. This will be required in advance for types of absences where advance notice is possible.

#### Excused Absences

- The Commonwealth of Massachusetts G.L. c. 76, §1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session. Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in their family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.
- A child may also be excused for other exceptional reasons with approval of the Principal or designee. To have an absence excused, families should document one of the above referenced excuses and send a note to school with the student. ~~send them to school with the child upon their return. Notes of attendance excusal must be submitted to the main office.~~ Excusal notes for absences must be submitted to the main office within one week of the student's return to school. Excusal notes for tardies must be submitted upon arrival to school that day. Excusal notes for dismissals must be submitted on the day of the dismissal or the next school morning.
- ~~In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.~~
- Once a student is considered "chronically absent" (missed 10% of school days), as defined by the Massachusetts Department of Elementary and Secondary Education, a medical note of exemption will be required for any future absences to be excused.
- If tardies and/or dismissals are excessive (10% or more per term), a medical note of exemption will be required for any future tardies and/or dismissals to be excused.
- ~~A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians/caregivers can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians/caregivers will provide a written explanation for the absence or~~

~~tardiness of a child. This will be required in advance for types of absences where advance notice is possible.~~

At ORRHS, student attendance will be recorded in all assigned classes. Students will be marked with one of seven attendance codes: Absent, Absent Excused, Dismissed, Dismissed Excused, Placement, Present, School Business, Suspension, In-School Suspension, Tardy or Tardy Excused. School Business is defined as absent from school or class for a school-sponsored opportunity (i.e. field trip or school competition). For students who are hospitalized for physical or mental health needs, inpatient or outpatient, they will be coded as Placement. Placement (PL) is an absence code that assists the educational team in initiating the treatment plan for communication with teachers and staff members.

### **Student Absence Notification Program**

The school will notify a student's parent/guardian/caregiver within three (3) days of the student's absence in the event the parent/guardian/caregiver has not informed the school of the absence.

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

### **Dropout Prevention**

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

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

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

### **Class Attendance**

For the purposes of ORRHS policy, "credit" means credit earned upon completion of a course. ORRHS offers half-year courses earning 2.5 credit and full-year courses earning 5 credits. 120 credits are required for graduation. Students earn credit by earning a passing grade (65 or better) and fulfilling attendance requirements as follows:

In a year-long course, the following will apply for class credit:

- Upon the 5th unexcused absence, the student will receive an attendance warning letter.
- Upon the 9th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

In a half-year course, the following will apply for class credit:

- Upon the 3rd unexcused absence, the student will receive an attendance warning letter.
- Upon the 5th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

To receive a present attendance code for a class, students need to be present in class for 40 or more minutes. Students not in class for a minimum of 40 minutes will be designated as absent.

A student assigned to *In School Suspension* will not be recorded absent for their classes missed. An *Out of School Suspension* will be recorded as absent except for each day that they receive academic instruction from the district for more than half the school day.

**Educational services in home or hospital 603 CMR. 28.03(3)(c).** Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue their educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator of Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

Hospitalized students and/or those students receiving documented medical treatment are able to be graded at a pass/fail for one term while they remain out of school. Students will be asked to complete work to demonstrate competencies to achieve a passing grade of 65 for the term. The students passing grade will be excluded from the final grade. In the event the student was not able to work to a 65 or is unable to return to the classroom in a second term of the same school year, they will lose credit in the course.

Using pass/fail for one term, we will adjust the absence numbers based on the three graded terms.

In a year-long course, the following will apply for class credit:

- Upon the 3rd unexcused absence, the student will receive an attendance warning letter.
- Upon the 6th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

In a half-year course, the following will apply for class credit:

- Upon the 2nd unexcused absence, the student will receive an attendance warning letter.
- Upon the 4th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

#### **MAKE-UP WORK – ABSENCE**

- Each student must assume responsibility for work and assignments missed because of absence.
- Students will be allowed two class meetings, for each class missed, to complete assigned work for full credit, unless prior arrangements have been made with the teacher.
- Students who are absent on the day an assignment is due are to turn in the assignment on the day they return to class, as the absence did not involve missed classroom instruction and therefore the student does not require additional time.
- Failure to make up work within the time allotted by the teacher will result in a zero (0) for that assignment.
- Upon receipt of a physician's written order verifying that any student enrolled in a public school must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical

reasons and for a period not less than fourteen school days in any school year, a student is eligible to receive educational services in that setting, temporarily, from the Old Rochester Regional School District.

- Makeup work will not be provided if the student cuts/skips class.

### **FAMILY VACATIONS**

Parent/guardian/caregiver(s) and students are encouraged to plan vacations around the scheduled 180 school days so as not to interrupt the educational process. In cases of family situations involving extended absences, students must ask for work before they leave. The teacher is not obligated to give every specific assignment, but should give the general direction of the curriculum for the time the student is out of school. ORRHS finds that when students are out for multiple days at a time, it is extremely disruptive to their academic progress as makeup work cannot replicate missing instructional time.

### **NATIONAL HONOR SOCIETY**

The National Association of Secondary School Principals formed the National Honor Society to recognize academic achievement. The Old Rochester Chapter is a chartered member of this organization. Criteria for membership include a minimum GPA, good attendance, and demonstrated qualities of service, leadership, and character. At Old Rochester, a student may be elected during either the junior or the senior year. Upon induction, each National Honor Society member is issued an official National Honor Society membership card. Administration, faculty, and staff recognize this card as a pass. Because membership in the National Honor Society represents character and leadership, as well as scholarship, this card allows members to use the privilege to access the library, computer room, guidance, and other studies, when the student is not in class. If the trust represented is broken, the faculty advisor and the administration may withdraw the privilege for that member. Minimum GPA will be based on National Honor Society standards.

## **PROCEDURAL AND INFORMATIONAL MATTERS**

### **VIDEO CAMERA SYSTEM**

A video camera system has been placed throughout the facility, where there is no reasonable expectation of privacy, for further security. Students identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

### **VISITORS**

School policy is to accept only those visitors who have legitimate business at the school. Visitors and guests must register in the front office upon entering the building. For safety reasons, all doors will be locked. All doors can open from the inside to assure emergency exit. A valid State ID must be presented by all visitors.

Outside food deliveries to students are not allowed during the school day under any circumstances.

### **PROCEDURE FOR ENROLLING NEW STUDENTS**

Appointments for enrolling new students must be made in advance through the registrar and the guidance secretary.

- New students will begin classes on the day following their appointment, if all required information has been submitted
- Enrollment is not complete until the student begins classes. Families who intend to move or build in the district must have the appropriate documents on file (see non-resident student policy).
- At the time of the appointment for enrollment, the parent/guardian/ caregiver must bring to ORRHS copies of the following:
  - Massachusetts transfer card
  - Birth certificate or custody agreement if pertinent
  - If pertinent, documentation of educational surrogate parent
  - Academic records: a transcript and the most recent report card
  - Discipline records or a statement from the School Principal that none exists
  - Health record with updated immunizations
  - Current program of courses
  - Special education records (if applicable)
  - Current Physical Exam (1 year)

All of the above information must be presented at the time of the enrollment appointment. Enrollment cannot be completed without proper documentation.

Students and parent/guardian/caregiver(s) may schedule an information meeting with a guidance counselor before enrollment. At this time school program, courses, activities, etc. can be discussed and students may tour the building with a designated guide. Appointments for these information visits can be made through the guidance secretary. In order for course work from another school to be considered for credit toward a diploma from ORRHS, an official transcript, must be transmitted from that school directly to the Principal, ORRHS, 135 Marion Road, Mattapoisett, Massachusetts 02739. The Standing Committee on Graduation Requirements will then evaluate the transferring student's course work and assign appropriate credit.

### **TRANSFER**

A student who is transferring to another school is urged to notify the guidance department as soon as the decision to move has been made. If the name of the school the student will attend is known, the student should request a transcript and test record to be furnished to the new school at once.

#### **Transfer Procedure:**

- The student should provide a note to the Principal signed by a parent/guardian/caregiver indicating the date of withdrawal, new residence and the name and address of the new school.

- If all this data is not available, the student should furnish as much as is known.
- The student should tell their guidance counselor of the change.
- If the move is to take place during the academic year, the counselor will, with the student's consent, contact the new school and assist in making the transfer with a minimum of wasted effort.

Under M.G.L. c. 71, s. 37L, any student transferring into a new school district must provide the new district with "a complete school record," including but not limited to, "any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act." 603 CMR 23.07(4)(g) allows a school district to release the entire student record of a transferring student to the new school without prior consent, provided that it gives notice that it forwards student records to another school in which the student seeks or intends to transfer. Students and parent/guardian/ caregiver(s) are hereby notified that ORRHS will forward all records to new school districts.

### **STUDENT RECORDS**

#### **Notification to All Students Leaving Old Rochester Regional High School MA Dept. of Education Laws and Regulations (603 CMR 23.06)**

1. The student's transcript shall be maintained by the school department and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.
2. The temporary record of any student shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school system.
3. Students have the opportunity to receive temporary records prior to their destruction, by contacting the school.

### **WITHDRAWAL FROM SCHOOL**

- A student less than 16 years of age may not withdraw from school unless they have earned a high school diploma.
- A student between the ages of 16 and 18 may only withdraw from school with the written consent of a parent/guardian/caregiver.
- A student planning to withdraw from school before graduation should discuss future plans with their guidance counselor.

### **DAILY BULLETIN**

The daily bulletin will be read aloud each morning. Every student has an obligation to acquaint themselves with all bulletin information, which can be in the form of notices read aloud and emails, including the Week Ahead notice.

Athletic Department information, emergency announcements, and cancellations will be read over the public address system when necessary during the school day.

### **DISTRIBUTION OF SCHOOL PROPERTY**

For the purpose of this policy, school property includes books, calculators, laptop computers, and all other school equipment issued to the student for use in the curriculum or in extra- curricular activities. Books will be loaned to students for use during the term of a course, subject to the following conditions:

- A student will be required to pay the full purchase price of any book not returned.
- The student is required to take proper care of every book issued and to protect it from loss and damage.
- The student should verify the identification of the book at the time it is issued. The student will sign a receipt for the book indicating its identification, number, and condition.
- If a student loses a book during the term of a course, their teacher may issue them a new book after completing "Report of Lost or Damaged Book" form and agreeing to pay the replacement cost of the book. In the event that the book is found before the end of the accounting period, June 30, and is in good condition, the administration will refund money to the student upon application.
- Bills for books or materials or damaged school property are due and payable on presentation. Collection proceedings will be instituted on bills remaining unpaid after 30 days. Freshmen, sophomores, and juniors must pay all bills before the end of the school year. Seniors must pay all bills before graduation.

- Teachers will inspect all school-owned books from time to time. If a book is damaged, lost, or missing for any reason, the student may be issued another after completing and signing a “Report of Lost or Damaged Book” form and agreeing to pay the replacement cost of the lost or damaged book.
- Beginning with the 2022-23 school year, all incoming grade 9 students will be issued an electronic device by the school and will be expected to use it for schoolwork.

#### **Replacement Fee Schedule for School Issued Technology Equipment**

Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple USB-C to lightning cable	\$25.00
Apple USB power adapter (block)	\$25.00
Case	\$50.00

#### **BEFORE SCHOOL**

Student drivers, as well as students who ride the bus, are expected to report directly to the cafeteria upon arriving to school unless prior arrangements have been made with their subject teacher. Students found loitering in the parking lot before school will be subject to disciplinary action.

Students may enter the school building no earlier than 7:00 a.m. All students who arrive between 7:00 and 7:20 a.m. will report directly to the cafeteria. No hallway use by students is allowed before 7:20 a.m., other than the direct route to the cafeteria.

#### **AFTER SCHOOL**

Students will be permitted to be in and around the building until 3:30 p.m. At 3:30 p.m., students are to either board a late bus or arrange for a ride home from school unless directly supervised by a staff member.

#### **PASSES**

- Students who are in the corridors while classes are in session must have an approved pass.
- High school students are not to go to the Junior High School without prior written authorization from the administration.

#### **HEALTH**

Students must see the school nurse if they need first aid, become ill during school hours or wish advice on a health problem. A student should secure a pass from their teacher. If the nurse is not in the office, the student should report to the front office so that the nurse may be located or notified.

State regulations require that each student have a physical examination at least every three or four years. The examination may be performed by either the student’s own physician. The school requires physical examinations for students in grades 9 and 12.

State regulations require that every grade 10 student have a hearing test and a vision test. If the test results show hearing or vision difficulties, the student’s parent/guardian/caregiver will be notified. All students participating in competitive sports must have a physical examination each school year, before participation. In case of injury, a student must have a release from their own physician before they will be permitted to resume active participation in sports.

The school nurse is not a substitute for a family physician or dentist.

### **Student Pregnancy Policy:**

If a student becomes pregnant, they and/or their family will notify the student's counselor, the Administration or the School Nurse. A meeting will be scheduled with the student and the parent/guardian/caregiver(s) to discuss the educational options and support services available to the student. The above process will follow the confidentiality policies of the Old Rochester Regional School District.

Pregnant or parenting students will be allowed to attend classes during regular school hours, use all school facilities, attend all school functions, and participate in all curricular and extracurricular activities as long as the student's physical and mental health is not endangered. Homebound educational service will be provided for the student if they are no longer able to remain in school.

The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue school. Documentation from a doctor is required for temporary exemption from physical education classes and medical excuse of days absent.

It is recommended the student seek counseling and support on pre-natal care and early childbearing.

The student must comply with all school regulations governing the general student body, unless excused by the school's Administration. The parenting student may not bring a child to school anytime during the school day unless administrative permission has been granted.

Each case will be reviewed individually on the basis of a number of factors such as the health, safety and well being of the student and the school community.

### **DISPENSING MEDICATION AT SCHOOL**

Students are not permitted to possess medications in the school building during the school day. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer all medications in school, as required by M.G.L. Parent/guardian/caregiver permission is also required. Appropriate forms are available in the nurse's office. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent/guardian/caregiver or by a school representative who has permission from the parent/guardian/caregiver.

### **ADMINISTERING MEDICATION TO STUDENTS**

The policy of the ORRSB as mandated by M.G.L. c. 71, s. 54B and the Massachusetts Department of Public Health 105CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105CMR 210.002 and written parent/guardian/caregiver consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order or parent/guardian/caregiver consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian/caregiver). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardian/caregiver. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medication shall be dispensed by a Registered Nurse (including on field trips, if the parent/guardian/caregiver is not present) with the exception of medications that may be self-administered pursuant to M.G.L. c. 71, s. 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian/caregiver consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by the Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules of Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules of Student Self-Administration of Medication.

#### **RULES FOR STUDENT SELF-ADMINISTRATION OF MEDICATION**

The school nurse may permit self-medication of prescription or over-the-counter medication by a student provided that the following requirements are met:

- The student, school nurse, and parent/guardian/caregiver enter into an agreement which specifies the condition under which the medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the medication, including information for the safe storage of the medication and provided for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the medicine; "self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent/ guardian/caregiver(s) that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the medication with the school nurse.

Legal Reference: 105CMR 210.01, et seq. and M.G.L. c. 71, s. 54B.

#### **Administrative Procedures**

To protect the health and safety of all students in the building, the following disciplinary action will be imposed on students who violate the medication policy; Students who bring prescription or over-the-counter medication into school will be subject to the following discipline procedures:

- 1<sup>st</sup> offense
  - The medication will be confiscated immediately.
  - The parent/guardian/caregiver will be contacted immediately and the medication will be returned to the parent/guardian/caregiver.
  - The parent/guardian/caregiver and students will discuss the medication policy with the school nurse.
- 2<sup>nd</sup> offense
  - The student may be suspended from school.
- 3<sup>rd</sup> offense
  - The student may be suspended from school for ten days and face possible expulsion procedures.
  - Any student who distributes, sells, or otherwise makes available prescription or over-the-counter medication to others may be suspended from school for ten days and face possible expulsion procedures.

## INFORMATION REGARDING USE OF ALCOHOL AND DRUGS

- **Students suspected of being under the influence of alcohol or drugs** - Any student who appears to be under the influence of alcohol or drugs on or off school property must immediately be reported to the school administration. If the administration concludes that the student is under the influence, the school will attempt to contact the student's parent/guardian/caregiver(s) and to arrange a conference between school officials and the parent/guardian/caregiver(s) to discuss resources that are available to help. The student will be sent home for the remainder of the day, or referred for further medical evaluation to a crisis center or hospital emergency room.
- **Students who use alcohol or drugs on school property, who are in possession of drugs or alcohol on school property, or who buy, sell, or distribute or attempt to buy, sell, or distribute, alcohol or drugs on or off school property, or who are under the influence of alcohol or drugs.**  
These are very serious offenses and are subject to discipline under Category One of the Discipline Code. Specifically, the school may take any or all four actions:
  1. The student may be subject to expulsion
  2. The student may be suspended or referred to the Superintendent for more stringent disciplinary measures
  3. The student's parent/guardian/caregiver(s) will be notified by phone
  4. Police officials may be notified

## LOST AND FOUND

Any textbooks, notebooks, or school materials that are found should be turned in to the front office. An attempt will be made to return textbooks and other materials such as notebooks. Notebooks and materials for which ownership cannot be established will be discarded after 14 days. Valuables/money should be given to the front office for safekeeping.

## LOCKS AND LOCKERS

Although students are assigned the use of a locker for the school year, all lockers remain the property of the school. School officials hold master keys and combinations. No items that are in violation of school rules, health regulations, or public statutes, are permitted to be stored in a school locker. The school may inspect lockers and their contents. No personal locks are allowed on any school locker. Students are not permitted to deface the lockers in any way (i.e. writing, stickers, etc.).

At no time does the ORRSB relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

Students are advised not to carry large sums of money to school or to leave valuable property in a locker. If it is necessary to bring a substantial sum of money or valuable jewelry to school, it may be left in the school safe at the risk of the owner. Neither the School Committee nor any of its employees can accept any financial responsibility for losses of private property on district property.

## FIRE DRILL

### Fire Drill Procedures:

- Teachers and students should be aware of the location of fire extinguishers, fire alarms, and evacuation plan.
- When the fire alarm sounds all students and school personnel must leave the building.
- Students should walk rapidly to the nearest exit. Do not run.
- If a fire alarm sounds during a change of classes, students should use the nearest exit.
- If an exit is blocked, the students normally using this exit are to leave by the next closest exit.
- Unless the safety of the student makes it inappropriate, the first student reaching a closed exit door will hold it open until all students in the group have passed through.

- Windows and all doors to the corridor should be closed.
- Students will exit to pre-assigned locations where their homeroom teacher will take attendance.
- Students are to maintain silence throughout the drill.
- After the drill is over, the students will return to classrooms by the route used to vacate the building.
- The drill is to be treated as a real emergency by all concerned. This is essential to the safety of everyone.
- Students who need assistance will be directed to a safe zone and will receive assistance from staff members at that location.

### **LOCK DOWN**

All students, staff, and support personnel have been trained in the new enhanced lockdown protocol. This protocol should be followed in the event of a lockdown.

#### **Lock Down Procedures:**

“LOCKDOWN” – Isolates building occupants from violence.

- Gather students, staff and visitors from the immediate hallway.
- Lock and close all doors
- Turn off all lights and computers
- Hide all occupants from view
- Gather attendance material for your class and add those that you took into your class before closing and locking door. Remember during a lockdown, once you close and lock the door DO NOT OPEN THE DOOR for anyone.
- In the event any person evacuates the building during a lockdown, they should report to one of the predetermined “rally” points.
- Students should remain quiet and listen for direction at all times.

“UNLOCK” Procedure-Lockdown only

- Stay hidden
- No such thing as an “ALL CLEAR” from school intercom.
- Police will unlock door and give further instructions.
- Stay with your students and others that you have gathered.
- Follow instructions of officials supervision evacuation regardless of agency.

#### **Stay In Place/Hold Passing Procedures:**

“STAY IN PLACE”

- Gather students, staff and visitors from immediate hallway.
- Lock and close the door.
- Keep teaching.
- Make sure no student is using electronic device.
- Wait for and follow instructions given out on the intercom
- Do not dismiss your class unless instructed to do so.
  - Not to next class.
  - Not to buses.
  - Not to bathroom, office or guidance.
  - Not for any other reason.
- Could change to ‘LOCKDOWN’ if initial assessment changes  
Not an escalation in response but change in condition.

“HOLD PASSING”

Instructions over the intercom, to hold passing for a period of time

“STAY INSIDE”

- Keep doing what you normally would do.
- No one is allowed out of school.

## **TRAFFIC REGULATIONS**

- All traffic will yield to school buses and operate in a safe manner.
- When school buses are loading, unloading or waiting, no vehicle is permitted to enter or use the roadways adjoining the northerly and westerly sides of the building.
- Students, staff, and visitors are only permitted to use the main road from the street and the north parking lot during such periods; this rule does not apply to maintenance vehicles.
- Students are not allowed to exit or enter the road adjacent to the Superintendent's building.
- No motor vehicle may pass a standing school bus showing flashing red lights on either the front or the rear.
- Each student who drives to school must complete a Student Parking Registration form in the Assistant Principal's office and obtain and display a parking tag on their car. Due to space limitations, parking tags are given on a first come, first serve basis to junior and senior students only.
- Students are only permitted to park in the area designated for student parking.
- Permission to drive a car to school is a student privilege which may be withdrawn if school rules are violated or if poor driving habits are displayed.
- Reckless or careless driving which is reported by a teacher, police, or any other responsible person while on school grounds or on a roadway within thirty minutes prior to the start of the school day or within thirty minutes after the end of the school day will result in that student's parking privileges being suspended or revoked as follows. Traffic citations reported by the police will also result in suspension or revoking of that student's parking privileges as follows.

1<sup>st</sup> Offense: Parking on school grounds suspended 1 school day

2<sup>nd</sup> Offense: Parking on school grounds suspended 2 school days

3<sup>rd</sup> Offense: Parking on school grounds suspended 5 school days

More than three reported offenses, school administrators may revoke the student's parking privilege for the remainder of the school year.

- Cars not registered in the Assistant Principal's office or cars with revoked privileges will not be permitted to park on school grounds during normal school hours and are subject to be towed at the owner's expense.
- Students whose parking privileges have been revoked must forfeit their parking tag to the Assistant Principal's office.
- Students who drive to school are expected to arrive on time and be in first block by 7:30 a.m.
- Any student being picked up during or after school, must be picked up in the front of the building at the main entrance.
- The school and its administration will not accept the responsibility for any damage to or theft of any vehicle or its contents brought to school by a student. Further, the administration will not conduct any investigation or search for any vehicle, or its missing or damaged contents, which has been parked on school grounds.
- Students who drive to school are expected to arrive on time as well as display their parking sticker on the rear driver-side window. Failure to do so may result in disciplinary action, such as their driving privilege being revoked.

## **SPEED LIMIT**

The speed limit on school property should not exceed ten (10) miles per hour. Students who violate the speed limit may lose the privilege of bringing an automobile to school.

## **LIBRARY CODE OF CONDUCT**

- Be responsibly self-governing
- The library will maintain an atmosphere conducive to reading and research.
- Talking will be kept to a minimum and at a low whisper.
- Students must be actively engaged in research or independent reading that is school related.
- Only water is allowed in the library.
- There are no food or drink allowed in the computer alcove.
- A limit of 4 students to a table.

### **Overdue Policy**

- Books are loaned for 2 weeks.
- Students with over-dues will not be able to check out additional books.
- Students who lose or damage books will be responsible for the price of replacement prior to the end of the school year.

### **INTERNET ACCEPTABLE USE AND SAFETY POLICY**

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Our Internet Service Provider uses Child Internet Protection Act (CIPA) certified upstream filtering to block many sites that have no educational value. While student use of the internet is monitored, monitoring of all internet use by staff members, administrators and students is neither feasible nor possible. Therefore, it is the purpose of these guidelines and the agreement for Internet use to ensure that all who use this valuable resource do so in an appropriate manner.

The ORRS/D/Massachusetts School Superintendency Union No. 55, along with other organizations sponsoring this Internet connection, will not be liable for the actions of anyone connecting to the Internet through this hook-up. Therefore, all users shall assume full liability, legal, financial, or otherwise for their actions.

Violations of any of these guidelines may result in loss of access and/or additional disciplinary action as deemed appropriate. When applicable, law enforcement agencies may be involved.

The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

### **Internet -- Terms and Conditions of Use**

**1) Acceptable Use** - The primary purpose of the ORRS/D/Massachusetts School Superintendency Union No. 55 Internet connection is to support the educational objectives of the district. No user shall use this Internet link for commercial purposes or to perform any illegal or inappropriate act, such as the use of the link to gain unauthorized access to other systems on the network.

**2) Privileges** - The use of the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student must sign a Internet Acceptable Use and Safety Policy. The network administrators will determine what is inappropriate use and their decision is final. Also, the network administrators may close an account at any time as required. The administration, faculty, and staff of ORRS/D/Massachusetts School Superintendency Union No. 55 may request the system administrator to deny, revoke, or suspend specific user accounts.

**3) Network Etiquette** - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Obscenity is prohibited. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number, or that of other students or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information of other users accessible via the network should be assumed to be private property.

### **4) Parent/Guardian/Caregiver/Student Communications Policy**

- All ORRS faculty and staff are assigned an email account and that is often the ideal way to communicate with teachers. Other avenues of communication with teachers include but are not limited to, in-person conferences, telephone conversations, and voice mail.

- A reasonable response time from faculty and staff is 48 hours during normal business hours unless otherwise noted.
- Issues regarding homework, classroom expectations, test results or a specific class are valid reasons for teacher communication.
- Questions or concerns that are not of an academic nature are best addressed by counselors, coordinators and/or administrators. For example, an administrator would best address issues dealing with the broader scope of school policies. Curricular concerns or questions regarding course selection and placement may best be addressed by a guidance counselor.

## 5) PowerSchool Acceptable Use Policy

### STUDENT

PowerSchool provides convenient access to your academic progress and attendance at Old Rochester Regional High School and is considered another form of communication with your teachers.

#### **Please read the following Acceptable Use Guidelines:**

- Username and passwords are confidential. Do not disclose or share username/password with anyone.
  - The district is not responsible for stolen, given or shared usernames and passwords.
- Technical concerns should be addressed to John Ashley by email at [johnashley@oldrochester.org](mailto:johnashley@oldrochester.org)
- All student access to PowerSchool is monitored.
- PowerSchool is available 24 hours a day/7 days a week, however checking your progress and/or grades during class time is unacceptable.
- Teachers will post their grades within 10 school days of the assignment due date. Although some assignments may take longer to grade. Please be patient, **do not contact teachers requesting a grade sooner than 10 school days.**
- Grade averages at the beginning of a quarter may seem low. As more grades are entered the quarter average will be reflective of the final grade. Missing assignments and assignments not yet entered into the gradebook may not accurately reflect your progress. Please take this into consideration when monitoring your progress.

### PARENT/GUARDIAN/CAREGIVER

PowerSchool provides convenient access to your student's academic progress and attendance at Old Rochester Regional High School and is considered another form of communication with teachers and administrators.

#### **Please read the following Acceptable Use Guidelines:**

- Username and passwords are to be kept confidential. The district is not responsible for stolen, given or shared usernames and passwords.
- Technical concerns should be addressed to John Ashley by email at [johnashley@oldrochester.org](mailto:johnashley@oldrochester.org)
- All parent/guardian/caregiver access to PowerSchool is monitored.
- Teachers will post their grades within 10 school days of the assignment due date, although some assignments may take longer to grade. Please be patient, **do not contact teachers requesting a grade sooner than 10 school days.**
- Follow the steps below before contacting any teacher about concerns regarding your student's progress and/or grades:
  - Speak with your student.
  - Have your student talk to their teacher for clarification.
  - Check teacher's grading policy.
  - Parent/guardian/caregiver(s) may send an email or call the teacher. A response within 48 hours can be expected during normal school hours.
  - Parent/guardian/caregiver(s) may request a meeting through the Guidance Department.
  - After all of the above, parent/guardian/caregiver(s) may contact school administration by phone or email.

**6) ORRSB/Massachusetts School Superintendency Union No. 55 makes no warranties of any kind, whether expressed or implied, for the service it is providing.** ORRSB/ Massachusetts School Superintendency Union No. 55 will not be responsible for any damages you suffer, including the loss of data resulting from delays, non deliveries, mis-deliveries, or service interruptions caused by the school district's own or your own negligence, or by the school district's or your errors or omissions.

Use of any information obtained via the internet is at your own risk. ORRSB/ Massachusetts School Superintendency Union No. 55 specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**7) Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or your ORR District Internet Coordinator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log on to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet. Proxy servers are also prohibited.

**8) Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the internet backbones. This includes, but is not limited to, the uploading or creation of computer viruses.

#### **PRIVACY AND RIGHT OF ACCESS TO STUDENT RECORDS**

The privacy of student records and right of access to those records is governed by regulations of the Massachusetts Department of Education, promulgated under M.G.L c. 71, s. 34D.

Each student and their parent/guardian/caregiver(s) have a right of access to the student's entire record. They also have a right to a copy of that record. The fee charged for the copy is the cost of reproduction. If the student or their parent/ guardian/caregiver requests it, an appropriate school official will meet with them to interpret the record. A student or their parent/guardian/caregiver may add information or other relevant material to the student's record. Any request for deletion or amendment of material contained in a student's record must be made in writing or at a conference with the Principal or their designee. If the request is in writing, it should include a statement of the reasons for the request. The administration will then notify the parent/guardian/caregiver of their decision.

Authorized school personnel also have access to student records when such access is required by their official duties.

With the following exceptions, the school will not otherwise release information concerning a student without the specific, informed written consent of the student or, in the case of a student under the age of 18, their parent/guardian/caregiver:

- The school may release for publication the student's name, class, participation in officially recognized activities and sports, degrees, honors and awards, unless the student or their parent/guardian/ caregiver notifies the school not to release that information without prior consent.
- The school will release information in response to a court order or a lawfully issued subpoena or in response to an appropriate request by a federal, state, or local official, such as an official of the Department of Public Health, the Department of Education, or the Department of Youth Services.
- The school will provide authorized school personnel of a school to which a student transfers access to the student transfer card. The school will also provide the officials of such school access to the student's transcript, discipline, and health records and, in the case of a student receiving special education services, the education plan and assessments pertinent to it. Before releasing such information, other than the transfer card, the school will notify the student and their parent/guardian/caregiver.
- The school may release anonymous statistical data to appropriate persons.
- Any request for release of information to a third party or access by a third party to a student's record must be in writing and signed by the student or, if the student is less than 18 years of age, by their parent/guardian/caregiver. The request must specify the parts of the student's record to be released, the

reason for the release, and the party to whom the record is to be released. The student or their parent/guardian/caregiver may also request a copy of the records released.

#### **USE OF THE ELEVATOR**

There is an elevator at ORR capable of carrying students in need. Use of the elevator is limited to students who have specific permission from the administration. Unauthorized use of the elevator may result in disciplinary action.

#### **EXCHANGE STUDENT POLICY**

The School Committee authorizes the enrollment on a tuition-waived basis of students sponsored by the American Field Service. In a given school year, the committee will accept not more than five (5) students on a tuition-waived basis. Tuition may be waived for other foreign students if their numbers do not affect class ratios or require additional class sections. Persons proposing to enroll an exchange student at the high school must notify the Principal of the high school sixty (60) days prior to the student's projected starting date.

ORRHS accepts international students as an auditing student and as a regular credit student. As an auditing student, they are graded on a pass or fail basis. At the year's end, the student receives a certificate of attendance. As a regular credit student, they must fulfill all course requirements and will be graded in the usual manner (A-F). Regular credit students will be eligible for an ORRHS diploma if all requirements are met. Student transcripts (written in English) must be submitted before a student is enrolled in the regular credit program.

#### **SEXUAL HARASSMENT POLICY**

All persons associated with the Old Rochester Regional School District including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Old Rochester Regional School Committee and the School Committees of Superintendency Union #55 takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

#### **Sexual Harassment Prohibited**

"Sexual harassment" is defined as unwelcome conduct of a sexual nature. It includes sexual advances, requests for sexual favors, and verbal, non-verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.
- Sexual harassment includes acts of sexual violence, including without limitation, physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol, or is unable to give consent due to an intellectual impairment or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.
- Under the definition stated above, direct or implied requests by a teacher, supervisor or any individual in a position of work or school authority for sexual favors in exchange for actual or promised job or school

benefits such as favorable reviews, salary increases, promotions, increased benefits, continued employment, better grades, recommendations or other advantages constitutes sexual harassment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that are inappropriate and that, if unwelcome, may constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female, or nonbinary students or employees also may constitute discrimination, harassment and/or sexual harassment.

#### **The Grievance Officer: Superintendent of Schools and/or Designee**

The committee will annually appoint a grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the local grievance procedures. Please direct all complaints of sexual harassment to the following:

Michael S. Nelson, Grievance Officer and/or Designee  
Superintendent of Schools  
135 Marion Road, Mattapoisett, MA 02739  
Phone: 508-758-2772

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; and Massachusetts General Laws, Chapter 151B.

#### **Legal References**

Title VII, Section 703, Civil Rights Act of 1964 as amended 45  
Federal Regulation 74676 issued by EEO Commission Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)  
Board of Education 603 CMR 26:00

### **GRIEVANCE PROCEDURES**

The Old Rochester Regional School District & Massachusetts Superintendency Union #55 utilizes the procedures outlined in this policy to investigate and resolve reports of alleged violations of the district's Nondiscrimination Policy (AC). The policy and procedures are intended to be interpreted and enforced as an integrated document. These procedures are designed to facilitate a prompt and effective internal review and resolution of allegations of bias-based conduct, discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness.

#### **Reporting Complaints of Discrimination and Harassment**

If any Old Rochester Regional School District or Massachusetts Superintendency Union #55 ("District") student, parent/guardian/caregiver of the student, or employee believes that the student or employee has been subjected to sexual harassment or any other form of harassment or discrimination by an employee, other student(s) or third party, the student, parent/guardian/caregiver of the student, or employee has a right to file a complaint with the appropriate District as outlined. This may be done informally or formally, and verbally or in writing. District employees who observe incidents of harassment involving students, shall report such complaints or incidents immediately to the

student's Principal or to the Grievance Officer. Administrators aware of harassment involving any employee shall report such incidents to the Grievance Officer or to the Superintendent.

Employee Complaints of Discrimination and Harassment:

Employees may report complaints of discrimination and harassment to their supervisor, the Grievance Officer or the Superintendent.

Student Reports of Discrimination and Harassment:

Students and/or parent/guardian/caregiver(s) may report complaints of discrimination and harassment to the student's teacher, Principal, Guidance Counselor, the Grievance Officer or the Superintendent.

**Complaint Investigation**

When the District receives a complaint of discrimination or harassment, it will investigate the allegation in a reliable, impartial and timely manner. If the complaint involves conduct that occurred off school grounds, outside of a school's education program or activity, the District will, as part of its investigation, consider the effects of the off-school grounds conduct when evaluating whether there is a hostile environment on school grounds. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. If the individual filing the complaint of discrimination or harassment is under eighteen (18), the school will notify the parent/guardian/caregiver(s) of the student before beginning the investigation.

The investigation may include an interview with the person filing the complaint and also may include interviews with witnesses or other individuals who the District believes would be useful to the investigation. The District also will interview the person alleged to have committed the discrimination or harassment. When the District has concluded its investigation, the District will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of the investigation.

These complaint investigation procedures cover complaints alleging discrimination or harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness. The procedures are designed to promote the sensitive handling of employee and student issues, the thorough investigation of complaints, and to facilitate a prompt and expeditious internal review and a fair and equitable resolution of complaints alleging discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness.

Please note that while these procedures relate to the Old Rochester Regional School District and Massachusetts Superintendency Union #55's policy of promoting a workplace and educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the District's authority to discipline or take remedial action for workplace and educational conduct which the District deems unacceptable.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 will take steps to prevent the recurrence of any harassment and to correct any discriminatory effects on the complainant and others, if appropriate.

**General Policies**

1. No reprisals or retaliation shall be invoked against any employee, student, parent/guardian/caregiver, or any third party for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.
2. No reprisals or retaliation shall be invoked against any employee, any student, parent/guardian/caregiver, or any third party, who, in good faith, has testified, assisted or participated in any manner in any investigation, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.
3. The District will work with an individual who files a complaint of discrimination or harassment, including conducting an investigation and holding conferences, in order to fairly, impartially and expeditiously resolve the complaint.
4. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.

### **Procedures**

#### **Informal Resolution of Discrimination and Harassment Concerns (Informal Complaint Process)**

1. Before initiating the formal complaint process, the student, parent/guardian/caregiver of the student, or employee may resolve any complaint regarding an alleged discriminatory practice on an informal basis.
2. The student or parent/guardian/caregiver can bring an informal complaint to a teacher, Principal, Guidance Counselor, the Grievance Officer, or the Superintendent.
3. When an informal complaint is made verbally, the person who first receives the complaint will assist the student or parent/guardian/ caregiver with creating a statement of the concerns in writing.
4. The employee can bring an informal complaint to either their supervisor or to the Office of the Superintendent.

Old Rochester Regional School District  
Office of the Superintendent  
135 Marion Road  
Mattapoisett, MA 02739  
508-758-2772

The appropriate department or school administrators shall attempt, within their authority, to work with the individual to resolve the complaint fairly and expeditiously within ten (10) working days of receiving the complaint. Attempts will be made to resolve the matter to the satisfaction of the employee or student or parent/guardian/caregiver who has made the complaint. If the employee or student or parent/guardian/caregiver is not satisfied with the resolution of an informal complaint, or if the employee or student or parent/guardian/caregiver does not choose informal resolution, then the employee or student or parent/guardian/caregiver can begin the formal complaint process.

#### **Formal Resolution of Discrimination and Harassment Concerns (Formal Complaint Process)**

Employees, students, parent/guardian/caregiver(s) and third parties are encouraged to direct their complaint to the designated Grievance Officer, who has been designated by the Superintendent to handle such claims, or directly to the Superintendent.

Susana Cunningham, Human Resources  
135 Marion Road  
Mattapoisett, MA 02739  
Phone: 508-758-2772 x1939

Michael S. Nelson, M.Ed.  
Superintendent of Schools  
135 Marion Road  
Mattapoisett, MA 02739  
Phone: 508-758-2772 x1956

Employees may also file a formal complaint with their supervisor who will, within 24 hours of receipt, forward a written record of the complaint to the Grievance Officer.

Students or parent/guardian/caregiver(s) may also file a formal complaint with a teacher, Principal or Guidance Counselor who will, within 24 hours of receipt, forward a written record of the complaint to the Grievance Officer. Employees and students or parent/guardian/caregiver(s) are encouraged to file their complaint no later than twenty (20) working days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted. (The District will accept complaints filed later on a case-by-case basis.) The employee or student or parent/guardian/caregiver will be asked to fill out a reporting form that will state the name of the individual(s) who engaged in discrimination or harassment, and the location of the school/department where the alleged discriminatory practice or policy occurred, the basis for the complaint and the corrective action the employee or student or parent/guardian/caregiver is seeking. The employee or student or parent/guardian/caregiver will have the opportunity to present witnesses and other evidence.

After filing the formal written complaint, the Grievance Officer shall promptly give written notification to the appropriate school/department identified in the complaint. This written notification shall be a copy of the complaint

filed. The Grievance Officer will conduct the necessary investigation promptly after receiving the complaint. In the course of its investigation, the Grievance Officer shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant, the complainant's parent/guardian/caregiver if the complainant is under the age of 18, and the person against whom the complaint was filed and/or the Principal or appropriate authority involved. The complainant and, if applicable, the subject of the complaint, will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. The investigation will also include a review of any documents or other information relevant to the complaint.

The Grievance Officer will make sure that the complaint is resolved as quickly as is feasible and will strive to complete the investigation within thirty (30) working days after the complaint is filed. When more than thirty (30) working days is required for the investigation, the Grievance Officer shall inform the employee or student or parent/guardian/caregiver who filed the complaint, in writing, that the investigation is still ongoing and will provide, to the extent appropriate, the reason for the delay. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the employees or students that are involved in the complaint are not immediately available.

If the Grievance Officer finds that there is reasonable cause, based upon a preponderance of the evidence (i.e., more likely than not), for believing that a discriminatory or harassing practice has occurred, the Grievance Officer will refer the matter to the Superintendent of Schools for appropriate action, up to and including termination for employees or expulsion for students.

The Grievance Officer will notify, in writing, the complainant and, where applicable, the individual against whom the complaint was filed, of the outcome of the investigation. Notification of the outcome will be completed within ten (10) working days of the termination of the investigation.

If no satisfactory resolution can be reached through either the informal or formal resolution procedures detailed above, the student or parent/guardian/ caregiver or employee has the right to take the complaint to an appropriate state or federal agency. Moreover, it should be noted that using the Old Rochester Regional School District and Massachusetts Superintendency Union #55's complaint process does not prohibit an employee or student or parent/guardian/ caregiver from filing a complaint with these agencies (contact information provided below).

### **Disciplinary Action**

For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Such action may include suspension, expulsion, or other action deemed appropriate under the circumstances. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include written warning, suspension from employment, employment termination, or another action deemed appropriate under the circumstances.

In addition to discipline as outlined above, the District may also address concerns regarding discrimination/harassment by applying such approaches as alternate dispute resolution, restorative justice, professional development, training, or coaching. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment in the future and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and sexual harassment of a student may constitute child abuse under Massachusetts law. The District will comply with all legal requirements governing the reporting of suspected cases of child abuse.

### **State and Federal Remedies**

Nothing in this policy or procedure shall be deemed to affect a complainant's right to pursue other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination (“MCAD”)  
One Ashburton Place, Room 601  
Boston, MA 02108  
617-727-3990

The U.S. Department of Education, Office for Civil Rights (“OCR”)  
5 Post Office Square 8th Floor  
Boston, MA 02109-3921  
617-289-0111

Massachusetts Department of Education  
75 Pleasant Street  
Malden, MA 02148  
781-388-3300

The U.S. Equal Employment Opportunity Commission (“EEOC”)  
One Congress Street - 10th Floor  
Boston, MA 02114  
617-565-3200

### **SEX EDUCATION POLICY**

In accordance with M.G.L. c. 71, s. 32A, it is the policy of the school district that the School Principal shall notify the parent/guardian/caregiver of each student who is to be enrolled in a course or program whose curriculum primarily involves human sexual education or human sexuality, and shall afford parent/guardian/caregiver(s) the flexibility to exempt their student from any portion of said curriculum through written notification to the School Principal. No student so exempted shall be penalized by reason of such exemption.

To the extent practicable, the School Principal shall make program instruction materials for said curricula reasonably accessible to parent/guardian/ caregiver(s), educators, school administrators and others for inspection and review.

### **CHILD ABUSE POLICY**

In accordance with M.G.L. c. 119, s. 51A, any physician, medical intern, medical examiner, dentist, nurse, public or private school teacher, educational administrator, guidance or family counselor, probation officer, social worker or policeman, who, in their professional capacity shall have reasonable cause to believe that a child is under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon them including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the Department of Social Services (DSS) by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, they shall immediately either notify the DSS or notify the person’s designated agent, whereupon such person in charge of their said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is subject of such report without the consent of the child’s parent/guardian/caregiver(s). All such photographs or copies thereof shall be sent to the DSS with such report.

### **PROCEDURES FOR REPORTING CASES OF CHILD ABUSE**

The purpose of this procedure is to facilitate and assist in the appropriate reporting of neglect or abuse.

- Any staff member who suspects that a child has been abused or neglected shall report this as soon as possible to the Principal or the Superintendent on the day of the observation.
- The Principal will review the report and school information with appropriate staff members (School Adjustment Counselor, Nurse, Assistant Principal, Guidance Counselor, and Teacher) as soon as possible, and within two days of the referral. Reasonable cause must be determined before informing the DSS. There does not need to be incontrovertible proof of abuse or neglect, but there needs to be sufficient facts to establish “reason to believe” that there is abuse or neglect.

- The school Principal or their designee shall call the DSS in New Bedford (508-997-3361 or the DSS Hotline number) and notify them of the alleged child abuse.
  - The school may request that the caseworker maintain contact with a specific school staff member.
  - The specific identity of the reporter can remain confidential.
- Parent/guardian/caregiver notification will be at the discretion of the Principal.
- Within forty-eight (48) hours of making the oral report to the DSS, the School Principal or their designee shall submit a written report (Form 51A) to DSS. The 51A form is to be sent by CERTIFIED MAIL. A photocopy of the report is to be forwarded to the Superintendent of Schools.
- School authorities are obligated under Massachusetts law to report sexual abuse to DSS.

### **BULLYING PREVENTION AND INTERVENTION (Secondary 7-12 Version)**

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that is important for students and parent/guardian/caregiver(s) to know are described below.

These requirements are included in the Old Rochester, Marion, Mattapoisett and Rochester School District's Bullying Prevention and Intervention Plan. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs.

**You may not engage in any form of bullying or cyberbullying. (see below for definitions from state law).**

**Why?** It is against the law. It is also common decency, and everyone has a right to feel safe in and out of school.

**What Happens?** Every reported act of bullying or harassment will be investigated. Parent/guardian/caregiver(s) of offenders and victims will be contacted in cases of confirmed bullying. The consequences of bullying may range from detention to expulsion. The police may also be contacted.

### **BULLYING AND CYBERBULLYING**

Students may not engage in bullying or cyberbullying. Massachusetts law gives school officials the power to investigate and discipline bullying that occurs **on or off school grounds** (e.g., cyberbullying from a home computer) if that bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

Targets of bullying should seek the help of an adult in the school community whom they trust. That adult will immediately inform the administration. Students who bully other students can expect a full investigation by administration, parent/guardian/caregiver contact, and (depending on the severity of the bullying) remediation and disciplinary action ranging from warnings and behavior agreements to expulsion and police notification.

**Definition of Bullying:** Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (must include at least one of the following)

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to themselves or damage to their property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school;
- involves an imbalance of perceived or real physical or social power between victim and perpetrator(s);
- involves retaliation from reporting of previous incident

## Definitions

- **Perpetrator** is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.
- **Bullying** is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.
- **Cyberbullying** is bullying through the use of technology or any electronic communication which shall include, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligences of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person real or fictitious or (ii) the knowing impersonation of another person as the author of the posted content and messages, if the creation or impersonation creates any of the conditions for the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution creates any of the conditions that define bullying.
- **Hostile environment** is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.
- **Target** is a student against whom bullying, cyberbullying, or retaliation is directed.
- **Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Prohibition Against Retaliation: Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying: Anyone, including a parent/guardian/caregiver, student, or staff member, can report bullying or retaliation. Reports can be made in writing or orally to the Principal or another staff member, or reports may be made anonymously. A bully reporting link is available on the ORRHS website. Please note: According to law, "no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report".

Staff members must report immediately to the Principal or their designee if they witness or become aware of bullying or retaliation. Staff include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors to an extracurricular activity, or paraprofessionals.

When the School Principal or their designee receives a report, they shall promptly conduct an investigation. If the School Principal or designee determines that bullying or retaliation has occurred, they shall (i) notify the parent/guardian/caregiver(s) of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parent/guardian/caregiver(s) of an perpetrator; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the School Principal or designee believes that criminal charges may be pursued against the perpetrator.

Schools must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

Outside of the school day report to the police.

The on-line bullying report form is located on the ORRHS website under the Families and Students tab. It can also be accessed by using this link: <https://forms.gle/VGw89o5BdqB6ij388>

You may **report anonymously** from the website, **no** disciplinary action can be taken solely on the basis of an anonymous report.

**False Reports of Bullying** If the Principal determines that a student has knowingly made a false report of bullying, that student will be subject to disciplinary action under Category One. If the Principal determines that a student has knowingly made a false report of bullying, that student will be subject to disciplinary action under Category One.

The Old Rochester Regional High School community is committed to providing a safe environment to every student. The following is a statement of rights and responsibilities afforded to all students at ORRHS.

All students will feel free and safe:

- to come to a safe school environment every day. Areas including locker rooms, hallways, bathrooms, the gymnasium, sports fields, and extracurricular events will be safe and accessible to all students.
- to report incidents of harassment or bullying safely to a staff member.
- to access the school social worker, guidance counselors, the school nurse or other trusted staff member
- to the security of person and property as well as personal space
- to explore positive, healthy relationships
- to express own opinions and be respected
- to have the responsibility to demonstrate respect towards all staff members, including teachers, paraprofessionals, custodians, librarians, nurses, secretaries, and administrators. Students should also expect the same level of respect from all professional staff at ORRHS.

#### DISCIPLINING BULLIES AND REHABILITATION/REMEDATION

ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

• **Tier 1** is a first-time offense of bullying. The Assistant Principal based on the nature of the offense will discipline the student based upon how falls within the student handbook guidelines. If the Assistant Principal views the situation as a case of bullying (as defined by anti-bullying policy) then the student is placed within the remediation program. The student will be referred to and participate in a mandatory remediation program. The bully's teachers and relevant school staff members will be notified of their behavior and made aware of a potential conflict with the target. The Assistant Principal will follow-up with both the bully and the target in subsequent weeks to assess the effectiveness of remediation and intervention.

• **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be

made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.

- **Tier 3** is a third offense and will be viewed as a category 1 offense within the student handbook.

The Assistant Principal reserves the right to elevate a first or second offense to the third tier based on the severity of the offense. Any student entering tier 2 or 3 will be mandated to participate in the school remediation program.

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## **RULES AND REGULATIONS**

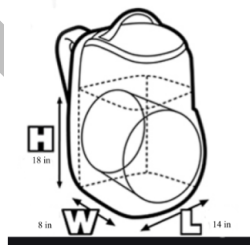
### **STUDENT DRESS AND APPEARANCE**

For reasons of health, safety, cleanliness, and security, students are not permitted to wear outdoor clothing to any class. This includes, but is not limited to, coats or jackets. Outdoor clothing should be removed and secured in lockers for the duration of the school day.

- Students must wear clothing including both a shirt with pants/skirt/shorts, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and back, as well as on the sides.
- Backs and stomachs should be covered without pulling or tugging clothing.
- Clothing must cover undergarments and cannot be see-through.
- Hoods cannot be worn during the school day. If a hat or head adornment is being worn, ears must be visible at all times.
- Clothing, jewelry, and/or accessories may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing, jewelry, and/or accessories may not depict pornography, nudity, or sexual acts.
- Clothing, jewelry, and/or accessories may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing or other attire that may be perceived as a gang-related symbol cannot be worn to school.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress code violation will be consistent with discipline policies for similar violations.

### **BACKPACK POLICY**

Students are required to use their assigned locker to store their backpacks during the hours of 7:25 AM to 1:58 PM. Students may only carry bags between the hours of 7:25 and 1:58 that do not exceed 18 inches in height, 14 inches in length, and 8 inches in width (from front to back) when completely filled. Most drawstring backpacks and small messenger bags are permitted only if they fit within the stated measurements. These bags will only be permitted if they are stored on the hooks on all classroom desks and can be hung on the hook by the straps without touching the floor. In the absence of a hook, a classroom will have a dedicated area for bags. If teachers and/or faculty question whether a student's bag meets these requirements, the student must bring their bag to the Assistant Principal's office; their bag must be able to fit in a box of such measurements. Please see diagram for guidelines.



## **ELECTRONIC MEDIA AND COMMUNICATION DEVICES**

Students bringing electronic devices to school do so at their own risk. The school and its administration will not accept the responsibility for any loss, theft, or damage of any personal electronic device brought to school by any student. Further, the administration will not conduct any investigation or search for any electronic items missing or stolen from any student in school.

Students will adhere to the following guidelines:

- All cell phones are to be locked in a locker from 7:25 a.m. to 1:58 p.m.
- Over the ear headphones are prohibited at ORRHS. Earbud use is allowed in classrooms and the library at the discretion of the classroom teacher provided they are producing sound at a volume deemed reasonable to staff members and are not connected to a cellular phone. Earbuds must be connected to a visible device on the desktop. Earbuds are prohibited in hallways and bathrooms at all times. It is a reasonable request of a staff member to ask a student to remove earbuds.
- Smart watch devices can be worn in classrooms at the discretion of the classroom teacher.
- Students may charge electronic devices in school at the discretion of the classroom teacher.
- In the event a student forgets their laptop and needs a school-issued one for the school day, the student will trade their cell phone for the school electronic device in the Guidance Office. They will receive their cell phone back upon return of the school-issued laptop.

School-issued or personal devices (tablets, chromebooks, laptops) are to be used for educational purposes only. Electronic devices are not to be used for playing games, watching media, or personal communication (i.e. text messaging). A student may not use an electronic device for recording, videotaping, or taking pictures. Students found in violation of this policy will face the following consequences:

- **First offense:** Student will be sent to the Assistant Principal's office to turn over the electronic device. Device will be returned at 1:58.
- **Second offense:** Student will be sent to the Assistant Principal's office to turn over the electronic device. Device will be returned at 1:58. A parent/guardian/caregiver will be notified.
- **Third offense:** Student will be sent to the Assistant Principal's office to turn over the electronic device. Device will be returned at 1:58. Following that school day, the student will be required to leave the device home or to turn it in to the Assistant Principal's office for an extended period of time. A parent/guardian/caregiver will be notified. Third and subsequent offenses will be considered a Category Two Offense (insubordination).

## **DESTRUCTION OF PUBLIC PROPERTY**

A person who neglects, misuses, or loses district property will be held financially liable for the losses to the district arising from such neglect, misuse, or loss. Including, but not limited to:

- A student who marks a desk will be expected to pay for the refinishing of the desk.
- A student who marks a book will be expected to pay for the book at its replacement cost to the district.
- The student is responsible for all equipment issued to them and must reimburse the school for items that are lost, broken, or damaged.

## **NO SMOKING POLICY**

In accordance with M.G.L. c.71, smoking is prohibited in the school building, on school grounds and on school buses. The disciplinary procedure for the law against smoking may include assignment to in-school suspension, suspension out of school for up to five days and/or loss of student privileges. Furthermore, the possession of tobacco, tobacco products, or electronic cigarettes is prohibited and punishable by the standards of Category One discipline violations.

## **RESTRICTED AREAS**

### **Kitchen, Custodial, Shipping and Receiving Areas**

Considerations of public health and safety and protection of district property require that traffic in the kitchen and custodial areas be restricted to those persons having proper business there. This prohibition does not extend to the serving line area, but does extend to all other areas. Students who violate this regulation will be subject to disciplinary action.

## **BUS TRANSPORTATION**

While the School Committee firmly believes all students should be provided transportation free of charge, it reserves the right to institute a fee-based amendment to its transportation policy should the need arise. The School District in coordination develops bus stops and routes with the bus contractors. All students are to get on and off at their own designated bus stop. If a student is to ride another bus, walk home or travel to a friend's house, or be picked up by a parent/guardian/caregiver or friend they must bring in a note indicating so and submit to the front office. Verbal permission will not be accepted unless an emergency exists. Students must have a pass to board the late bus.

### **STUDENT CONDUCT ON A BUS**

It is expected that students having the privilege to ride a school bus to and from school will cooperate completely with the bus driver to ensure the safety of all passengers, the driver, pedestrians, and other drivers and their passengers. Student misbehavior causing danger or unnecessary delay will not be tolerated. Any student reported for misbehavior on a school bus, going to or from a school bus, or at a school bus stop will receive appropriate consequences.

- It is essential that each pupil cooperate with the driver for the safety of all concerned.
- Students will stand back from the roadway while awaiting arrival of the bus. They will refrain from throwing objects or acting disorderly at a bus stop.
- Students will be picked up and dropped off at regularly scheduled stops only.
- Students will enter the bus in an orderly fashion, go directly to a seat and remain seated until the destination is reached.

### **Extracurricular Trips**

The above rules and regulations will apply to any trip with school sponsorship. Pupils shall obey the instructions of the chaperones appointed by the school.

## **VIDEOTAPING ON SCHOOL BUSES**

Parent/guardian/caregiver(s) and students are advised that school buses are equipped with videotaping equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

## **BUS DISCIPLINE POLICY**

Violation of bus rules will be reported promptly by the driver in writing to the administration and the student's parent/guardian/caregiver(s), with a copy to the offending student. Violations may result in the loss of bus privileges, in addition to disciplinary consequences up to and including suspension from school.

In general, loss of bus privileges will be applied in progressive steps:

1 <sup>st</sup> Offense	Warning
2 <sup>nd</sup> Offense	3-day bus suspension
3 <sup>rd</sup> Offense	10-day bus suspension

Additional Offense(s): Exclusion from the bus for an extended period of time, up to and including permanent exclusion. The nature of the offense and the particular circumstances will determine whether all of the above steps are followed in sequence. For example, a first offense of sufficient seriousness may result in permanent exclusion from the bus.

## **FIGHTING**

Fighting is not tolerated at any time at ORRHS. The penalties for fighting may include, but are not limited to, the following:

- 1<sup>st</sup> fight – suspension of three (3) or more days with possible recommendation for an expulsion hearing.
- 2<sup>nd</sup> fight – suspension of five (5) or more days with possible recommendation for an expulsion hearing.
- 3<sup>rd</sup> and subsequent fights – suspension of ten (10) or more days with possible recommendation for an expulsion hearing.

## **THE DISCIPLINE CODE**

It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules and regulations. The purpose of disciplinary measures short of expulsion is corrective, to encourage students to improve their conduct. The ultimate goal of the discipline code of the school is to guarantee students' respect for the person and property of themselves and others.

ORRHS rules and regulations are based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the administrator may consider all relevant factors, including but not limited to the following:

- The student's previous disciplinary record.
- The severity of disruption of the educational process.
- The degree of danger to self, others, and the school in general.
- The degree to which the student is willing to change their inappropriate behavior.

## **CATEGORY ONE OFFENSES**

1. Use, possession, distribution, purchase or sale, or attempt to use, possess, distribute, buy or sell, alcohol, or any substance purported to be alcohol (M.G.L. c. 272, s. 40A)
2. Physical violence, including fighting
3. Vandalism or malicious destruction of or damage to public or private property
4. Theft
5. Assault
6. Sexual harassment (M.G.L. c. 157, s. 1)
7. Intimidation, that is, threatening or putting a person in fear for their safety
8. Any criminal acts, whether a misdemeanor or felony
9. Possession of a weapon or a hoax device or a facsimile of a weapon or any unauthorized object such as a laser pointer that could be injurious to health or safety or could damage the school facility (M.G.L. c. 266, s. 102A 1/2)
10. Intentional or reckless actions which create a reasonable likelihood that the health, safety, or well being of students, faculty, or others may be endangered
11. Under the influence of drugs and/or alcohol
12. Possession of any object that may be used as drug paraphernalia
13. Participation in any form of hazing (M.G.L. c. 269, s. 17-19)
14. Possession of fireworks
15. Unauthorized purchase or sale of any item
16. Cheating or Plagiarism
17. Falsely activating a fire alarm, setting a fire, making a bomb threat or any other threats or actions that place any person or the school in harm (M.G.L. c. 269, s. 13)
18. Misuse of computer hardware or software or copy machines
19. Use of vulgar, profane, disrespectful acts or language to any staff member or student or at any time in school
20. Disturbance of school or public assembly (M.G.L. c. 272, s. 40)
21. Civil rights violations or hate crimes (This range of behavior extends to graffiti to threats to actual assaults and is directed to an individual (or group) because of the individual's race, color, creed, religion, national origin, ethnic background, disability, sex, gender identity, or sexual orientation)

22. Smoking, including the use or possession of any tobacco, smokeless tobacco products, or electronic cigarettes; possession of cigarette lighters, matches or other types of flammable igniters is also prohibited, and such materials will be subject to confiscation
23. Videotaping of any person, including students and teachers, without their permission
24. Possession of any form of pornography (sexting is considered a form of pornography according to Massachusetts Law)

### **CATEGORY ONE CONSEQUENCES**

Discipline imposed for Category One violations may include one or more of the following:

- Suspension out of school for up to ten (10) days.
- Loss of student privileges, including participating in school activities.
- Referral to the Superintendent of Schools for review and possible imposition of more stringent sanctions.
- Assignment to in-school suspension. Restitution or restoration will be required of the student when deemed appropriate by the school. The student's parent/guardian/caregiver(s) will be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools, the School Committee, and the police may also be notified for a violation of any of the above. Any violation of category one offenses, but not limited to category one offenses, suspected to be criminal in nature, will immediately be reported to the police.
- Saturday School
- If the student commits a second offense within this category, they may be referred to the Superintendent for a hearing and possible permanent expulsion.

### **CATEGORY TWO OFFENSES**

1. Insubordination (refusal to cooperate)
2. Refusal to do school work
3. Throwing food
4. Disruption of a class, detention, or any other school activity to the point of being sent from that class or activity
5. Disruption or other disorderly conduct while assigned to in-school suspension
6. Unexcused absence from school or class
7. Leaving classes or school grounds without permission
8. Repeated (three or more) violations of school rules, regulations, or procedures otherwise subject to Category Three discipline
9. Participation in a walkout
10. Failure to attend detention
11. Throwing snowballs or any object on the school property
12. Receiving five detentions in one term or eight detentions in one academic year
13. Forging signatures, notes, or official documents, but not limited to report cards, field trip permission forms, dismissal notes, tardy notes, bus notes, and passes
14. Truancy
15. Bus Conduct Referrals
16. Being in an unauthorized area or using school property equipment without permission
17. Multiple students in one bathroom stall or in an unsupervised space

### **CATEGORY TWO CONSEQUENCES**

Discipline imposed for Category Two violations may include one or more of the following:

- Suspension out of school for up to five (5) days.
- Loss of student privileges, including the privilege of participating in school activities (such as Prom, athletic events, dances).
- Assignment to in-school suspension. Restitution or restoration will be required of the student when deemed appropriate by the school. The student may be referred to guidance. The student's parent/guardian/caregiver(s) may be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools may also be notified.
- Saturday School

For any subsequent offense within this category, the student is subject to more severe discipline, including Category One consequences.

### **CATEGORY THREE OFFENSES**

1. Tardiness to school more than three (3) times in a marking period
2. Failure to follow one's schedule as published
3. Failure to follow rules and procedures regarding tardiness, absences, or dismissal not otherwise subject to discipline under Category One or Two
4. Failure to pay for athletic equipment broken or not returned
5. Use of electronic media and communication devices
6. Failure to sign in when arriving tardy to school
7. Card playing
8. Failure to follow any other rule, regulation or procedure set forth in the handbook or published in the daily bulletin whose violation is not otherwise identified as a Category One or Category Two offense
9. Behavior that interferes with the smooth, orderly, and efficient running of the school which is not otherwise subject to Category One or Category Two offense
10. Possession of a water pistol or the like
11. Unauthorized use of the elevator
12. Gum chewing
13. Eating food or consuming anything other than water in the classroom or bathroom
14. Having a vehicle without a school parking tag on school property
15. Failing to sign in to study, library or computer rooms
16. Misuse of a graphing or any other calculator
17. Failure to return school-issued materials, i.e. textbooks, library books, etc.
18. Wearing backpack in school without administration approval

### **CATEGORY THREE CONSEQUENCES**

Discipline imposed for Category Three violations may include one or more of the following:

- A warning.
- Loss of student privileges, including the privilege of participating in school activities.
- Assignment to one or more after-school detention sessions.
- Assignment to in-school suspension.
- Pass restriction. Tardiness to school more than three (3) times in a marking period or any subsequent tardiness in a marking period may result in pass restriction.
- Restitution or restoration will be required of the student when deemed appropriate by the school.

Subsequent violations within this category will subject the student to more severe discipline, including Category Two sanctions. If violations continue after Category Two consequences have been imposed, the student may be subject to Category One consequences.

## **DUE PROCESS**

The Discipline Code at ORRHS is administered within the guidelines set forth by the U.S. Supreme Court with regards to due process for students.

The Supreme Court held that the Due Process clause of the Fourteenth Amendment to the United States Constitution requires that a student facing temporary (up to ten days) suspension from a public school be given oral and/or written notice of the charge(s) against them, explanation of the basis for accusation(s), and an opportunity to present their version of the facts. In addition, the court held that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process", the hearing must precede rather than follow their suspension.

The court pointed out that due process does not require that hearings in conjunction with suspensions be trial-like in nature. Therefore, school officials are not required to give the student an opportunity to secure counsel, to confront and cross examine witnesses supporting the charges or to call their other supporting witnesses.

Before a student is suspended from school, they are first given an informal hearing by an administrator who will attempt to contact a parent/guardian/ caregiver. If a student is assigned to in-school suspension and the current work is given to the student, the work must be done. During the time of out-of-school suspension, a student may not participate in any extracurricular activities.

## **THE APPEAL PROCESS**

The Discipline Code holds students, parent/guardian/caregiver(s), and the school accountable for appropriate school behavior. It is not the intent of the Discipline Code to be unreasonable punitive toward students for unusual or extenuating circumstances. Therefore, an appeal process has been developed for those extraordinary situations.

The parent/guardian/caregiver must write a letter to the Building Principal. This letter will request a review of the circumstances. Parent/guardian/ caregiver(s) must submit their letter of appeal within 48 hours from the time of suspension. Upon receiving the appeal letter, the Principal will set up an appeals meeting to review the facts of the case. A response by the Principal will be rendered within 24 hours of the appeals meeting.

## **POLICIES PROHIBITING WEAPONS AND DRUGS** **M.G.L. c. 71, s. 37H**

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- (b) Any student who assaults a Principal, Assistant Principal, teacher, paraprofessional or other staff on school premises or at school-sponsored or school-related events, may be subject to expulsion from the school or school district by the Principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) As of April 4, 1994, when a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said

student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

M.G.L. c. 71, s. 37H, as amended by s. 36 of c. 71 of the Acts of 1993 (the Education Reform Act), and further amended by s. 1 of c. 380 of the Acts of 1993.

## **POLICIES GOVERNING SUSPENSIONS**

### **M.G.L. c. 71, s. 37H $\frac{3}{4}$**

**Consequence:** May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.

Consequences other than suspension may draw from evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.

No student may be suspended for more than 90 school days in a school year.

**Due Process:** Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent/guardian/caregiver, and the opportunity for a meeting/hearing with the Principal before suspension takes effect.

Principal must make and document reasonable efforts to include the parent/ guardian/caregiver in meeting/hearing with the student.

Principal must audiotape the hearing if requested by the parent/guardian/ caregiver and all those attending the hearing must be informed of the taping.

Following hearing, Principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent/guardian/caregiver in writing of the right to appeal to the Superintendent and the process to be followed.

**Appeal from Principal's Decision:** Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent/guardian/caregiver can request extension for up to 7 calendar days, which must be granted.

The Superintendent must hold hearing within 3 calendar days of the parent/guardian/caregiver's request for a hearing. The student or parent/ guardian/caregiver may request up to 7 additional calendar days. If so, the Superintendent must allow the extension. The Superintendent may have the hearing without the parent/guardian/ caregiver if the Superintendent has made a good faith effort to include the parent/guardian/caregiver.

The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at their expense at the hearing.

The Superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.

The Superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the Principal decided. A written decision is due within 5 calendar days of the hearing.

## **SEARCH AND SEIZURE**

School officials need not obtain a warrant or meet the legal standard of "probable cause" (applicable to police and law enforcement officials), before searching a student who is under their authority. The legality of a search of a student should depend simply on the reasonableness of the search. A search of a student will be justified when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

School administrators maintain the right to seize items in a student's possession and to search school property assigned to a student and the student's vehicle parked on school property under the following guidelines:

- There is reasonable suspicion to believe that the items in possession are illegal or in violation of school rules, or constitute a hazard to health and safety of the student or others, or disrupts the educational process.
- Lockers remain the property of ORRHS and we maintain the right to open any locker at any time for inspection purposes. This may be done, if possible, in the presence of the student and shall be done under the direction of a school administrator.
- All searches will be conducted with respect to all safety considerations and with the least disruption, and intrusion possible.
- In the event that students are found in possession of an illegal item, the parent/guardian/caregiver will be notified immediately.

Students who are suspected to be in possession of, or under the influence of, any controlled substance or are suspected to be in possession of any materials dangerous to the student or other students, may be asked to empty their pockets and/or possessions.

It is not the intention of the School District to violate individual liberties; however, the obligation of the school is to provide a safe environment conducive to learning for all students.

#### **CHAPTER 380 - AN ACT RELATIVE TO SAFETY IN THE PUBLIC SCHOOLS**

Chapter 380 authorizes the School Principal to suspend a student charged with a felony, or who is the subject of a felony delinquency complaint, and to expel a student so convicted, whether the offense occurs on or off school property and regardless of whether the offense is or is not school-related. (Effective Date: 4/4/94)

##### **The Gun-Free Schools Act**

In addition to M.G.L c. 71, s. 37H, the school is covered by the federal Gun-Free Schools Act. In accordance with that Act, the school will expel for one year any student who is determined to have brought a firearm to school, unless the Superintendent determines, on a case-by-case basis, that a lesser punishment is warranted. A student accused of having brought a firearm to school shall be entitled to the same notice of charges, hearing and appeal process as is provided under M.G.L c.71, s. 37H, as described above.

Under M.G.L c. 71, s. 37L, when a student uses or possesses a dangerous weapon on school premises, school officials are required to report the incident in writing to the Superintendent. The Superintendent must provide a copy of the report to the local police, DSS and the School Committee. Assessment and counseling may be required, in addition to any disciplinary action taken.

##### **Drug-Free Schools and Communities Act**

The federal Drug-Free Schools and Communities Act requires all schools to adopt and implement a program to prevent the use of illegal drugs and the abuse of alcohol by students as a condition of the school receiving federal funds or any other form of financial assistance under any federal program. The school in compliance with the requirements of that Act is issuing this policy. Compliance with this policy is mandatory. Students of the school and their parent/guardian/caregiver(s), as well as school employees, are reminded annually of the requirements of this policy.

#### **FACULTY AUTHORITY**

Teachers are required to report to the administration the name of a student:

- Who engages in any conduct prohibited by law, including, but not limited to, use, possession, purchase or sale of drugs or alcohol, vandalism, theft, forgery, assault, or any other act of violence, whether actual or threatened, against the person or another, or
- Who engages in any conduct that violates school rules, regulations or procedures, including, but not limited to, smoking, unexcused absence from an assigned area or activity, presence in an unauthorized area or loss of or failure to return any document addressed to the student's parent/guardian/caregiver.

### **PASS RESTRICTION**

The use of a pass is a privilege. Any person who abuses this privilege will be placed on pass restriction.

- First Offense: Pass Restriction for 2 weeks
- Second Offense: Pass Restriction for one month.
- Third Offense: Indefinite Pass Restriction and loss of student privileges, including participating in school activities.

Violating Pass Restriction will result in a Saturday detention and an increase in consequences.

### **AFTERSCHOOL DETENTION**

**Classroom Detention:** the student in the classroom of that teacher will serve any detentions which have been assigned by a classroom teacher. Students who skip a teacher detention will be required to serve the teacher detention and will be given an additional administrative detention.

**Administrative Detention:** Students will be assigned to the administrative detention by the administration. Detention is from 2:05 p.m. to 3:05 p.m. on Tuesday and Thursday. Students who do not arrive on time and/or fail to bring academic work will be assigned an additional detention. Students must be quiet at all times. All detentions must be served on the day that they are assigned unless the administration approves in advance a 24-hour delay due to extenuating circumstances. Students may not postpone a detention to participate in school activities. A Suspension assignment given for cutting detention does replace the detention. Students are not permitted to listen to music during administrative detention. Students who skip an administrative detention will be given an additional detention on the first offense. The second offense and every additional offense will result in a Saturday Detention.

### **REMOVAL FROM CLASS**

Students are to report directly to the Assistant Principal's office when sent out of a class by the teacher or staff member. In the event no one is available in the Assistant Principal's office upon arrival, the student is to report to the main office.

### **IN-SCHOOL SUSPENSION**

Although the administration reserves the right to suspend students out-of-school, the preferred place to serve a suspension is in in-school suspension.

- The authority of the Principal, or their designee, to suspend a student from school derives from authority delegated by the Superintendent of Schools.
- The school will attempt to notify the student's parent/guardian/ caregiver by telephone at the time it is determined that the student will be suspended.
- A copy of the written disciplinary report may be supplied to parent/guardian/caregiver.
- A suspension may be imposed for violation of school rules and regulations, as set forth in the Discipline Code.
- All in-school suspensions will take place in a location designated by the Assistant Principal.
- Loitering or visiting other areas of the school is strictly prohibited.
- Violation of this regulation may result in extension of the suspension or other disciplinary action.
- A suspended student may not participate in any school activity or athletic event.

### **OUT-OF-SCHOOL SUSPENSION**

Suspension from school is used as a disciplinary measure when students violate the Discipline Code to various degrees and when the student poses a danger to self or others.

- A student suspension of 10 days or less is an unexcused absence.
- Students who are suspended from school will be allowed to make up all work missed for full credit, while under suspension.
- All assignments and assessments must be made up by the second class meeting, regardless of the length of suspension
- It is the student's responsibility to collect missed assignments while out on suspension.

- A suspended student may not participate in or attend any school activity or athletic event.
- Students are to remain home during school hours while under suspension.

### **SATURDAY SCHOOL**

Saturday School is used to help address behavior, academic and attendance issues. The purpose of the program is to provide a supervised alternative to in or out-of-school suspension for the following offenses:

- Skipping school
- Leaving school without authorization
- Chronic disruptive behavior
- Excessive tardiness to school
- Cutting class
- Cutting detention
- Three or more Administrative detentions
- Other infractions as determined by the school administration
- Academic support

### **SATURDAY SCHOOL REGULATIONS**

Saturday School may be an alternative to after-school detention, out-of-school suspension and/or in-school suspension. A two-hour assignment or a four-hour assignment on a Saturday may be assigned in lieu of after-school detention, out-of-school suspension or in-school suspension. While in Saturday School, students must perform academic work.

Student must arrive at Saturday School with books, assignments, and other appropriate materials, as each session is to be dedicated to academic work. Students must bring enough materials to work for the entire assigned time.

Any student who is late to Saturday School, who reports without materials, is dismissed for inappropriate behavior or does not attend an assigned session, will be assigned an additional two-hour Saturday detention.

Students will not be excused from Saturday School for athletic events, work, or family events. Failure to serve a Saturday School will result in an additional 2 hour. One Saturday detention is the equivalent of three after-school detentions.

### **GANG INVOLVEMENT/ACTIVITY**

A gang is defined as “any group not sponsored by the school, possibly of secret and/or exclusive membership whose purpose or practices include the commission of illegal act, violations of school rules, establishment of territory or “turf”, or any actions that threaten the safety or welfare of others.” Students who violate any of the provisions noted herein will be subject to disciplinary action including suspension and possible recommendation for expulsion. Students who engage in gang activities may be criminally prosecuted. A student shall not:

- Participate in gang-related activities.
- Appear with or wear gang identifications such as attire colors, clothing or jewelry
- Designate boundaries or turf, or belong to any group that designates boundaries or turf.
- Participate in hazing, initiation, or recruitment activities.
- Deface property with graffiti.

### **REFERRAL TO SUPERINTENDENT**

If a student is suspended out of school more than three times, they may be referred to the Superintendent. Referral may be made at an earlier point if the nature and severity of the student’s offense so warrants.

The Superintendent of Schools may, following a hearing, impose an in-school or out-of-school suspension of as much as twenty (20) days for violation of school rules. The Superintendent may also withdraw all after-school privileges from the student for as long as one calendar year.

The Superintendent, at their discretion, may refer the student to the School Committee.

#### **DISCIPLINE OF STUDENTS WITH DISABILITIES**

A student with disabilities may be suspended for up to ten cumulative school days during a school year. If a suspension of more than ten days is proposed, or if a shorter suspension would result in more than ten cumulative days of suspension, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a previously developed behavioral intervention plan, consistent with a functional behavioral assessment of the student. Following this, the TEAM must review the relationship between the student's disability and the behavior that is the subject of the disciplinary action. If the TEAM determines that the student's misconduct is a manifestation of the student's disabilities, or results from an inappropriate special education program or placement, or from an IEP that was not fully implemented, the long-term suspension or expulsion may not be imposed. Instead, the student's IEP must be amended to include appropriate goals, services or placement.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things, the TEAM must offer placement in an interim alternative setting that will: (1) enable the student to continue to participate in the general curriculum; (2) enable the student to receive the services listed in the last agreed upon IEP; and (3) include any services or modifications designed to address the student's behavior.

The parent/guardian/caregiver(s) have the right to request an expedited hearing before the Bureau of Special Education Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parent/guardian/ caregiver(s) request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed-upon educational placement while the proceedings are pending before the BSEA. This right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, school personnel may remove the student to an interim alternative setting without parent/guardian/caregiver consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parent/guardian/caregiver consent.

#### **PROCEDURAL REQUIREMENTS APPLIED TO STUDENTS NOT YET DETERMINED TO BE ELIGIBLE FOR SPECIAL EDUCATION**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent/guardian/caregiver had expressed concern in writing; or
  - b. The parent/guardian/caregiver had requested an evaluation; or
  - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent/guardian/caregiver has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent/guardian/caregiver requests an

evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

#### **FALSE ALARMS**

M.G.L. c. 269, s. 13 - Any student turning in a false fire alarm or a bomb threat will be turned over to the police for prosecution. The student is subject to Category One consequences. Students should be aware that they may be assessed the full value for bringing the fire apparatus to the school.

DRAFT

## ACTIVITIES

Participation in all school activities, including athletics, is a privilege that can and will be revoked for failure to follow school rules.

### EVENING ACTIVITIES

All school activities will end no later than 9:30 p.m. with the following exceptions:

- Drama rehearsals will end no later than 10:00 p.m. during the week preceding the first performance of the show.
- All school dances will be from 7:00 to 10:00 p.m. Students must make arrangements to be promptly picked up at the conclusion of the dance or by 10:15 p.m. at the latest.

Any variation from this schedule must be approved in writing by the Principal.

### SOCIAL ACTIVITIES

#### Senior Prom

- A prom location not within the State of Massachusetts must have approval of the School Committee.
- ~~Students attending the prom are expected to be in school the day of the prom and the day after the prom for the full day.~~
- Underclassman attending the senior prom must be in school by 8:00 a.m. the day of the event and stay for three (3) entire class blocks.
- All prom attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances.

#### School Dances

The following rules apply to all school-sponsored dances:

- All school dance attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances.
- A school administrator is in charge of the dance, whoever the chaperones may be, and is solely responsible for issuing instructions to the chaperones, the police officer, and the custodian (if employed by the dance committee).
- School dances are open only to students of ORRHS and their guest. Junior high school students are not allowed to attend high school dances. Students wishing to invite a guest not attending Old Rochester Regional need to submit a completed Permission to Attend an Old Rochester Regional High School Function form at least one week before ticket purchase to receive administrative approval prior to purchasing tickets. Any guest not attending high school or over age 18 must complete and pass a CORI check prior to administrative approval.
- All guests of ORRHS students must be under the age of 21 (No exceptions). If your guest does not attend ORRHS, proof of age will be required in the form of a driver's license or school photo ID, a copy of which is to be attached to the completed permission form.
- A student wishing to bring a guest must register their guest including name, address, and telephone number (via a previously approved permission form) when purchasing their tickets and must accompany the guest to the dance.
- The faculty advisor will obtain and keep at the dance admissions desk a current roster of all students of ORRHS signed up for the dance and the number of their assigned ticket. Only students on this list and their guest are eligible for admission to the dance.
- No one will be admitted to a dance after 8:00 p.m. unless prior arrangements have been made with the faculty advisor.
- Students are to inform their guest of the school rules prohibiting the use or possession of alcohol and drugs on school premises. These rules will be strictly enforced. In accordance with state law, no smoking is allowed by anyone on school grounds at any time. This includes the use of smokeless tobacco.

- Persons bringing alcoholic beverages, drugs or any substances purported to be drugs onto school property will turn them over to the police and will then be escorted from the property. A written report of the incident will be made to the Principal, who will take appropriate disciplinary action.
- At least ten (10) approved chaperones must be present throughout the entire dance.
- Adequate lighting will be maintained in the dance hall at all times.
- Students and their guests are forbidden to enter any part of the building not made available on the “Use of Building” form.
- Restrooms will be inspected frequently.
- Students may not go to an automobile unless they have signed out to leave the dance. Anyone leaving the dance must promptly leave the school premises.
- No person who was absent on the day of the dance will be allowed to attend. No person will be allowed to leave the dance early without parent/guardian/caregiver permission.
- Inappropriate displays of affection must be avoided. Students who manifest this type of behavior may be asked to leave the dance and parent/guardian/caregiver(s) may be called.
- If fewer than 100 tickets are sold, the dance will be cancelled and refunds will be issued. No refunds will be issued for unused tickets and no tickets will be sold at the door.

### **HAZING**

The practice of hazing is prohibited both by Massachusetts law and by school rules. A student who is an organizer or participant in a hazing is subject to Category One sanctions as well as criminal prosecution.

The Massachusetts statute, which prohibits hazing, is M.G.L., c. 269, s. 17-19.

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

### **DUTY TO REPORT HAZING**

Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

### **FIELD TRIPS**

- All participating students must submit a signed parent/guardian/ caregiver permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.
- Because field trips are an extension of the classroom, all school rules apply.
- Students must be in good standing to participate in field trips.

### **STUDENT GOVERNMENT**

#### **Class Cabinet and Time of Elections**

Each class will have a president, vice president, secretary, and treasurer. All class cabinets of grades 9, 10, and 11 will be elected in May with incoming 9<sup>th</sup> grade elections in the second week of September.

#### **Eligibility**

Student nominees for class office cannot be under administrative discipline at the time of election or during the term preceding election. The student nominee must have maintained a passing grade in 30 credits of course work during the term preceding election. (Please note that this is the same eligibility requirement imposed by the Athletic Department.)

### **Procedures for Nominations and Elections**

- Nomination papers may be obtained prior to the elections. Each nomination paper must have the signatures of 25 members of the class and the signature of an advisor. Advisors are to discuss fully with the nominee the pros and cons of their candidacy.
- The deadline for completion of nomination papers is one week before the election. Papers are then to be presented to the Principal for their signature, to confirm that the candidate has fulfilled the eligibility requirements.
- Candidates may campaign and use posters where permitted in the school building, but posters must be approved by the Principal or their representative. Candidates may speak at assemblies or over the intercom with prior approval.
- On Election Day, voting will take place during first block. Arrangements and the distribution and counting of ballots are the responsibility of the Student Council advisor.
- If a president cannot complete their term of office, the vice president will succeed them. If the vice president cannot complete the term of office as president, the Executive Board will appoint a president to fill the vacancy. Vacancies occurring in other offices will be filled by appointment by the Executive Board.
- Class meetings may be held at any time at the discretion of the advisor as approved by the administration

### **Available Positions**

- Class President
- Class Vice President
- Class Secretary
- Class Treasurer
- Student Council Representative (3 per class)
- Yearbook Representative
- Class Photographer/Historian
- Class Officers

### **Student Advisory Council**

**Membership:** One and one alternate for a total of two. Both students elected to this council shall attend all student council meetings and be subject to all student council by-laws as full members of the board.

**Duties:** Attend Regional School Committee Meetings; Attend monthly Executive Council

**Meetings:** Attend monthly SAC meetings; Attend annual SAC convention and other regional sessions; Present monthly reports to Student Council.

The SAC representative having received the largest number of votes in a school-wide election will serve on the ORR School Committee as a non-voting member. (Board of Education Guideline)

### **Student Council**

The voting members of student council will be comprised of the following: Class vice presidents (from each class), 3 student council representatives (from each class), and designated members of ORRHS club/organizations/and athletic teams. Only the newly elected class vice presidents and 3 student council representatives from each class are eligible to run for the student council officer positions.

### **Available Positions**

- President
- Vice President
- Secretary
- Treasurer

**Student Council Members:**

- Must attend monthly meetings. If a student council member misses more than one meeting, their voting privileges may be taken away.
- Act as the liaison between the student body and the administration.
- Work with the student council advisors to participate in the organization, preparation, and facilitation of all student council fundraising, community service, and social events.
- In all matters not specifically covered by these By-Laws, the parliamentary authority shall be “Robert’s Rules of Order.”
- The following standing committees shall be appointed each year when necessary by the student body president: Constitution, election, social event planning, community service projects, publicity, student involvement, and Homecoming. Membership in these committees is not limited to the Student Council.

**ORRHS ACTIVITIES, CLUBS, AND ORGANIZATIONS**

A-Cappella Club	DECA	Math Team
American Field Service (AFS)	D&D Club	Mock Trial
AmbassadOR Club	Esports	Model UN
Art Club	Environmental Club	National Honor Society
Chorus	GRIT (marathon running)	Paw Prints Newspaper
Community Service Learning	Gender Sexuality Alliance	Writing Club
Concert Band	Hack Club	Sci-Fi Club
Cooking Club	Jazz Band	Student Government
Dance Team	Knitting Club	Tea Talks
Debate Team	Latin Club	Yearbook Club
Drama Club		

**FUNDRAISING**

All fundraising must have prior approval of the Principal. Fundraising (selling an item for a profit) without authorization will be subject to Category One of the discipline code.

## ATHLETICS

*It is an honor and privilege to participate in high school sports. While you are often called student/athletes, it must be remembered you are a student first. Each student/athlete is expected to act in a dignified and mature fashion, on and off the field. You must wear your school colors with pride, win with class and lose with dignity. You will come to respect your peers, coaches and officials. Remember that you not only represent yourself but also your teammates, coaches, team and school.*

### **Interscholastic Sports Programs**

*Offered at Old Rochester Regional High School*

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Varsity Football	Varsity Ice Hockey	Varsity Softball
J.V. Football	J.V. Ice Hockey	J.V. Softball
Freshmen Football	Boys Varsity Basketball	Varsity Baseball
Varsity Volleyball	Boys J.V. Basketball	J.V. Baseball
J.V. Volleyball	Boys Frosh Basketball	Boys Spring Track
Golf	Girls Varsity Basketball	Girls Spring Track
Varsity Fieldhockey	Girls J.V. Basketball	Varsity Boys Tennis
J.V. Fieldhockey	Girls Frosh Basketball	Varsity Girls Tennis
Freshmen Fieldhockey	Boys Indoor Track	Varsity Boys Lacrosse
Boys Varsity Soccer	Girls Indoor Track	J.V. Boys Lacrosse
Boys J.V. Soccer	Cheerleading	Varsity Girls Lacrosse
Girls Varsity Soccer	Swimming	J.V. Girls Lacrosse
Girls J.V. Soccer		Sailing
Boys Cross Country		
Girls Cross Country		
Cheerleading		
Dance Team <i>fall-winter</i>		

*It takes great commitment to be part of an athletic team. Before a student makes that commitment, the student and their parent/guardian/caregiver(s) must read and understand this handbook. The rules listed are a combination of policies from the Massachusetts Interscholastic Athletic Association, the O.R.R. School Committee and the O.R.R. High School Administration. They have been established so that all those who choose to participate in athletics at O.R.R. will have a positive educational experience.*

**All Sport Schedules can be found at: <https://www.arbiterlive.com>**

It is the intent of our athletic program to:

- Facilitate development of a strong sense of commitment to student, team and school
- Place a premium on the values that accrue from fair play
- Teach respect and consideration for opponents as either the guests or hosts of the game
- Cultivate respect for the authority of school personnel, coaches and game officials
- Develop self-control, self-direction and sound judgment

- Demonstrate that the rules of the game are by mutual agreement and are to be honored in spirit as well as in letter
- Recognize that athletics really aim to promote the mental, social and moral welfare, as well as the physical well being, of the participant
- Promote the game for the players - and as a game only – not as a matter of life and death, of the lasting glory in victory or of the disgrace of defeat

### Athletic Policies

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is \$275 per student per sport with an individual cap of \$700 and a family cap of \$975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- A student who is absent from school may not participate or attend any extracurricular activities including practices without prior approval by administration for extenuating circumstances.
- A suspended student may not participate in or attend any athletic event during the term of their suspension
- A student who is suspended may be removed from their captaincy or leadership position
- A student may not participate or attend any athletic event on days they have been assigned to in-school suspension
- Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Student athletes that are late for practice or games for any reason, i.e.: extra help, meeting with athletic trainer or club meetings, will require a note to the coach. An athlete must be marked present on the school attendance sheet to be able to participate
- Serving a detention takes precedence over any practice or game
- Sub Varsity teams are developmental in nature; there is an expectation that all team members in good standing will participate in every game
- Varsity teams are competitive athletic situations. Playing times and positions are dictated by the coach
- After the tryout period and before the first contest, no student listed on a specific sport roster may switch from that athletic activity to another without the consent of the coaches and the athletic director. After the first contest, a waiver from the MIAA is necessary in order to switch sports
- The rules from each coach are in writing and approved by the athletic director. Violations of team rules, such as failure to follow the instructions or training rules of the coach, or behavior that in any manner interferes with the smooth and orderly conduct of a team, will result in the imposition of disciplinary measures by the coach. These disciplinary measures may supersede those of the school and state association and include training assignments, suspension from one or more games or, in severe cases, expulsion from the team
- Each player is required to wear the appropriate protective equipment/gear (during practice and competition) as specified by the M.I.A.A. for their particular sport. In addition, each player is required to wear the protective equipment in the proper, unaltered intended fashion
- No spikes or cleats will be worn in the building

- We do ask that you address any questions, concerns, or issues with your student/athlete's coach as soon as possible. Please do so by making an appointment in advance. If you do not have a contact phone number for the coach, please contact the athletic office at 508-758-3745 ext. 1823. Note: Approaching the coach just prior to a game, following a game or during a practice or game may be an inappropriate time.
- The use of athletic facilities for other than school purposes must be approved by a 'Use of Building' form from the front office.
- The Principal of Old Rochester Regional High School is ultimately responsible for the management, personnel and property of the athletic department. Their designated representative for such matters is the athletic director.

#### **Interscholastic Athletic Eligibility Requirements**

- To be eligible for athletics, a student must be passing six (6) courses at the end of the preceding academic term.
- To be eligible for fall athletics, a student must have passed six (6) full-year course equivalents in the prior academic year.
- Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to all parent/guardian/caregiver(s) of all students within a particular class

#### ***The South Coast Conference***

*Old Rochester Regional is a member of the South Coast Conference (SCC). The league is governed by the MIAA and its own constitution. The league schedules most of the games played by Old Rochester Regional, at all levels of its competition. The SCC consists of:*

*Aponequet  
Dighton Rehoboth  
Old Rochester  
West Bridgewater*

*Bourne  
Fairhaven  
Seekonk*

*Case  
GNBVTHS  
Somerset Berkley*

**O.R.R. is a proud member school of the Massachusetts Interscholastic Athletic Association (hereafter referred to as the M.I.A.A.) which:**

- Is the governing body of high school athletics within the state of Massachusetts
- Board of Directors is made up of Principals from various districts throughout the state
- Board of Directors and its various sub-committees establish policies for all member schools
- "is an organization of 368 high schools, who sponsor athletic activities in 33 sports. More than 200,000 young men and women compete annually in approximately 100,000 competitions among MIAA member schools." Per MIAA

**The MIAA Home Page can be found at [www.miaa.net](http://www.miaa.net). It is a web site full of information pertaining to high school interscholastic athletics. The information includes the complete Blue Book which contains rules, regulations and guidelines.**

#### **Especially pertinent Student-Athlete Policies:**

- Most not miss a high school practice or competition in order to participate in a non-school activity/event in any sport recognized by the MIAA. The penalty is ineligibility for two (2) weeks or two (2) games, whichever is greater, and the athletes are ineligible for state tournament contests
- "Captain's practices" are not in any way sanctioned, encouraged or condoned. Students are not to organize or compete in them.
- Incomplete grades may not be counted towards eligibility
- A student who repeats work upon which they have already received credit cannot count that subject a second time for eligibility
- A student cannot count for eligibility any subject taken during the summer vacation unless that subject has been previously pursued and failed

### **Time Allowed for Participation:**

- A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.
- In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons. In special cases where a student has been absent from school because of an accident or illness, the executive director, or their designee, shall have the authority to extend the student's eligibility upon presentation of a doctor's certificate on the student's behalf and a letter from the Principal attesting to the inability of the student to attend school during a specific period because of an accident or illness. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student's accident/illness prevented participation.

### **Age Limits:**

- A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that their 19th birthday occurs on or after September 1 of that year. For Freshman competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year.

### **Graduation:**

A student must be an undergraduate: i.e., they shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:

- An early graduate of a high school may represent their school in athletics until the end of the sport season in which they are participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.
- A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if they continue to take at least the equivalent of four traditional year long major English courses.

### **Chemical Health:**

*From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest),* a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product including e-cigarettes; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer". It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by their doctor.

This MIAA statewide minimum standard is not intended to render "guilt by association", e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

### **Minimum PENALTIES:**

- **First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.
- **Second and subsequent violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events *provided the student was fully*

*engaged in the program throughout that penalty period. The High School Principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.*

*Revised 2/13/08*

Penalties shall be cumulative each academic year, **but serving the penalty could carry over for one year. Or**, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. *(e.g. A student plays only football: they violate the rule in winter and/or the spring of same academic year: the would serve the penalty [ies] during the fall season of the next academic year).*

#### **1st Offense - 25%**

# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

#### **2nd Offense - 60%**

# of Events / Season Penalty	# of Events /
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

#### **2nd Offense w/Dependency Program - 40% if in the program throughout the penalty period.**

# of Events / Season Penalty	# of Events /
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

- During practice or competition, a coach shall not use any tobacco product (**penalty: same as students' – see chart above**).

**Steroid Use** - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to

prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that their success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

*Revised 2/13/08*

### **Good Citizen Rule**

- Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

### **Sportsmanship: Taunting**

- Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, sex, gender identity, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics. Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing their skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.
- In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.
- At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

### **Hazing**

The practice of hazing is prohibited both by Massachusetts law and school rules. A student who is an organizer or participant in a hazing is subject to Category one sanctions as well as criminal prosecution. The Massachusetts statute, which prohibits hazing, is **Massachusetts General Law, Chapter 269, Sections 17 through 19.**

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, forced physical activity which is likely to adversely affect the physical health or extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

### **Duty to report hazing**

- Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

## Anti-Bullying Policy

Old Rochester Regional High School Staff defines bullying as characterized by an imbalance of power between target and bully; intent to harm; the threat of further aggression, and/or the creation of a hostile environment for one or more students.

Examples of bullying include but are not limited to:

**Physical attacks:** hitting, touching, intimidating, hazing, ganging up on someone, and other unwanted physical contact in violation of one's personal space and property.

**Verbal attacks:** taunting, spreading rumors, name-calling, exclusion, hazing, lack of respect for differences and cyber bullying.

Cyber bullying can occur in blogging, instant messaging, emails, chat rooms, text messages, Facebook, Myspace or other sites of that nature.

The Old Rochester Regional High School community is committed to providing a safe environment to every student. The following is a statement of rights and responsibilities afforded to all students at ORRHS.

All students will feel free and safe

- to come to a safe school environment every day. Areas including locker rooms, hallways, bathrooms, the gymnasium, sports fields, and extracurricular events will be safe and accessible to all students.
- to report incidents of harassment or bullying safely to a staff member.
- to access the school social worker, guidance counselors, the school nurse or other trusted staff member
- to the security of person and property as well as personal space
- to explore positive, healthy relationships
- to express own opinions and be respected
- to have the responsibility to demonstrate respect towards all staff members, including teachers, paraprofessionals, custodians, librarians, nurses, secretaries, and administrators.

## DISCIPLINING BULLIES AND REHABILITATION/REMEDATION

ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

- **Tier 1** is a first-time offense of bullying. The Assistant Principal based on the nature of the offense will discipline the student based upon how falls within the student handbook guidelines. If the Assistant Principal views the situation as a case of bullying (as defined by anti-bullying policy) then the student is placed within the remediation program. The student has displayed antisocial tendencies and the ORRHS community feels that the behavior needs to be changed. The student will be referred to and participate in a mandatory remediation program. The bully's teachers and relevant school staff members will be notified of their behavior and made aware of a potential conflict with the target. The Assistant Principal will follow-up with both the bully and the target in subsequent weeks to assess the effectiveness of remediation and intervention.
- **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.
- **Tier 3** is a third offense and will be viewed as a category 1 offense within the student handbook.

The Assistant Principal reserves the right to elevate a first or second offense to the third tier based on the severity of the offense. Any student entering tier 2 or 3 will be mandated to participate in the school remediation program.

## ATHLETIC CONCUSSION INFORMATION

The following information will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. They also include instruction to coaches, volunteers, and parent/guardian/caregiver(s) in

preventing the occurrence of head injuries and concussions in extracurricular activities directed at discouraging and prohibiting a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon will be enforced as penalties, including but not limited to personnel sanctions, for failure to comply with the provisions of the district's policy.

### **What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury.

Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

### **Mechanism of Injury:**

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type.

Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

### **Signs and Symptoms:**

#### **Signs (what you see):**

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

#### **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness

- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate health professional.

### **Post Concussion Syndrome:**

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms.

Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

### **Second Impact Syndrome:**

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

## **ATHLETIC CONCUSSION PROCEDURES**

Any suspected or incurred head injury during a practice, game or school related extracurricular activity must be immediately reported to school medical personnel, Nurse, Certified athletic trainer or school/team physician. The

parent/guardian/caregiver of the injured student **must** be notified and advised to seek out necessary medical care for appropriate evaluation and treatment.

Any student athlete sustaining a concussion or head injury, under referral from the student's primary care physician and request of parent/guardian/ caregiver(s), may seek out assistance of a school based care team consisting of athletic and academic personnel, for purpose of a graduated re- entry accommodation plan to school activities and academic course work as indicated. The school based care team should include all personnel who are responsible for the successful return to academic requirements and provide a safe return to athletic activities.

#### Pre-Participation Requirements for Students and Parent/Guardian/Caregiver(s)

##### A. Education and Training

1. Each year at the pre-season meeting for every season, a school shall provide current approved materials to all students who plan to participate in extracurricular athletic activities and their parent/guardian/caregiver(s) in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long-term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent/guardian/caregiver shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic activities either (a) a certification of completion for an approved on-line course or (b) a signed acknowledgment as to their receipt of approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

##### B. Documentation of Head Injury and Concussion History

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the Athletic Director a current Pre-participation Form, signed by both the student and the parent/guardian/caregiver, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
  - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
  - Distribute copies of forms which indicate a history of head injury to the athletic trainer, school nurse and/or school physician.
3. If a student sustains a head injury or concussion during the season, the Head Injury During Sports Season Form must be completed (a) by the athletic trainer, coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent/guardian/caregiver if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

#### Suspected Concussion Exclusion from Play

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach or certified athletic trainer shall communicate the nature of the injury directly to the parent/guardian/caregiver in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The certified athletic trainer or coach also must provide this information to the parent/guardian/caregiver in writing in a timely manner.

4. The certified athletic trainer, coach or their designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
  - The academic plan shall be developed by the student's teachers, school nurse, parent/guardian/caregiver, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
  - The return to athletic participation plan will be developed by the certified athletic trainer and /or coach in consultation with the student's directing physician. The plan will be administered and documented by the certified athletic trainer or coach until completed and a full return to extracurricular athletic activities is possible.
  - The written plan shall include but not be limited to:
    - Physical and cognitive rest as appropriate;
    - Graduated return to classroom studies as appropriate;
    - Estimated time intervals for resumption of activities;
    - Frequent assessments by the school nurse as appropriate; and
    - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
  - The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

#### Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parent/guardian/ caregiver(s), the school nurse and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

#### Parent/Guardian/Caregiver Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
- Watch for changes in your student/athlete that may indicate that your student/athlete does have a concussion or that your student/athlete's concussion may be worsening. Report to a physician:
  - Loss of consciousness
  - Headache
  - Dizziness
  - Lethargy
  - Difficulty concentrating
  - Balance problems
  - Answering questions slowly
  - Difficulty recalling events
  - Repeating questions

Irritability  
Sadness  
Emotionality  
Nervousness  
Difficulty with sleeping

- Encourage your student/athlete to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Observe and monitor your student/athlete for any physical or emotional changes.
- Recognize that your student/athlete will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Student and Student Athlete Responsibilities:

- Report all symptoms to athletic trainer and/ or school nurse.
- Follow recovery plan.
- **REST.**
- **NO ATHLETICS.**
- **BE HONEST!**
- Keep strict limits on screen time and electronics.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork.
- See the athletic trainer and/or school nurse for pain management.
- Return to sports only when cleared by physician and the athletic trainer.
- Follow Gradual Return to Play Guidelines.
- Report any symptoms to the athletic trainer and/or school nurse and parent/guardian/caregiver(s) if any occur after return to play.
- Return medical clearance form to athletic trainer prior to return to play.
- Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

**Use and Care of Athletic Uniforms and Equipment**

Each student is responsible for the care of any uniforms and equipment issued to them. The student must reimburse the school for the cost of any item that is lost, stolen or broken. Failure to do so may result in disciplinary action as well as loss of athletic eligibility.

**Athletic Awards Policy**

The first year an athlete earns their letter in any varsity sport at Old Rochester Regional High School, they will receive the standard ORR letter award. A letter award will be given on each occasion than an athlete first letters in any sport. In the event that an athlete qualifies more than once in a sport, they will receive a certificate and service bar for each additional year of qualification.

Eligibility for athletic awards, i.e. letter awards, is determined by the head coach of each sport. These guidelines will be distributed at the preseason meetings.

- Eligibility for athletic awards is contingent upon the successful completion of the season. (i.e. A student who becomes academically ineligible prior to the end of the season would not be eligible for an award)
- An athlete who would normally qualify for an award but is prevented from doing so by accident, illness or other extenuating circumstances may receive an award
- No privately funded awards may be given in the name of the school without the express written consent of the school committee

**Fundraising**

All fundraising must have prior approval of the Principal. Fundraising (selling an item for a profit) without authorization of the Principal will be subject to Category One of the discipline code.

The ORR Athletic Booster Club (ORRABC) is the official fundraising vehicle for ORR athletics. No gifts of any kind may be given to ORR students, coaches or teams without the written approval of the Principal, working in conjunction with the athletic director and ORR ABC.

#### **Captains Duties**

- Serve as a role model for all to follow both in and out of the athletic program
- Assist the coach as required
- Encourage team members to live up to the athletic code
- Serve as a spokesperson for the team
- Keep the team informed of practices
- Conduct practice duties under the supervision of the coach
- Assist in the season ending banquet

#### **Contact info:**

Christopher Carrig  
Athletic Director ORRHS  
508-758-3745 ext 1825  
christophercarrig@oldrochester.org

Lynette Lord  
Athletic Director Secretary ORRHS  
508-758-3745 ext 1823  
lynettelord@oldrochester.org

**schedule website:** <https://www.arbiterlive.com>

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**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
SCHOOL CALENDAR 2023-2024**

July M T W T F	August M T W T F	September M T W T F
3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31 7/4 - Independence Day	7 8 9 10 11 14 15 16 17 18 21 22 23 24 NT 25 28 TM 29 TM 30 @ 31 NT - New Teacher Orientation TM - Teachers Meeting @ OPENING DAY - ALL SCHOOLS 2 days	1E 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 X 28 29 E - Early Dismissal for Students & Teachers 9/4 - Labor Day X - Prof. Dev. All Schools Early Release 20 days 22 days accrued
October M T W T F	November M T W T F	December M T W T F
2 3 4 5 6 9 10 11 12 13 16 17 18 19 P 20 P 23 24 25 26 27 30 31 10/9 - Columbus Day P - Early Dismissal Parent Conf. MATT., ROCH. AND MARION K-6 21 days 43 days accrued	1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 E 23 24 27 28 29 30 [ ] - Prof. Dev. Day 11/10 - Veterans' Day E - Early Dismissal for Students & Teachers Vacation 11/23 Thanksgiving 18 days 61 days accrued	1 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 E 25 26 27 28 29 12/25 - Christmas E - Early Dismissal for Students & Teachers Vacation 16 days 77 days accrued
January M T W T F	February M T W T F	March M T W T F
1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31 X 1/1 - New Year's Day 1/15 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release 21 days 98 days accrued	1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 Vacation 2/19 - Presidents' Day 16 days 114 days accrued	1 4 5 6 X 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29 X - Prof. Dev. All Schools Early Release 21 days 135 days accrued
April M T W T F	May M T W T F	June M T W T F
1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 Vacation 4/15 - Patriots' Day 17 days 152 days accrued	1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 5/27 - Memorial Day 22 days 174 days accrued	3 4 5 X 6 7 10* 11 12 13 14 17** 18 19 20 21 24 25 26 27 28 X - Prof. Dev. All Schools Early Release * 180th Day 6/19 - Juneteenth ** 185th Day 6 days 180 days accrued
<b>Holidays - No School for Students and Teachers</b> 7/4 - Independence Day 9/4 - Labor Day 10/9 - Columbus Day 11/10 - Veterans' Day (Observed) 11/23 - Thanksgiving Day 12/25 - Christmas Day 1/1 - New Year's Day 1/15 - Martin Luther King, Jr. Day 2/19 - Presidents' Day 4/15 - Patriots' Day 5/27 - Memorial Day 6/19 - Juneteenth		<b>Early Dismissal Times (CODES X E P)</b> ORR Jr. High & Sr. High School 11:30 a.m. Center & Old Hammondtown Schools 12:20 p.m. Sippican School 12:20 p.m. Rochester Memorial School 12:30 p.m. <b>Telephone Numbers</b> Superintendent's Office 508-758-2772 Old Rochester Regional High School 508-758-3745 Old Rochester Regional Junior High School 508-758-4928 Sippican School 508-748-0100 Center School 508-758-2521 Old Hammondtown 508-758-6241 Rochester Memorial School 508-763-2049 <a href="http://www.olderochester.org">www.olderochester.org</a>
Approved by the Joint School Committee 01.19.2023		

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION NO. 55  
Marion, Mattapoisett, and Rochester, Massachusetts**

**NON-DISCRIMINATION NOTICE**

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts, are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the principal or the superintendent of schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a designated person of the superintendent's choice.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with non discriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x 1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the Superintendent of Schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights  
John W. McCormack Post Office and Courthouse  
Room 222  
Post Office Square  
Boston, MA 02109

LEGAL REF: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  
Executive Order 11246, as amended by E.O. 11375  
Equal Pay Act, as amended by the Education Amendments of 1972  
Title IX, Education Amendments of 1972

## **DRAFT 24-25 ORRJHS Student Handbook**

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L. 76:16

BESE regulations 603CMR 26.00 Amended 2012

BESE regulations 603CMR 28:00

CROSS REFS.: ACA-ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

IB, Equal Educational Opportunities

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## **Section I -Academic Matters**

### ***Core Subjects***

Language Arts	Math
Science	World Language
Reading	Social Studies
Computer Science	

### ***Exploratory Subjects***

Band/Chorus	Physical Education
Art	General Music
Health	Music & Technology
Technology & Engineering	

### ***Marking System and Achievement Grades***

The symbols A, B, C, D, and F are used to indicate achievement. Plus (+) and Minus (-) reflecting "high" and "low" may be used in conjunction with all grades EXCEPT "D" and "F".

A	Excellent	A+	(97-100)
		A	(93-96)
		A-	(90-92)
		B+	(87-89)
B	Good	B	(83-86)
		B-	(80-82)
		C+	(77-79)
		C	(73-76)
C	Average	C-	(70-72)
		D	(65-69)
D	Passing But Unsatisfactory		
F	Failing	F	(0-64)
Inc.	Incomplete		

INC – Incompletes must be resolved within two weeks from the date term grades close, unless an extension is granted from administration.

Some teachers use a Standards-Based grading system. They will inform parents/guardians/caregivers and students regarding this at the beginning of their course.

### ***Exploratory Area Grades***

Please note that the Physical Education Department uses “Fitness Gram” instead of the marking system.

### ***Report Cards***

Report Cards are issued after the end of each quarter for quarter long courses, semester for semester long courses and trimester for year long courses. The marking system used here at O.R.R.J.H.S. is clearly stated on the card itself, as well as in the "Marking System" section of this handbook. At the end of the second trimester, a "potential failure" list will be submitted to the principal, and letters will be sent home to parents/guardians/caregivers.

## DRAFT 24-25 ORRJHS Student Handbook

### *Awards*

At the end of the school year several awards are made to deserving students. Some of these include:

***Alice Ryder Book Award*** - Presented annually by the Sippican Women's Club to an eighth grade Marion student with the highest average in Language Arts.

***"Ellie Award"*** - This award is given annually to a student who, in the opinion of the guidance personnel, demonstrates the most "extraordinary, and laudatory learning, improvement, and effort."

***Mahoney Award*** - This award is presented to the 8th grade student who has maintained the highest academic standing during their two years at ORRJHS.

***Principal's Award*** – The principal will select a grade 8 student for this award based on unselfish service to our school, leadership, and overall excellence.

***E.A.S.P. Award*** - The "Exploratory Areas Special Person Award" is presented to two students who are outstanding in ALL exploratory areas (art, physical education, technology education, music, computer science and health.) in terms of cooperation, attitude, and achievement.

***Washburn Award*** - This award will be presented to a Marion student who displays the characteristics of good citizenship at school and in the community.

***Richard J. Mello "Spirit of Art" Award*** - Presented to a student who demonstrates a love for art that reflects through their artwork and actions a positive attitude, exemplary work ethic, sense of responsibility and respect for others. The recipient of this award will have their name on a plaque to hang in the junior high school office.

***Robert A. Johnson "Humanitarian Award"***- This award was created and endowed by Mr. Robert A. Johnson, a long-time teacher and administrator at the junior high. The recipient, chosen by our grade 8 staff, is a grade 8 student who most genuinely "reaches out" to fellow students – with a sensitivity, compassion, and awareness of their individual needs and feelings. The recipient of this award will have their name on a plaque to hang in the junior high school office.

***Joshua Garcia Award*** - This award is given in the memory of Joshua Garcia, a former ORRJHS student will be presented to an exceptional student pursuing a technical career by attending Upper Cape Cod Regional Technical High School. A committee will select the student based on qualities of outstanding work ethics and genuine sensitivity to classmates, traits exemplified by Joshua himself.

***James Farmer*** - Funded by FORM (Friends of Old Rochester Music), this is "Presented to an 8th-grade band member who is a consistent role model of dedication, positive attitude and musicianship." The recipient will receive a gift certificate from the Symphony Music Shop and have their name on a plaque displayed in the Music Dept. trophy case.

### ***Grouping***

All students are grouped heterogeneously in all subjects. The only exception is Grade 7 Accelerated Math and Grade 8 Algebra. The Old Rochester Regional School District schools are philosophically supportive of the inclusion initiative.

### ***Guidelines for Promotion***

An academic promotion will be awarded to students who pass their major subjects. Major subjects include English, Math, Science and Social Studies. It is the policy of Old Rochester Regional Junior High School that students pass four out of four major subjects to be promoted\*. Students failing one or two subjects are eligible to attend summer school and/or receive tutoring from a certified teacher approved by the principal. Students failing three or more subjects will be retained. (\*For students taking Algebra 1, the minimum percent for promotion is 55%. For any student who receives less than 70%, it is highly recommended that the student repeat Algebra 1 in high school.)

### ***Physical Education Requirements***

Our coeducational physical education program is a planned sequence of physical activities designed to meet our primary goal of demonstrated student improvement in aerobic capacity/endurance, flexibility, abdominal region strength and endurance and pectoral girdle strength and endurance.

All junior high school students are obliged to regularly participate in the Physical Education Program. The only students excused will be those who provide:

1. Certification in writing from a physician in good standing who specifically states that in their opinion, physical education exercise would be injurious to the child.
2. A written request signed by a parent/guardian/caregiver to be reviewed by the school nurse or administration.

Student athletes participating in the Junior High School Intramural and Interscholastic Program are required to participate in their regularly scheduled physical education class on game or practice days in order to be eligible to participate in said game or practice.

Shower facilities are provided in each locker room. Locks and lockers are available for student use. In addition, the following clothing is recommended: T-shirt or sweatshirt, shorts or sweatpants. The proper footwear is required. No sandals, flip-flops, slippers, or dress shoes. Improper attire will result in a warning. The second offense will be a detention.

## **Section II - Discipline Policy**

### **Discipline Code**

#### **Introduction**

Rules of behavior are necessary to protect the educational rights and privileges of all students. It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules. The purpose of the Old Rochester Regional Junior High School discipline policy is corrective; it is to encourage students to improve their conduct. The ultimate goal of the school's discipline code is to assist students to show respect for others and their property, as well as for themselves.

At ORRJHS, the core of behavior expectations center around our motto “**Operate Responsibly and Respectfully.**” We ask our students to take a look at themselves and their actions. Being responsible is defined by such things as being prepared for class, having materials, keeping the hallways clean, etc.

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Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals through posters that hang in the hallways, discussions with teachers, and as a topic of the advisory program.

Students are expected to comply with school rules and accept the leadership of teachers and school staff. Students should fully understand that any staff member in the building has the authority to correct misconduct at any time. Students must adhere to school rules not only on school grounds, but also on the way to and from school, on school buses, during extracurricular activities, field trips and any other time when they are under school supervision. All students must also comply with state and federal laws as they apply to the conduct of minors and juveniles.

In general, the school identifies three categories of misconduct, with Category One encompassing the most serious offenses. Below, under each of the three categories, are examples of misconduct, which fall within that category. Although most punishable offenses are included within those examples, it must be recognized that these lists cannot be exhaustive. In the case of certain offenses, particular disciplinary action is noted after the offense. At the end of each category is a description of the range of discipline, which may be imposed for violations within that category, where specific disciplinary action has not already been noted. While the school's determination of whether or not misconduct has occurred is based solely on the facts of the incident in question, its determination of the appropriate response to misconduct is based on several factors, including the severity of the offense, the student's past disciplinary record and any other mitigating or aggravating circumstances that are relevant. The school reserves the right to impose different penalties than those noted based upon the circumstances of the offense. *Note:* There is no academic penalty for students who receive a suspension.

### **Detention**

Detention is a time when the student is assigned to stay after school for infractions of unacceptable student behavior. Students should fully understand that any staff member in the building has the authority to correct misconduct at any time. Therefore, it is possible that one of them might assign a detention to a student who is not a member of their "team." During detention, there will be complete silence except during emergencies. Students assigned to a detention should bring suitable work or reading material in order to keep occupied. If a student does not report to detention with suitable work or reading, an additional detention may be assigned. If for some legitimate reason the student cannot remain after school for a detention on the assigned day, it is the student's responsibility to see the assistant principal prior to leaving in order to reschedule the detention. Failure to report to a detention will result in the assignment of additional detention sessions.

### **Disciplinary Sanctions For Harassment, Discrimination, And Hate Crimes**

This section of the student discipline policy has been adopted from the Attorney General's Safe School initiatives.

### **Glossary of Terms Related to Harassment, Discrimination, And Hate Crimes**

*Discrimination:* Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). A person may not be subjected to

discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of membership in a protected class.

*Harassment:* Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

*Retaliation:* Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

*Hate Crime:* A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of their actual or perceived race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

### **Disciplinary Policy Regarding Civil Rights Issues**

Old Rochester Regional Junior High School prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).

The Old Rochester Regional Junior High School also prohibits bullying, as defined below. This school will also not tolerate retaliation against persons who take action consistent with this disciplinary policy. The prohibition against harassment, discrimination, hate crimes, bullying and retaliation applies to all students on all sites and activities the district supervises, controls, or where it has jurisdiction under the law, including on school premises and school-sponsored functions, events or activities, including field trips, athletic activities and school-related transportation. Reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime may be filed, and will be investigated.

### **Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes**

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

1. A written warning
2. Parent/Guardian/Caregiver conferences
3. Classroom transfer
4. Limiting or denying student access to a part or area of a school
5. Adult supervision on school premises

6. Exclusion from participation in school-sponsored functions, after-school programs, and /or extracurricular activities
7. Short-term or long-term suspensions
8. Exclusion, expulsion, or discharge from school
9. An apology to the victim
10. Awareness training (to help students understand the impact of their behavior)
11. Participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs
12. Mandatory counseling or
13. Any other action authorized by and consistent with the disciplinary code.

### **False Charges**

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective actions(s) detailed above.

### **Student Responsibilities**

Students are responsible for:

1. Ensuring that they do not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).
2. Ensuring that they do not bully another person on school grounds or in a school-related function, event or activity
3. Ensuring that they do not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime, and
4. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

### **Protection Against Retaliation**

The school will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of the District's Discipline Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, exclusion or expulsion.

### **Bullying Prevention and Intervention**

On May 3, 2010, Governor Patrick signed An Act Relative to Bullying in Schools. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the (M.G.L. c. 71 § 370) that are important for students and parents/guardians/caregivers to know are described below.

These requirements are included in the Old Rochester, Marion, Mattapoisett and Rochester School District's Bullying Prevention and Intervention Plan. The Plan will include the requirements of the law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs.

You may not engage in any form of bullying or cyberbullying. See below for definitions from state law. Why? It is against the law. It is also common decency, and everyone has a right to feel safe in and out of school. What happens? Every reported act of bullying or harassment will be investigated. Parents/Guardians/Caregivers of offenders and victims will be contacted in cases of confirmed bullying. The consequences of bullying may range from detention to expulsion. The police may also be contacted.

### **Bullying and Cyberbullying**

Students may not engage in bullying or cyberbullying. Massachusetts's law gives school officials the power to investigate and discipline bullying that occurs on or off school grounds (e.g., cyberbullying from a home computer) if that bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators. Targets of bullying should seek help from an adult in the school community whom they trust. That adult will immediately inform the administration. Students who bully other students can expect a full investigation by administration, parental contact, and, depending on the severity of the bullying, remediation and disciplinary action ranging from warnings and behavior agreements to expulsion and police notification.

### **Definition of Bullying:**

The repeated use by one or more students [aggressor(s)] of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of requirements related to this law, bullying shall include cyber-bullying.

### **Glossary of Terms Related to Bullying**

*Perpetrator* is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.

*Cyberbullying* is bullying through the use of technology or any electronic communication which shall include but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligences of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo optical system, including but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person real or fictitious or (ii) the knowing impersonation of another person as the author of the posted content and messages, if the creation or impersonation creates any of the conditions for the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution creates any of the conditions that define bullying.

*Hostile environment* is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

*Target* is a student against whom bullying, cyberbullying, or retaliation is directed.

*Retaliation* is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

### **Prohibition of Bullying**

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet).
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process of the orderly operation of a school.

### **Prohibition Against Retaliation**

Retaliation against a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying is prohibited.

### **Reporting Bullying**

Anyone, including a parent/guardian/caregiver, student, or staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. A “bully box” is located outside the front office and a bully reporting link is available on the ORRJHS website. Please note: According to law, “no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.”

School staff members must report immediately to the principal or the principal’s designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals. When the school principal or principal’s designee receives a report, an investigation will be conducted. If the school principal or designee determines that bullying or retaliation has occurred, the following will take place: (i) notify the parents/guardians/caregivers of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents/guardians/caregivers of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor. Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

### **Sexual Harassment**

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of their participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If students or employees believes that they have been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that they have witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable.

A complaint of sexual harassment by a student, or by a parent/guardian/caregiver on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment may be shared and the accused may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

### **Use Of Detection Dogs On School Property**

Old Rochester Regional Junior High School Administration is committed to providing students with a safe environment that is free of drugs and other contraband. To ensure a safe environment for all students and staff and reinforce the message that drugs and other contraband will not be tolerated in school, the junior high school principal and assistant principal may conduct searches of the building for such items using the assistance of the Mattapoissett Police Department, the Sheriff's Office, Massachusetts State Police, and canines (K-9's) trained for such searches. The school administration will rely on the Mattapoissett Police Department or other law enforcement agencies to provide canines for searches. If canines from other agencies/organizations are used, steps will be taken to ensure that their reliability and accuracy have been established.

**Search Procedures:**

1. Each canine will be accompanied at all times by a qualified and authorized trainer who will be responsible for the dog's actions. One or more administrative staff members will be assigned to accompany the canine units.
2. Just prior to the beginning of the search, the administration will institute a "stay in place" order. Teachers should close their doors and keep students inside rooms until further notice. If a student needs to leave for an emergency, an administrator will escort them away from the area.
3. Canines and handlers will only work in the area designated by the principal. No variations will be permitted. If during the search the canine detects drugs and/or other contraband in a locker area or backpack or other particular area, administrators will mark the item and record time and place.
4. When a locker or backpack has been indicated, an administrator will make every effort to keep it under supervision until the search is completed.
5. If contraband is not found where a canine has indicated, the parent/guardian/caregiver and student will be so notified. If contraband is found, the student will be afforded due process as provided by the Student Handbook prior to any disciplinary action.
6. School officials will refer students suspected of criminal activity to the police.

The above considerations and procedures are designed to serve merely as guidelines when conducting canine searches at the junior high school. Whether or not set forth in the guidelines, the principal/designee is authorized to take the steps necessary to effectively respond to circumstances as they may arise, so long as the steps comply with basic legal principles governing the search of students and their belongings in a school setting.

**1. Category One Offenses (Major)**

NOTE: Police may be notified in the event a student commits a Category One offense, and personal items may be handed over to the police.

- A. Use, possession, purchase, sale or other transfer or distribution, or the attempt to use, possess, buy, sell, transfer or distribute, any alcoholic beverages as defined in Massachusetts General Laws Chapter 138 or any illegal drug. See also letter J below.
- B. Physical violence, including but not limited to fighting.
- C. Vandalism or malicious destruction of or damage to public or private property.
- D. Theft.
- E. Bullying/Harassment, including but not limited to sexual harassment. (See Sexual Harassment Policy page 14-15.) (See Bullying policy page 14.)
- F. Assault or intimidation, which threatens or puts a person in fear for their safety.
- G. Any criminal acts, whether a misdemeanor or felony.
- H. Possession of a weapon or a hoax device or a facsimile of a weapon and any unauthorized object that could be injurious to health or safety or could damage the school facility. The local police will be notified of such possession.
- I. Any intentional or reckless action, which creates a reasonable likelihood that the health, safety or well being of any student, faculty member or other individual may be endangered.
- J. Possession of any object that may be used as drug paraphernalia.
- K. Possession of fireworks. Possession and/or use of a cigarette lighter or matches in school or on school property.
- L. Falsely activating a fire alarm, setting a fire, making a bomb threat or any other threats or taking any action that places any person or the school at risk of harm.

M. Use or possession of any tobacco product, including smoking tobacco or chewing a smokeless tobacco product. This includes any vaping product as well, with or without the use of tobacco. A 1<sup>st</sup> offense will receive a 1-day planning room; or out of school suspension; any subsequent offense will receive at least a 2-day suspension.

N. Insubordination.

O. Use of vulgar or profane or otherwise disrespectful language or actions to any faculty or staff member or student.

P. Disruption or other disorderly conduct while within the planning room program.

Q. Misuse of computer hardware and/or software.

R. Civil rights violations or hate crimes. This range of behavior extends to graffiti, to threats, to actual assaults and is directed to an individual (or group) because of the individual's race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).

S. Possession of any form of pornography.

(Note: Currently in the Commonwealth of Massachusetts, a minor caught sexting images of other minors or images of themselves could be prosecuted under Massachusetts' child pornography laws.)

### **Category One Consequences**

Except as otherwise provided as above, discipline imposed for Category One violations may include one or more of the following: 1) suspension in and/or out of school; 2) loss of student privileges, including the privilege of participating in school activities; 3) referral to the Superintendent of Schools for review and possible imposition of more stringent sanctions; 4) assignment to the Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student may also be referred to Guidance. The student's parents/guardians/caregivers will be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools, the School Committee and the police may also be notified.

If students commit a second offense within this category, they may be referred to the School Committee for a hearing and possible permanent expulsion. The School reserves the right to refer students to the School Committee for disciplinary action on the first offense for any Category One infraction that, because of its circumstances, is determined by the School to be serious enough to warrant such action.

### **Statutory Offenses Included in Category One**

*A. Massachusetts General Laws Chapter 71, Section 37H.* In accordance with MGL Chapter 71, Section 37H, the following is incorporated into Category One of the disciplinary code:

**(a)** Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or a knife, or a controlled substance as defined in Chapter 94C, including but not limited to marijuana, cocaine and heroin, may be subject to expulsion from the school or school district by the principal.

**(b)** Any student who assaults a principal, assistant principal, teacher, teacher's assistant or other staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

**(c)** Any student who is charged with a violation of either paragraph (a) or (b) above shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) As of April 4, 1994, when a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

*B. Massachusetts General Laws, Chapter 71, Section 37H1/2: MGL Chapter 71, Section 37H1/2* authorizes the school principal to suspend a student who is charged with a felony or who is the subject of a felony delinquency complaint if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school.

The principal is authorized to expel a student, who is convicted or pleads guilty to a felony or felony delinquency, if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. Expulsion may be imposed whether the offense occurs on or off school property and regardless of whether the offense is or is not school-related.

The student suspended or expelled may appeal to the superintendent, provided it is done in writing within five calendar days following the effective date of the suspension or expulsion. The superintendent will hold a hearing at which the student has the right to counsel and at which the student may present testimony on their own behalf.

(In addition, under MGL Chapter 71, Section 37L, when a student uses or possesses a dangerous weapon on school premises, school officials are required to report the incident in writing to the Superintendent. The Superintendent must provide a copy of the report to the local chief of police, the Massachusetts Department of Social Services, the Office of Student Services, or the equivalent, and the School Committee. Assessment and counseling may be required, in addition to any disciplinary action taken.)

*C. Massachusetts General Laws, Chapter 71, Section 37H3/4:*

Offenses: Any offense that is not addressed in 37H or 37H ½.

Consequence: May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.

Consequences other than suspension may draw from evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.

No student may be suspended for more than 90 school days in a school year.

Due Process: Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent/guardian/caregiver, and the opportunity for a meeting/hearing with the principal is required before suspension takes effect.

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Principal must make and document reasonable efforts to include the parent/guardian/caregiver in meeting/hearing with the student.

Principal must audiotape the hearing if requested by the parent/guardian/caregiver and all those attending the hearing must be informed of the taping.

Following a hearing, the principal must provide a written decision; and if a long-term suspension is imposed, must inform the student and parent/guardian/caregiver in writing of the right to appeal to the superintendent and the process to be followed.

Appeal from Principal's Decision: Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent/guardian/caregiver can request extension for up to 7 calendar days, which must be granted.

The superintendent must hold a hearing within 3 calendar days of the parent's/guardian's/caregiver's request for a hearing. The student or parent/guardian/caregiver may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent/guardian/caregiver if the superintendent has made a good faith effort to include the parent/guardian/caregiver.

The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at their expense at the hearing.

The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.

The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the principal decided. A written decision is due within 5 calendar days of the hearing.

### *D. The Federal Gun-Free Schools Act*

In accordance with the federal Gun-Free Schools Act, the School will expel for one year any student who is determined to have brought a firearm to school, unless the superintendent determines, on a case-by-case basis, that a lesser punishment is warranted.

### *E. Drug-Free School and Communities Act*

The federal Drug Free Schools and Communities Act requires all schools to adopt and implement a program to prevent the use of illegal drugs and the abuse of alcohol by students and employees as a condition of the school receiving federal funds or any other form of financial assistance under any federal program. The school in compliance with the requirements of that Act is issuing this policy. Compliance with this policy is mandatory. Students of the school and their parents/guardians/caregivers, as well as school employees, are reminded of the requirements of this policy annually.

Old Rochester Regional Junior High School strives to provide a safe and healthy environment in which to work and study.

We believe that both students and employees share that goal. We also believe that drugs and alcohol have a harmful effect on academic and job performance, safety, productivity and relationships with family and friends.

(a) Prohibitions: The School prohibits the unlawful possession, use or distribution of illegal drugs and alcohol by any student or employee of the School while on School premises, while performing any work

for the School, on or off its premises, or while otherwise participating in any School activity, on or off School premises.

In addition, students are prohibited from participating in any School activity, on or off School premises, while under the influence of alcohol or illegal drugs. Employees are prohibited from reporting to work or performing job-related activities, on or off School premises, while under the influence of alcohol or illegal drugs.

(b) Definitions: For purposes of this policy, the term "illegal drugs" is defined as controlled substances that cannot be obtained legally or that, although available legally, have been obtained illegally. "Illegal drugs" include not only "street" drugs, but also prescription drugs that have not been lawfully prescribed for the individual.

"Controlled substances" are those substances listed on Schedules I through V of the federal Controlled Substances Act. Controlled substances include, for example, narcotics such as codeine and heroin, depressants such as barbiturates, stimulants such as cocaine and amphetamines, hallucinogens such as LSD and phencyclidine or "PCP" and cannabis (marijuana).

For purposes of this policy, "distribution" of alcohol or an illegal drug includes any purchase sale or other transfer of the substance in any amount.

This policy does not prohibit use by an employee or student of a prescription drug prescribed for the employee or student by a licensed physician, provided that the drug is used in accordance with the physician's instructions and in a therapeutic dosage.

(c) Sanctions for Non-Compliance: Employees and students are required to abide by all requirements of the Drug-Free Schools and Communities Act and this policy.

A student who violates any provision of this policy is subject to disciplinary action, up to and including expulsion from the School. An employee who violates any provision of this policy is also subject to disciplinary action, up to and including immediate dismissal.

Also, in appropriate circumstances, as determined by the School, law enforcement may be notified. Unlawful possession, use or distribution of drugs or alcohol may subject an employee or student to criminal penalties. A listing of criminal penalties, under federal law, for drug trafficking and a summary of sanctions under federal, state and local laws for illegal drug and alcohol activities are available.

For sanctions imposed on students for first and subsequent offenses, consult Rule D above and Category One Consequences, below.

(d) Rehabilitation: The use of illegal drugs and the abuse of alcohol may have serious effects on the health and safety of an employee or student. It can also seriously interfere with the individual's judgment and with their job or academic performance. A summary of the uses and effects of some of the more common drugs of abuse and of alcohol is available.

The School strongly encourages employees and students to seek assistance for problems of drug and alcohol abuse before a violation of this policy and disciplinary action occurs. A number of counseling and rehabilitation programs are available to individuals, on a confidential basis, to provide education, counseling and coordination with available community resources to address drug and alcohol abuse problems. A list of local programs is available.

#### *F. Anti-Hazing Laws- Massachusetts General Laws, Chapter 269, Sections 17 and 18 & 19.*

MGL Chapter 269 Sections 17 and 18 prohibits hazing. Section 17 provides: "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental

health of any student or other person. Such conduct shall include whipping, beating, branding, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action."

Section 18 provides: "Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such a crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars."

Section 19 provides. "Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report."

A student who is an organizer or participant in hazing is subject to Category I sanctions as well as criminal prosecution.

## **II. Category Two Offenses (Major)**

- A. Disruption of a class, detention or any other school activity to the point of being sent from that class or activity.
- B. Unexcused absence from school or class.
- C. Leaving class or school grounds without permission.
- D. Failure to attend detention. The detention must still be served and a second detention will be assigned.
- E. Forging signatures, notes or official documents, including but not limited to report cards, field trip permission forms, dismissal notes, tardy notes, bus notes and passes.
- F. Truancy. (For a 1st offense, 5 days of detention; for a 2nd offense, a two-day assignment to the Planning Room will be made.)
- G. Bus Conduct Referrals. (See Transportation Policy.)
- H. Being in an unauthorized area and/or using school property or equipment without permission.
- I. Cheating and/or plagiarism.
- J. Misuse of computer hardware and/or software or any violation of the computer/internet agreement.
- K. Being tardy to class five or more times in one term.
- L. Repeated (3 or more) violations of any school rules, regulations or procedures otherwise subject to Category Three discipline.
- M. Refusal to do school work.
- N. Receiving five detentions in one term or eight detentions in one academic year.
- O. Inappropriate physical contact.
- P. False bullying reports.
- Q. Lying/misrepresenting the truth.

## **Category Two Consequences**

Discipline imposed for Category II violations may include one or more of the following: 1) suspension in and/or out of school for up to five (5) days; 2) loss of student privileges, including the privilege of participating in school activities; 3) assignment to the Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student may be referred to guidance. The student's parents/guardians/caregivers may be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools may also be notified.

For any subsequent offense within this Category, the student is subject to more severe discipline, including Category One sanctions.

## **III. Category Three Offenses (Minor)**

- A. Tardiness to school more than three (3) times in a marking period or a subsequent tardiness in a marking period.
- B. Failure to follow one's schedule as published.
- C. Failure to follow rules and procedures regarding tardiness, absences or dismissal not otherwise subject to discipline under Category One or Two.
- D. Unauthorized purchase or sale of any item.
- E. Throwing food.
- F. Violation of pass restriction.
- G. Failure to pay for athletic equipment, library books, textbooks or other school property damaged or not returned.

H. Possession and use of the following during the school day (7:10am – 2:04pm): electronic equipment, including but not limited to: audio, video and communication devices unless approved by administration and/or team for educational use only - see BYOT section of the handbook.

I. Failure to sign in when arriving late to school.

J. Possession of a water pistol or the like.

K. Unauthorized use of the elevator.

L. Gum chewing.

M. Failure to bring work materials to class (e.g., pencils, notebooks, books)

N. The wearing of a vulgar or suggestive tee shirt, a hat, or any other article prohibited in this handbook or other school publication.

O. Behavior that interferes with the smooth, orderly and efficient running of the School, which is not otherwise identified as a Category One or Category Two offense.

P. Inappropriate public displays of affection in school or on the school bus.

Q. Inappropriate use of a laser pointer.

R. Failure to follow any other rule, regulation or procedure set forth in this handbook or published in the daily bulletin that is not otherwise identified as a Category One or Category Two offense.

### **Category Three Consequences**

Discipline imposed for Category Three violations may include one or more of the following: 1) a warning; 2) loss of student privileges, including the privilege of participating in school activities; 3) Assignment to one or more lunch detentions; 4) assignment to one or more after-school detentions; 5) assignment to the Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student's parents/guardians/caregivers may be notified.

Subsequent violations within this Category may subject the student to more severe discipline, including Category Two sanctions. If violations continue after Category Two sanctions have been imposed, the student may be subject to Category One sanctions.

## **Section III - Disciplinary Procedures**

### **I. General Disciplinary Process**

In administering this discipline code, the School strives for fairness and consistency. In dealing with disciplinary issues, the School generally follows the following steps:

#### *Teacher and Team Process*

1. Reprimand - Warning
2. Teacher-assigned detention
3. Referral to Guidance
4. Referral to Office to initiate Administrative Process.

In general, a student's parents/guardians/caregivers will be notified when discipline is necessary after an initial reprimand. If discipline continues to be necessary after a teacher-assigned detention, the team may require a meeting with the student and/or the student's parent(s)/guardian(s)/caregiver(s).

#### *Administrative Process*

1. Reprimand/Silent Lunch
2. Assigned office detention
3. Suspension warning

#### **4. Planning Room or Suspension**

The administrative process generally is begun with parent/guardian/caregiver contact. The nature of the offense and the particular circumstances determine whether or not all the steps in the above sequences are followed. Disciplinary steps may be omitted or repeated as the School determines appropriate. In the case of minor offenses, the disciplinary process generally begins with the Teacher and Team Process. More serious offenses may be referred immediately to the office. When appropriate, as determined by the School, law enforcement agencies may be notified. Such circumstances may include, for example, theft or an offense involving alcoholic beverages or an illegal drug.

### **II. Procedure for Suspension of a Student for Ten Days or Less.**

Generally, notice and a hearing will precede removal of a student from School, subject to the exception noted below. Except as otherwise provided under Category One, Rule D above for disciplinary issues arising under MGL Chapter 71, Section 37H, the notice and hearing procedure will be as follows:

A. The designated disciplinarian will give the student oral notice of the charges against them and if the student denies the charges, an explanation of the evidence and an opportunity to present their version of the facts.

B. If the designated disciplinarian, after the informal notice and hearing described in paragraph A directly above, decides to suspend the student, s/he will inform the student of the length of the suspension which will not exceed ten days. The student with their parent/guardian/caregiver has the right to an appeal.

C. *Exception.* If a student's presence poses a continuing danger to persons or property, or is an ongoing threat of disrupting the academic process, that student may be immediately removed from school. Within 72 hours of the student's removal from school, the student will be given notice of the charges against them and a hearing as provided in paragraph B directly above.

### **III. Procedures for Suspension in Excess of Ten Days**

The student shall be given written notice of a hearing stating the charges against them. The student shall have the right to be represented by an attorney at no cost to the school, and shall have the right to present any evidence that the student wants the official hearing the case to consider. After the close of the hearing, the official hearing the case shall render a written decision.

### **IV. Referral to the Superintendent**

Students who are suspended more than three times, may be referred to the Superintendent. Referral may be made at an earlier point if the nature and severity of the student's offense so warrants.

Following a hearing, the Superintendent of Schools may impose an in-school or out-of-school suspension for as much as twenty days for violation of school rules or regulations. The Superintendent, at his/her/their discretion, may refer the student to the School Committee.

### **V. Procedure for Discipline For Students with Disabilities**

If a suspension of more than ten days is proposed of a student with a disability, the School must convene a TEAM meeting before the expiration of the ten-day period. At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/placement, or from an IEP that was not fully implemented, the long term suspension or

expulsion may not be imposed. If the team concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will (1) enable the student to continue to participate in the general curriculum, (2) enable the student to receive services listed in the last agreed upon IEP; and (3) include any services and modifications designed to address the student's behavior.

The parents/guardians/caregivers have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination of the alternative program. If the parents/guardians/caregivers request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. This right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.

## **VI. Planning Room**

The Planning Room is a discipline-triggered, structured, counseling session where students sort out needs and feelings when they get into trouble. The experience continues until the student grows in self-awareness, identifies useful and acceptable behavior alternatives, and makes a positive commitment and plan for the future.

An assignment to the Planning Room is not intended as a denial of regular or special educational services, but rather as an individually appropriate enhancement of the student's current educational program. The program is intended to develop improved writing, listening, and thinking. It seizes the opportunity to use mistakes to grow intellectually and emotionally. Problem solving with less relevant issues teaches less effectively.

Appropriate special education support and modifications in the Planning Room are provided as needed for students with IEP's. Modifications have included a reduction in writing requirements, a computerized package, a tutor to help the student get ideas on paper, intermittent counseling and breaks from the task at hand, as needed.

For both regular education support and special education youngsters assigned to the Planning Room, in-house staff with connections to that student are programmed into the Planning Room to counsel, advise, bolster the student's sense of belonging and continued connection with the school community. Whenever it is appropriate, the Planning Room process will be used in lieu of suspension. However, should a suspension be deemed necessary, the student's return to the school community will be channeled through the Planning Room. *The Planning Room is a shared resource with the high school.*

## **VII. Community Service**

With the approval and cooperation of a parent/guardian/caregiver with school administration, a possible disciplinary consequence is community service hours. Community service hours can be done in school or out in the community. The parent/guardian/caregiver will assume full responsibility for any community service performed in the community. A note signed by the supervisor of the service hours, stating the nature of the community service, the organization they represent, and the amount of hours completed is required for proof of hours completed.

### **VIII. Saturday Detention**

Saturday detention may be an alternative to after school detention, suspensions, or planning room. Saturday detention runs from 8:00 a.m. - 12:00 p.m. Students will know prior to serving a Saturday detention if they will be assigned to serve all four hours or just a portion of that time. While in Saturday detention, the student must perform academic work. Students must arrive at Saturday detention with books, assignments, and appropriate materials to get their schoolwork done. Students are expected to work on schoolwork until all their current assignments and all make-up assignments are completed. When the work is completed students may read.

Any student who is late to Saturday detention, reports without work or materials needed, or is dismissed for inappropriate behavior, will be assigned an additional two hour Saturday detention.

Students will not be excused from Saturday detention for athletic events, work or family events. Failure to serve a Saturday detention will result in having to make-up that Saturday detention and you will be assigned two additional hours of Saturday detention.

*Saturday detention is done in conjunction with the high school.*

### **Section IV - Other Policies**

#### **Accidents, Illness, and Health Services**

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school, must be reported immediately to the person in charge and to the nurse. The school will attempt to inform the parents/guardians/caregivers of any accident or illness occurring at school that may need care or observation at home. However, no student will be sent home unless a responsible adult is there to receive that student. Parents/guardians/caregivers can assure their child's effectiveness in school by providing good nutrition, adequate rest, cleanliness, and medical and dental care. Although a physical examination for each student is not required before entering school each year, it is desirable. It is also imperative that your child's immunizations be kept up to date as recommended by your family physician. Periodic examinations, including hearing, vision, and scoliosis are conducted here at school. Should any irregularities be noted, they will be communicated to the parent/guardian/caregiver.

#### **Addressing Parent/Guardian/Caregiver or Student Concerns**

Old Rochester Regional Junior High School promotes a "Mutual Respect" environment and believes that questions or concerns are best received and resolved on a person-to-person basis as close to the origin of the question or concern as possible. If a parent/guardian/caregiver or student has a concern about a classroom policy or grade, or if a student feels they have been treated with disrespect, the parent/guardian/caregiver or student has a right to discuss or appeal the issue according to an appropriate procedure. The parent/guardian/caregiver or student should discuss the issue first with the teacher, then with the assistant principal, and finally with the principal, in a sincere attempt to clarify and rectify the issue. Guidance counselors are available to offer "resolution skills" assistance to any student.

#### **Advisory**

Our advisory period occurs twice a week for 20 minutes per period. An advisory group is made up of a teacher and approximately 16 students. The purpose of advisory is to build relationships and to create community and self-awareness in a supportive environment. This is done through ice breakers, games, discussions around issues and themes, community service, and friendly competitions.

### **Attendance, Tardiness & Work Makeup Policy**

#### **School Attendance**

Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union #55 (ORR/Supt. Union #55) will strive to meet a daily average attendance of 96% or above.

The Commonwealth of Massachusetts G. L. c. 76 § 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school during the time when public schools are in session.

The State no longer distinguishes between excused and unexcused absences. Chronic absence is defined at 10% of the days that a student has been enrolled in the school.

5 days of consecutive absence for illness require submission of a physician's note. All District schools will send notification upon the student's 6th absence and each consecutive accumulation of 6 days thereafter.

At ORRJHS, school attendance will be recorded in homeroom. Students will be marked with one of four attendance codes: Absent, Present, School Business, Tardy. School Business is considered present and does not count as an absence; the student is participating in a school-sponsored activity, such as a field trip or school meeting.

Under G. L. c. 76 § 8, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

The Old Rochester Regional Junior High School community has defined one aspect of "Operating Responsibly" as coming to school and being on time.

Parents/guardians/caregivers must advise the school by telephone when students are to be absent for any reason. Calls may be left on the answering machine at 508/758-4928 anytime between 6:00am and 7:00am.

If a parent/guardian/caregiver does not give prior notification by phone on the day of the absence, the school will call home on that day to verify. In all cases a note, signed by the parent/guardian/caregiver for students under the age of 18, stating the reason for the student's absence should be sent to school upon the return of the student.

A child who does not attend school is not permitted to take part in intramurals, or after school/evening activities, if the student was absent from school that day. Students will be provided an opportunity to make-up missed work.

For purposes of afterschool activities, an absence must be excused in advance by an administrator to be eligible to participate that day. The following are considered excused absences for afterschool activities only:

- Bereavement
- Court or legal commitment

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- Obligatory religious holidays
- Medical appointment substantiated by a note from a doctor/physician

If the student's absences or continued tardiness occur on a regular basis, the school, as a mandated reporter, must consider filing (CRA or 51A) report with the Department of Children and Families. The principal, or designee, will educate the parent/guardian/caregiver about this process before filing such a report.

Some chronic absenteeism occurs because families take vacations during school time. This is strongly discouraged by school authorities. Teachers are not expected to provide assignments prior to vacation taken during school time. After students return they should be aware of missed assignments, making them up per school makeup policy. Missed assignments are factored into students' grades.

Teachers are available for extra help daily during *RTI* time. Students who have any difficulty meeting with a given teacher for any reason are asked to make this known to the principal in writing. Typically, a portion of a student's quarterly mark is based upon their participation in the class. It is necessary, therefore, to maintain consistent daily attendance habits in order to achieve good marks.

### **Absences Due to Illness**

If your child is absent due to illness, please notify the school daily. We need to be kept informed so that we can alert other parents/guardians/caregivers of infectious conditions. If your child is contagious, please keep your child at home until your doctor has cleared them for return to school. Additionally, to keep the spread of germs to a minimum, the school nurse asks that you follow these guidelines for sending students to school:

- Students being treated for strep throat must be kept home a minimum of 24 hours after treatment begins.
- Students who vomit in the night or in the morning before school, due to illness, should not be sent to school that day. Students should be able to hold down some food before returning to school.
- Students with an illness that produces a fever (temperature 100 degrees or higher) should be free of fever, without the use of fever reducing medication, for 24 hours before returning to school.

For personal safety reasons, please call the school to report absences or anticipated tardiness due to illness prior to 8:00 am at 508-758-4928, and send in a note with the child the day they return to school.

### **Arrival, Tardies & Make-up Policy**

If a student arrives to school before 7:10 am they are to remain in the gym foyer until the 7:10 am bell rings. After 7:10, students are expected to go to their lockers and then report to their homeroom. Students should not be socializing in the hallway between 7:10 am and 7:25 am, they should be in their homeroom. Students may get breakfast from the cart or cafeteria as they enter the building. Morning announcements are made at 7:25 am. Students are considered late if they are not in homeroom by 7:25am. If a student is not able to report to homeroom by 7:25am, or chooses not to report to homeroom by 7:25am, then they must report to the front office to sign in and get a pass.

Students are allowed three (3) tardies per term. On the fourth and each subsequent tardy the student will receive a lunch detention. (The student starts fresh each term.) Chronic tardiness may involve further action on the part of the administration including **make-up** sessions. Students who have missed class due to tardiness or absence are responsible for seeing the teacher for missed work. Teachers are

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available for extra help during *RTI* time and one day a week after school. Teachers are not required to provide assignments before absences. Make-up work not completed by the end of the term will affect the grade a student achieves. Please refer to Category III - A. Tardiness and Category III Consequences.

The following will not count toward consequences for being tardy: Bereavement, court or legal commitment, obligatory religious observation, medical appointment substantiated by a note from a doctor/physician.

### **Assemblies**

Assemblies are an important part of the curriculum and are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television or movies, the performers are very conscious of their audience. Talking, whispering, whistling, stamping of feet and booing are discourteous. Show your appreciation by applauding.

**Athletics** – see Intramurals

### **Band and Chorus**

Any interested student may choose to participate in Band or Chorus at the Junior High. Joining either group implies a commitment through the duration of the course. Students will be expected to maintain a high standard of conduct in the group, to practice outside of school as needed and to attend all scheduled performances.

### **Bicycles**

Students may ride bicycles to school. Bicycles must be parked in the racks in front of the building and should be locked when not in use. Please notify the office if you plan to ride yours.

### **Book Bags**

Students are allowed to transport books and belongings to and from school in backpacks. During the course of the school day, however, these may not be carried from class to class. Students are allowed to go to their lockers at determined times during the day to store and obtain learning materials and belongings. Space limitations, security, as well as health and safety concerns make this policy necessary.

### **Breakfast**

Breakfast is available in the cafeteria from 7:10 am to 7:25 am. Students who participate in the breakfast program are still required to be in homeroom by 7:25 am, or they will be marked tardy.

### **Personal Electronic Devices**

(Please also see Cell Phone information below.)

Use of personal electronic devices is allowed before and after school and during the school day with teacher permission for educational purposes.

Students will adhere to the following guidelines:

- Headphones, AirPods, iPads, etc..., are to be locked in a locker from 7:10 a.m. to 2:04 p.m, unless teacher permission is granted for educational purposes.
- Students may not charge electronic devices in school.

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School issued Chromebooks or personal devices (tablets, chromebooks, laptops) are to be used for educational purposes only. Devices are not to be used for playing games, watching media or personal communication (i.e. text messaging). A student may not use a device for personal recording, videotaping or taking pictures.

Students found in violation of the policy will face the following consequences:

*First offense:* Students will be sent to the Assistant Principal's office to hand in their device. The device will be returned at dismissal.

*Second offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve a silent lunch the same day or the next day. The student's parent/guardian/caregiver will be notified. The device will be returned at dismissal.

*Third offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve an after school detention. The student's parent/guardian/caregiver will be notified and will have to pick up the device from the school.

Repeated offenses will result in the student not being allowed to have their device in school for a duration designated by the Assistant Principal or Principal up to the remainder of the school year. These subsequent offenses will be considered a category two offense.

The use of personal technology to provide educational material is not a necessity, it is a privilege. A student does not have the "right" to use their personal digital device while at school. However, if permission is granted by a teacher and a student abuses that privilege, it will be taken away. When respected, the privileges will be used to benefit the learning environment.

Students bringing in personal electronic devices must adhere to all ORR District policies and the ORR Internet Acceptable Use & Safety Policy.

Additionally:

- Students bringing electronic devices to school do so at their own risk. The school and its administration will not accept the responsibility for any loss, theft, or damage of any personal electronic device brought to school by any student. Further, the administration will not conduct any investigation or search for any electronic items missing or stolen from any student in school.
- Personal use is allowed before and after school only. The devices must be turned off between 7:10 am - 2:04 pm, unless the student is using the device as an education tool with the permission of their teacher inside the "classroom". Personal technology should not be used during passing time. Staff will confiscate a device for suspected or blatant misuse.
- Students must turn off the device when told to do so by a faculty or staff member.

Students acknowledge and agree that:

- The school's network filters should not be circumvented.
- The school district may collect and examine any device at any time for the purpose of enforcing the terms as stated in this handbook, investigating student discipline issues, or for any other school-related purpose.
- Personal technology must be charged prior to bringing it to school and the device must run off its own

battery while at school.

Failure to abide by these guidelines may result in the loss of district network and device privileges as well as other disciplinary action. Staff will confiscate a device for suspected or blatant misuse.

### **Cafeteria**

Although a free breakfast and free lunch is available to every student each day, additional breakfasts, hot lunches, milk, and snacks may be purchased at the approved rates to students. Students are expected to behave in a courteous and orderly manner in our cafeteria. It is expected that students will keep their area clean, talk quietly, and stay in seats until dismissed. Unmannerly behavior will not be tolerated in our dining room any more than it would be at home. After eating and before being dismissed, students are expected to put trash in the proper receptacles.

### **Care of Text and Library Books**

All textbooks shall be covered to prevent soiling. Books must not be defaced, marred, or jammed with papers, which will force the bindings. Library books must be returned within the specified time. Full payment must be made for any lost book or any book defaced beyond repair. It shall be the responsibility of parents/guardians/caregivers to provide restitution for any books so treated.

### **Cell Phones**

Students will adhere to the following guidelines:

- Cell phones are to be powered off and secured in ~~their assigned YONDR pouch~~ the student's locker during the school day (7:10am - 2:04pm - between arrival and dismissal).
- ~~Upon arrival at school students will power down their phones and secure them in their YONDR pouch.~~
- ~~Students will display their cell phone secured in its pouch to staff monitoring the entrances of the school.~~
- If a student ~~forgets their YONDR pouch~~ does not want to secure their cell phone in their locker, then they will secure their cell phone in the front office for the day, or they can opt to keep their cell phone home.
- ~~Students may not damage their YONDR pouch, nor another student's YONDR pouch.~~
- Students may not ~~take another student's YONDR pouch~~ secure their cell phone in another student's locker.
- ~~The student's full name is to be written legibly on the YONDR pouch with permanent marker.~~

Students found in violation of the guidelines will face the following consequences:

*First offense:* Students will be sent to the Assistant Principal's office to hand in their device. The cell phone will be returned at dismissal.

*Second offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve a silent lunch the same day or the next day. The student's parent/guardian/caregiver will be notified. The cell phone will be returned at dismissal.

*Third offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve an after school detention. The student's parent/guardian/caregiver will be notified and will have to pick up the phone from the school.

Repeated offenses will result in the student not being allowed to have their cell phone in school for a duration designated by the Assistant Principal or Principal up to the remainder of the school year. These subsequent offenses will be considered a category two offense.

~~If it is determined that the student's pouch was intentionally damaged in an attempt to circumvent its intended purpose, the offense will be considered a category 2 offense.~~

Students with a medical requirement for cell phone access will be exempted from ~~a locking pouch~~ securing their cell phone in their locker/main office.

### **Change of Address or Telephone #**

If at any time during the year you:

- a. move to another house within the tri-town area
- b. have your home, business or cell phone number changed, please update the information on Powerschool and notify the office by phone.

### **Commercial Activities**

Staff or students in the school shall not participate in commercial activities (i.e. buying, selling, bartering, or trading merchandise) without prior written approval of the Principal, who shall report these activities to the Superintendent and the School Committee. This includes, but is not limited to, sale of articles, chances, foodstuffs, or tickets to events.

### **Computer Education**

The technology staff, in concert with the academic teachers, will provide support in learning computer skills on school computers and will present the importance of Internet safety. In addition, students agree to comply with the Internet protocol policy of the junior high.

### **Conferences - Pupil/Teacher/Parent, Guardian, Caregiver**

At no time should parents, guardians, caregivers/students be in doubt regarding student progress. Parents/guardians/caregivers are notified of student effort and achievement through *on-going* Powerschool updates, a midterm Powerschool update with comments and the trimester report card. If there are still questions or feel a possible misunderstanding, please speak to the guidance office for an appointment with the teacher or guidance counselor. Students who wish to talk with a teacher about any problem should request a conference with the teacher before or after school, or at a time convenient to both during the day. Teachers may also request conferences with a student in order to give or arrange individual help, or to clear up misunderstandings.

### **Courtesy**

Being courteous to teachers, school employees, other students and visitors is a tradition at our school. Each of us should strive to be considerate of others at all times and each of you should respect the judgment of your teachers. They are not only your teachers and adults, but in some situations may be considered to be taking the place of your parents/guardians/caregivers during the school day. Treat all adult employees of the school, including custodians, cafeteria workers, and office personnel, with courtesy and follow requests or directives given by them. Rudeness or insubordination will result in disciplinary action.

## **Dances**

Because dances are a privileged activity, students who have not maintained regular attendance or adhered to school policies, may not be allowed to attend. Note: While in attendance at school dances, students are expected to be appropriately dressed. Students who are determined to be inappropriate in their attire will be sent home. School dances are scheduled in advance with a start and end time. It is expected that students will be picked up at the scheduled end time.

## **Dinner Dance for Grade Eight**

The administration and grade eight teams will review the student's overall conduct for participation in the 8th grade Dinner-Dance that occurs toward the end of the school each year. Students must attend school on the day of the dance in order to be eligible to participate. Students are required to fill out a Grade Eight Dance Permission Form, which is read and signed by a parent/guardian/caregiver. Rules concerning the dances are clearly stated on the back of the form.

## **Dismissals**

*Due to Illness or Accident:* If you are sick while you are in school, see the nurse immediately. The nurse will determine if you should be sent home. Should it be necessary that you be sent home, the nurse will call your parent/guardian/caregiver or legal guardian and arrange for your transportation. The nurse will give you a "dismissal slip" which you will turn in at the office before leaving. Parents/guardians/caregivers please come in and sign a dismissal slip when picking up your son/daughter. Under no circumstance is a student to make an individual decision regarding their physical condition and resultant need for dismissal. The school nurse or the Principal must make all such decisions and arrangements. If your child should contact you via texting, email, or cell phone requesting to be dismissed due to illness, please direct your child to the nurse to be evaluated, and the nurse will determine if the child should be dismissed.

## **Dismissals Other Than Illness or Accident:**

If for any reason it becomes necessary for you to leave school during school hours, you must:

- a. Before school, bring a note to the office from your parent/guardian/caregiver stating the date, time, and reason for early dismissal.
- b. The office will give you a "dismissal slip" which is to be signed by all teachers whose classes you will miss due to your early dismissal. Parents/Guardians/Caregivers must come into the vestibule and check in with the receptionist to pick up your son/daughter.
- c. Only with prior knowledge and approval of the administration, may any students be permitted to ride to or from school by means other than the school buses provided. No junior high student will be permitted to ride or walk to the senior high school to obtain such a ride. Bus drivers are specifically directed to refuse any student requests to disembark at the senior high school. Continued transportation funding requires that this rule be strictly enforced. If a bus change is needed, a note from your parent/guardian/caregiver should be brought into the receptionist preferably the day before.
- d. If you are picking up your child at 2:04 pm, please park in the Junior High School parking lot and instruct your child to meet you in the lot.

## **Responsibility For Appearance (Dress Code)**

For reasons of health, safety, cleanliness, and security, students are not permitted to wear outdoor clothing to any class. This includes, but is not limited to hats or caps, coats or jackets. Outdoor clothing should be removed and secured in lockers for the duration of the school day.

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- Students must wear clothing including both a shirt with pants/skirt/shorts, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and back, as well as on the sides.
- Backs and stomachs should be covered without pulling or tugging clothing.
- Clothing must cover undergarments and cannot be see-through.
- ORRJHS has a no head-adornment policy, including but not limited to hats and hoods. Head adornments worn for religious and/or cultural reasons are permitted.
- Clothing, jewelry, and/or accessories may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing, jewelry, and/or accessories may not depict anything sexual.
- Clothing, jewelry, and/or accessories may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress code violations should be consistent with discipline policies for similar violations. If the school has appropriate attire that the student can change into, that will be offered to the student at that time.

### E- Hall Pass

Students are expected to use E-Hall Pass to travel in the building. E-Hall Pass is a browser-based on-line system that is used to manage all hall pass situations. Students who do not use this hall pass system are subject to disciplinary action for not following school rules.

### Extra Curricular Eligibility

~~Extra Curricular Eligibility Students who have a D or an F in any subject must attend remediation/extra help sessions in that academic subject in order to participate in an extracurricular activity. Students who do not attend these sessions, and show improvement in their subject area may be removed from that activity until their grades improve. The principal and junior high athletic director will make this determination.~~

Students who have an F in one (1) core subject must attend remediation/extra help sessions in that core subject in order to participate in an extracurricular activity. Students who do not attend these sessions, and show improvement in their subject area, may be removed from that activity until their grade improves. The principal and/or designee will make this determination. Students who have more than one F in core subjects will not be allowed to participate until they achieve a passing grade in three out of four core subjects.

### ~~Interscholastic Athletic Eligibility Requirements~~

~~To be eligible for athletics, a student must be passing six (6) courses at the end of the preceding academic term. • To be eligible for fall athletics, a student must have passed six (6) full-year course equivalents in the prior academic year. • Academic eligibility of all students shall be considered as~~

~~official and determined only on the date when the report cards for that ranking period have been issued to all parent/guardian/caregiver(s) of all students within a particular class~~

- To be eligible for athletics, a student must be passing their four core academic classes at the midpoint of each trimester (Progress Report) and at the end of each trimester (Report Card) in order to continue playing sports until the end of the next marking period (either progress report or report card, whichever comes first).
- Academic eligibility of all students shall be considered as official and determined only on the date when the progress report/report card for that ranking period has been issued to all parent/guardian/caregiver(s) of all students within a particular class.

### Extra Curricular Activities

A rich tradition of clubs, sports, and activities exists here at the Junior High. They have provided an opportunity for personal growth as well as service to others. Find out more about these programs and get involved! Typically, they have included but are not limited to: Art Club, Book Club, Film Club, Robotics Club, Navigator (yearbook), Intramural Sports, Math Club, Jazz Band, Chess Club, Drama Club, Table Tennis and Students Affairs Committee.

### Field Trips

During the year, many classes will take field trips. Your behavior while on these trips will reflect upon our school. Misconduct will not be tolerated.

Before going on a field trip, each student must fill out a "permission slip" and have it signed by one of their parents/guardians/caregivers. The form must be returned to the teacher in charge prior to the trip.

Note: Students who have had behavioral issues during the school year ~~may~~ will not be allowed on field trips.

### Fireworks

Fireworks are illegal in Massachusetts. See Category One, item K as well as item G. Under no circumstance may any student bring any kind of fireworks to our school.

### Fire Drill Regulations

1. When the alarm sounds, all students and building personnel will vacate the building.
2. Windows and corridor doors should be left closed.
3. Silence is to be maintained throughout the drill.
4. Walk rapidly and exit as rapidly as possible. You are not to run, however!
5. All concerned should treat the drill as seriously as a real emergency. This is essential to the safety of everyone!
6. If any exit is blocked, leave by the next closest exit.
7. If a fire occurs during a change of classes, use the nearest exit.
8. After the drill is over, return to your rooms by the same route that was used in vacating.
9. Be aware of the location of fire extinguishers and fire alarms. Know where the nearest ones are at all times.

### RTI Mod

During RTI time students may be required to participate in academic intervention.. RTI sessions are scheduled with Powerschool Adaptive Scheduler. Students are expected to login to Adaptive Scheduler to check their RTI Mod schedule. Students are expected to go to their assigned session. If no intervention session is assigned, the student is expected to choose an extension to participate in.

### **Gum Chewing**

In order to prevent a very difficult cleaning task, no gum chewing is allowed in the Junior High School! Repeated offenses may be looked upon as insubordination and may result in detention

### **Health Services**

Students who become ill in school, should report to the nurse, who will decide what should be done. Students should not be calling or texting their parent/guardian/caregiver from school to get dismissed because they don't feel well. When this happens the child should be redirected to the school nurse for evaluation. Students must not leave the building because of illness without authorization. If the nurse is not in, students are to report directly to the Office.

### **Health**

Students must see the school nurse if they need first aid, become ill during school hours, or wish to receive advice on a health problem. If the nurse is not in the office, the student should report to the front office so that the nurse may be located or notified. In an emergency, the student should notify the nearest staff member of the situation. The staff member will then contact the nurse to respond to the scene.

### **Medication At School**

Students are forbidden to possess prescription drugs, over the counter medication or drugs of abuse. If a student needs medication during school hours, the parent/guardian/caregiver is to bring the medication to the school nurse for appropriate dispensing. The medication must be accompanied by a permission slip completed and signed by the student's parent/guardian/caregiver. A permission slip may be obtained in the nurse's office. A student that takes a daily long-term medication must have the permission slip signed by the student's physician. The purpose of this rule is to assure that students who need to take medication during school hours receive that medication. It is also intended to prevent the use of over-the-counter drugs by students and the sharing of medications between students. Many medications (even aspirin) may have significant side effects and, when shared, may create serious health problems.

### **Homework**

Home study is a necessary part of each pupil's educational program. You may be assigned homework every night and should expect to spend about an hour *to* an hour and a half each night completing assignments. Planned study, review, and research will be important parts of your homework activities. Parents/guardians/caregivers may call for homework assignments on the second day of a student absence.

### **Inclement Weather Procedure**

In the event of inclement weather, we may employ the one-hour, a ninety-minute or a two-hour delay or cancellation. Please be attentive to radio and television notices in this regard. School cancellations and/or delays will be broadcast on radio stations WBZ News Radio 1030AM, WBSM 1420AM, WSHN 107.1FM, and on the following television channel, WHDH TV Channel 4 News, WCVB TV Channel 5 News, WHDH TV Channel 4 News, and the district website <http://www.oldrochester.org>. It is advisable to listen beginning with the 5:30am – 7:00am news announcements. In addition, as soon as a decision is made, every effort will be made to make a ConnectEd phone message to all students.

### **Insurance**

All students taking part in extracurricular athletic activities, (intramurals and/or athletic) teams including Survival at the end of the school year **must** carry school insurance **or** provide the school with verification of family insurance coverage. A copy of your insurance card noting insurance company, policy numbers and expiration date is required. Before any student participates in any practice, scrimmage, training session, or contest, evidence must be provided that the student is properly insured.

### **Intramurals**

The emphasis on athletics at the ORRJHS is on a balanced intramural program for all eligible students. A modified interscholastic program is in place for some sports. The development of fundamental skills and the encouragement of positive attitudes continue to be our goals. Due to budget constraints a user fee may be implemented for after-school intramural/athletic programs.

### **Library-Media Center**

Our library provides you with many opportunities to learn. The books and magazines found there are for your use either as supplements to your textbooks or as a source of information and enjoyment. Books borrowed from the library should be returned when they are due. They must not be defaced in any way. Reference books do not leave the library. Library rules are posted in the library.

### **Lockers**

Each student will be assigned a locker. Periodic inspections will be made to see that lockers are kept neat and orderly. Use only the locker assigned to you, and keep it locked at all times. All personal items and books, when not in use, are to be kept in lockers. It is unwise to store personal electronics, large sums of money or other valuables in your lockers. Items of value like these are best left at home. Lockers in the school are the exclusive property of the District. Students may use said lockers with the permission of the District, but the District reserves the right at any time to enter said lockers and inspect them or require students to empty said lockers in the presence of a District agent. Any student using any locker on District property does so subject to this specific reservation and any such student will not claim or expect any proprietary right in the occupancy of said locker, or claim or expect any right of privacy in the use of said locker. For obvious reasons, faulty locks and doors should be reported to the custodian AT ONCE! Students who abuse their lockers by kicking doors shut or otherwise defacing them will be held financially responsible and disciplined appropriately.

### **Messages for Students**

We ask parents/guardians/caregivers to limit requests for delivery of messages to their sons and daughters during the school day to emergency only. Non-emergency requests for message delivery interrupt classroom instruction. If necessary, messages will be delivered during non-academic classes and *RTI* time. Thank you for your understanding and cooperation. We also request that you do not text message your child during school, the messages become a distraction to your child's learning.

### **Safety Drills**

During any safety drill students are to remain silent until given permission to talk. Safety drills include fire alarms, lock-downs, evacuations, etc....

### **School Council**

In accordance with state regulations, School Councils consisting of the school principal, who shall co-chair the Council, parents/guardians/caregivers of students attending the school, elected teachers and other interested adults broadly representative of the District communities, shall be established and convened no later than forty days after the first day of school. This Council shall meet regularly with the principal of the school and shall assist in the identification of the educational needs of the students attending the school, in the review of the annual school budget, and in the formulation of an annual school improvement plan.

### **Skateboards**

If skateboards are brought to school they must be dropped off at the front office.

### **Smoking**

In accordance with state law, MGL Chapter 71, smoking is prohibited in the school building, on school grounds and on school buses. The disciplinary procedure for the law against smoking may include assignment to the Planning Room, suspension out of school for up to five days, loss of student privileges.

### **Special Services**

Since we are all different with varying needs, O.R.R.J.H.S. provides many special services to its students in order to meet these needs. Please inquire if you or your parents/guardians/caregivers feel that you may require any of the services offered. In some cases it will be required that you participate in an assessment process that will qualify you for services in one of the following programs:

- Adjustment/Guidance Counseling
- Learning Support Centers
- Inclusive support in regular classrooms
- Planning Room Process
- Speech and Language Therapist
- Title I Mathematics
- FINO

FINO (Failure Is Not An Option) starts after the second semester and currently allows students the opportunity to convert pre-existing, failing grades to passing grades. In addition, assistance is provided on current curricula demands to enhance class performance.

### **Student Pregnancy**

If a student becomes pregnant, the student/or a family member will notify the student's counselor, the administration or the school nurse. A meeting will be scheduled with the student and the parents/guardians/caregivers to discuss the educational options and support services available to the student. The above process will follow the confidentiality policies of the Old Rochester School District. Pregnant or parenting students will be allowed to attend classes during regular school hours, use all school facilities, attend all school functions, and participate in all curricular and extracurricular activities as long as the student's physical and mental health is not endangered. Homebound educational service will be provided for the student after the student is no longer able to remain in school. The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue school. Documentation from a doctor is required for temporary exemption from physical education classes and medical excuse of days absent. It is recommended the student seek

counseling and support on prenatal care and early childbearing. The student must comply with all school regulations governing the general student body, unless excused by the school's administration. The student may not bring the newborn child to school anytime during the school day unless administrative permission has been granted. Each case will be reviewed individually on the basis of a number of factors such as the health, safety and well being of the student and the school community.

### **Student Records**

The privacy of student educational records is respected. Generally, only parents/guardians/caregivers, eligible students, and appropriate school personnel are allowed to have access to information in a student's educational record. Written consent provided by the parent/legal guardian/caregiver is normally required for any other release of student educational record information.

Educational records, and the information contained in these records may be released, however, if necessary to protect the health or safety of the student or other persons. They may also be released in certain other circumstances, such as, for example, to accrediting organizations in order to carry out their accrediting functions, to certain state and federal officials or in response to a request from a probation officer or the Department of Youth Services or a justice of any court (with notice to the student whose records are sought by the subpoena, order or request and to the parents/guardians/caregivers).

This policy does not apply to release of directory information, such as the student's name, class, participation in officially recognized activities and sports, degrees, honors and awards. Please be sure to fill out the Directory Information Notice and read through the Annual Notification of Rights Under FERPA. The Family Education Rights and Privacy Act (FERPA) affords parents/guardians/caregivers certain rights with respect to student records. Under current policy, a student transcript, including name, address and grades, is kept for at least sixty years. That portion of the student's record that contains standardized tests, evaluations by teachers and the like, known as the "temporary record," is usually destroyed within five years after a student leaves the school system.

Unless expressly limited by a student over the age of eighteen, parents/guardians/caregivers have the right to inspect their child's educational record. The record is made available to the parents/guardians/caregivers within ten workdays after the request is made. Copies of any part of the record may be requested, although a reasonable fee may be charged for the cost of duplicating the materials.

It is our practice to make student records easily accessible to parents/guardians/caregivers. You will find the Guidance staff cooperative in such matters.

### **Student Valuables**

Students are cautioned not to bring large amounts of money, personal electronics, radios, or cameras to school, and if they wear glasses or watches, to keep track of them at all times. Students, not the school, are responsible for their personal property.

### **Substitute Teachers**

Our school is fortunate to have capable people to help us whenever our regular teachers are ill or attending conferences. A substitute teacher is an important visitor whose impressions of our school will be carried into the community. ~~Let us be certain that these are good impressions by being as polite, helpful, and considerate, as you would be to your regular teacher.~~ Students are expected to be considerate, helpful and respectful to all teachers, including substitute teachers.

### **Survival**

Our annual, weeklong, Survival experience in the hills of Northfield, Massachusetts. Typically, more students seek to participate than we are able to accommodate so it is necessary for us to develop some basic criteria to be certain that those students who can best profit from the experience are included. An advisory board is charged with determining whether or not students who have applied for consideration to participate in the Survival program eligible. The following criteria are used to determine participation:

#### *Participation Guidelines:*

1. Students who express an interest in participating.
2. Students who have demonstrated a consistently high degree of good citizenship and are presently in good standing in our school. Good standing is interpreted to mean adequate and on time school and class attendance, satisfactory academic effort in all subjects, and satisfactory adherence to school policies including those on student behavior as stated in the student handbook. Good citizenship will be determined by consultation with the student's teachers and other faculty.
3. Students who are not failing any subjects for the year as of the end of quarter three. Students' academic standing will be evaluated at the end of quarter three.
4. Students with no medical/psychological problems, which could conceivably cause harm to themselves under isolated and primitive living conditions.
5. The advisory board determines that the student is mature and responsible enough to respond to a directive immediately.
6. Students must make a weeklong commitment to the program.
7. All participants must have the School Time insurance or provide verification of private insurance.
8. All participants must attend two (2) meetings during two (2) after school sessions from 2:05 – 3:30pm.
9. All participants must adhere to the return dates on the various applications and forms or they may be in jeopardy of losing a space in the program.
10. A participation fee is required for the Survival program.
11. All participants must have at least one parent/guardian/caregiver attend "Survival Parent Night", at the informational evening held at the junior high school.
12. Students, who for various reasons have not been recommended for survival, can write a letter of appeal. The letter response should be given to the receptionist in the Junior High School office, addressed to the advisory board, by 7:30am the following day.
13. Students could be required to participate in weekly meetings during RTI period and complete assignments in Survival's Google Classroom.

### **S.C.O.P.E.**

(Supplemental Courses Offering Personal Enrichment)

As an alternative to the Survival expedition, S.C.O.P.E. was created to meet the interest of those students who remain at the Junior High. The program provides students the opportunity to select from a wide variety of valuable and interesting, "hands-on activities". All SCOPE participants will be required to pay a participation fee. Also, all SCOPE students must carry school-time insurance or provide verification of an up-to-date personal insurance policy. See Insurance on page 24 for details.

### **Staying after School**

When students stay after school for any reason, they must have administrator approved adult supervision (i.e. faculty, staff, coach, advisor). If a student plans on staying after school, it is the student's responsibility to ensure there is an adult to stay with before the buses leave for the day; failure to do so will result in disciplinary consequences. Students can't stay after school just to socialize with their friends.

### **Supervision of Students Beyond Regular School Hours**

The school recognizes its responsibility to ensure the safety and supervision of all students who, for a variety of reasons, may be present at the school facility beyond the regular school day – e. g., academic assistance, athletics and performing arts events, school dances, etc. That supervision, though, cannot be extended beyond the time guidelines. If students are staying after school they must be picked up by 3:30pm. Late buses will be available on Tuesday, Wednesday & Thursday only. Please note that in fairness to the staff, all children will be asked to board a late bus in the event a parent/guardian/caregiver is unable to pick-up their child by 3:30pm.

Please note: In regards to other situations like athletic and musical events that extend beyond 3:30 p.m., it is expected that parents/guardians/caregivers supply transportation in a timely fashion in keeping with the announced times.

Students who stay for after school help, activities or clubs, must stay on the junior high school campus under the supervision of their teacher, coach, advisor, etc., unless given permission by school personnel. These students are required to be picked up by 3:30pm at the junior high campus, or they must take the late bus to their local library. No student will be allowed to leave the junior high school to go to the high school campus without permission from school personnel. Junior high school students will be allowed to attend evening games/functions on the junior high school campus and high school campus once the event opens to the public. If an event begins between 2:04 p.m. - 3:30 p.m., with written parent permission, the student will be released to the event. Parents/guardians/caregivers should be aware that their child will be unsupervised. All students are expected to adhere to the school's code of conduct while on the junior high and senior high campus at all times.

### **Telephones**

At times our phone lines are very busy. It is understandable therefore, that you or your parents/guardians/caregivers may have occasional difficulty reaching us. Please be patient. We're doing our very best! The nurse or appropriate staff personnel will make all calls, including any of an emergency nature or those made to arrange transportation home due to illness.

### **Traffic Regulations**

Teachers and parents/guardians/caregivers transporting and picking up their children at school are asked to cooperate in order to facilitate the speedy arrival and departure of buses. No private vehicles may pass a bus if the bus has its blinking lights on. Parents/guardians/caregivers who choose to drive their child to and from school are asked to drop-off and pick up their students in the front of the school. Please do not park parallel to the buses. We ask that parents/guardians/caregivers or designated drivers picking up students come into the junior high school office for identification purposes after the required prior arrangements if early student dismissals have been made. If your child rides to school with a high school student, the junior high student needs a note from the parent/guardian/caregiver requesting permission to walk from the high school parking lot through the high school to the junior high. The note should include the duration for which the student desires to walk through the high school. Should the

junior high student behave inappropriately while in the high school they may lose this privilege and receive disciplinary actions for their behavior.

### **Transitions**

Because we are a two-year school, the quality of our arrangements to ensure smooth transitions from and to area schools is extremely important to us. Our fall orientation program for grade 6/7 students focuses on our school Mission Statement and the setting of attainable goals for all students. It speaks to issues of respect for diversity, meeting personal challenges, developing trust, caring about each other and "doing right when there is no one to make you do it but yourself."

Additionally, all grade eight students tour ORRHS and the local vocational schools. ORRHS also provides an informational parent/guardian/caregiver night in the spring.

### **Bus Transportation**

All students attending ORRJHS have bus transportation provided for them. While the School Committee firmly believes all students should be provided transportation free of charge, it reserves the right to institute a fee-based amendment to its transportation policy should the need arise. While riding on the school bus you are reminded that the driver has a grave responsibility... the bus driver is responsible for all of the lives of the children on that bus. Difficulties created on the bus by irresponsible students could result in tragedy.

It is expected that students having the privilege to ride to and from school by bus will cooperate completely with the bus driver to ensure the safety of all passengers, the driver, pedestrians, and other drivers and their passengers.

The following rules are to be followed by all students:

#### **Previous to loading:** (on road and at school):

- a. Be on time at designated bus stop.
- b. Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
- c. Bus riders should not move toward the bus until the bus has come to a complete stop. Only then may you attempt to enter the bus.
- d. Riders must not crowd and push while getting on the bus.
- e. Walking through the high school in order to board the buses is absolutely forbidden.

#### **While on the bus:**

- a. Sit where you are told.
- b. Keep books, packages, coats and all other objects out of the aisle and safely secured.
- c. Do not leave or change your seat while the bus is in motion.
- d. Riders should never tamper with the bus or any of its equipment.
- e. Opening and closing windows is not permitted except by the bus driver.
- f. Keep hands and head inside the bus.
- g. Never throw anything out of the bus windows or in the bus.
- h. Eating or drinking is not permitted.
- i. Assist in keeping the bus safe and sanitary.
- j. Avoid shouting or unnecessary confusion.

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- k. Horseplay is never permitted on the bus.
- l. You are not allowed to leave your bus for any reason once on board.
- m. Help look after the safety and comfort of small children.
- n. Do not leave books, lunches or other articles on the bus.
- o. Smoking is never allowed on the bus.
- p. Courtesy to the driver, fellow pupils and passersby is a must.
- q. In case of a road emergency, children are to remain on the bus unless requested to leave by the bus driver.
- r. There must be absolute quiet when approaching a railroad crossing.
- s. The offender will pay for damage to bus equipment.
- t. Pupils must have written permission to leave the bus at locations other than at home or at school. Notes should be brought to the office during homeroom preferably a day in advance, but no later than 9:00am the day of the bus request. Bus requests will not be accepted after that time.
- u. Violation of bus rules will be reported promptly to the student, parent/guardian/caregiver, and school principal in writing. Violation may result in the loss of bus privileges or discipline.

Minimum: 1st offense - warning

2nd- 1-3 day bus suspension

3rd - 5-10 day bus suspension

Repeated - consideration of permanent bus exclusion.

*Note:* Parents/guardians/caregivers and students are advised that school buses are equipped with *videotaping equipment*. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Students living less than one-half mile from the school may choose to walk or ride a bike. Students who live close enough to walk must obtain written permission from their parents/guardians/caregivers. If any "walker" must cross Route 6, they must do so only at the crosswalk. Students, who need to change buses on occasion due to doctors' appointments, babysitting, etc., preferably bring in a note from a parent/guardian/caregiver the day before the change is to occur. An administrator will authorize these notes. We strongly urge that these notes be kept to a minimum due to spacing on other buses.

Under no circumstances are students to hitch-hike to or from school!

All students attending O.R.R.J.H.S. have bus transportation provided for them. As we have stated earlier, it is only with prior knowledge and approval of the administration that any student may be permitted to ride to or from school by means other than the school buses provided. No junior high student will be permitted to ride or walk to the senior high school to obtain such a ride. Bus drivers are specifically directed to refuse any student requests to debark in the morning or in the afternoon at the senior high school. Continued transportation funding requires that this rule be strictly enforced.

Extra - Curricular Trips: The above rules and regulations will apply to any trip with school sponsorship. Pupils shall respect the wishes of the chaperones appointed by the school.

### Truancy

A student absent without the authorization required under our Attendance Policy section, is truant. Repeated truancy will be cause for disciplinary action, which may result in suspension, or legal action, as described under Student Conduct in this handbook. All work missed as a consequence of student truancy must be made up.

**Visitors**

Visitors are always welcome, especially parents/guardians/caregivers; however, students are required to obtain permission from the administration before bringing a guest to school. No visitors are allowed on exam days, while they are absent from another school in the area, or if prior arrangements have not been made. For safety reasons, all doors will be locked. All doors open from the inside to assure emergency exit. All visitors must report to the front desk to sign-in. Visitors must obtain a yellow visitor badge to be worn and be visible at all times. To receive a visitor badge, a valid state issued ID is required. The ID will be scanned and processed through our security system. If one does not have a state issued ID, one should contact the school in advance, so we can address it beforehand.

**Walkers**

– See Transportation

**Chromebook Care**

Chromebooks must not be defaced, marred, or dismantled. Full payment must be made for any damaged or destroyed chromebook in accordance with the fee schedule. It shall be the responsibility of parents/guardians/caregivers to provide restitution for any damage fees incurred by a student.

<b>Technology Replacement &amp; Damage Fee Schedule</b>	
Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple usb-c to lightning cable	\$25.00
Apple usb power adapter (block)	\$25.00
Case	\$50.00

## DRAFT 24-25 ORRJHS Student Handbook

### ATHLETICS

*It is an honor and privilege to participate in high school sports. While you are often called student/athletes, it must be remembered you are a student first. Each student/athlete is expected to act in a dignified and mature fashion, on and off the field. You must wear your school colors with pride, win with class and lose with dignity. You will come to respect your peers, coaches and officials. Remember that you not only represent yourself but also your teammates, coaches, team and school.*

#### Interscholastic Sports Programs

*Offered at Old Rochester Regional High School*

Fall	Winter	Spring
Varsity Football	Varsity Ice Hockey	Varsity Softball
J.V. Football	J.V. Ice Hockey	J.V. Softball
Freshmen Football	Boys Varsity Basketball	Varsity Baseball
Varsity Volleyball	Boys J.V. Basketball	J.V. Baseball
J.V. Volleyball	Boys Frosh Basketball	Boys Spring Track
Golf	Girls Varsity Basketball	Girls Spring Track
Varsity Field Hockey	Girls J.V. Basketball	Varsity Boys Tennis
J.V. Field Hockey	Girls Frosh Basketball	Varsity Girls Tennis
Freshmen Field Hockey	Boys Indoor Track	Varsity Boys Lacrosse
Boys Varsity Soccer	Girls Indoor Track	J.V. Boys Lacrosse
Boys J.V. Soccer	Cheerleading	Varsity Girls Lacrosse
Girls Varsity Soccer	Swimming	J.V. Girls Lacrosse
Girls J.V. Soccer		Sailing
Boys Cross Country		
Girls Cross Country		
Cheerleading		
Dance Team <i>fall-winter</i>		

*It takes great commitment to be part of an athletic team. Before a student makes that commitment, the student and their parent/guardian/caregiver(s) must read and understand this handbook. The rules listed are a combination of policies from the Massachusetts Interscholastic Athletic Association, the O.R.R. School Committee and the O.R.R. High School Administration. They have been established so that all those who choose to participate in athletics at*

*O.R.R. will have a positive educational experience.*

All **High School** Sport Schedules can be found at: [www. SouthCoastConference.org](http://www.SouthCoastConference.org)

It is the intent of our athletic program to:

- Facilitate development of a strong sense of commitment to student, team and school
- Place a premium on the values that accrue from fair play
- Teach respect and consideration for opponents as either the guests or hosts of the game
- Cultivate respect for the authority of school personnel, coaches and game officials
- Develop self-control, self-direction and sound judgment
- Demonstrate that the rules of the game are by mutual agreement and are to be honored in spirit as well as in letter
- Recognize that athletics really aim to promote the mental, social and moral welfare, as well as the physical well being, of the participant
- Promote the game for the players - and as a game only – not as a matter of life and death, of the lasting glory in victory or of the disgrace of defeat

### Athletic Policies

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is \$275 per student per sport with an individual cap of \$700 and a family cap of \$975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at
- the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- A student who is absent from school may not participate or attend any extracurricular activities including practices without prior approval by administration for extenuating circumstances.
- A suspended student may not participate in or attend any athletic event during the term of their suspension
- ~~Remove the following/not applicable: A student who is suspended may be removed from their captaincy or leadership position.~~
- A student may not participate or attend any athletic event on days they have been assigned to in-school suspension or Intervention Center.
- Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Student athletes that are late for practice or games for any reason, i.e.: extra help, meeting with athletic trainer or club meetings, will require a note to the coach. An athlete must be marked present on the school attendance sheet to be able to participate
- Serving a detention takes precedence over any practice or game
- Sub Varsity teams are developmental in nature; there is an expectation that all team members in good standing will participate in every game
- Varsity teams are competitive athletic situations. Playing times and positions are dictated by the coach

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- ~~Remove the following/not applicable: After the tryout period and before the first contest, no student listed on a specific sport roster may switch from that athletic activity to another without the consent of the coaches and the athletic director. After the first contest, a waiver from the MIAA is necessary in order to switch sports~~
- The rules from each coach are in writing and approved by the athletic director. Violations of team rules, such as failure to follow the instructions or training rules of the coach, or behavior that in any manner interferes with the smooth and orderly conduct of a team, will result in the imposition of disciplinary measures by the coach. These disciplinary measures may supersede those of the school and state association and include training assignments, suspension from one or more games or, in severe cases, expulsion from the team
- Each player is required to wear the appropriate protective equipment/gear (during practice and competition) as specified by the M.I.A.A. for their particular sport. In addition, each player is required to wear the protective equipment in the proper, unaltered intended fashion
- No spikes or cleats will be worn in the building
- We do ask that you address any questions, concerns, or issues with your student/athlete's coach as soon as possible. Please do so by making an appointment in advance. If you do not have a contact phone number for the coach, please contact the athletic office at 508-758-3745 ext. 1823. Note: Approaching the coach just prior to a game, following a game or during a practice or game may be an inappropriate time.
- ~~Remove the following/not applicable: The use of athletic facilities for other than school purposes must be approved by a 'Use of Building' form from the front office.~~
- The Principal of Old Rochester Regional High School is ultimately responsible for the management, personnel and property of the athletic department. Their designated representative for such matters is the athletic director.

### Interscholastic Athletic Eligibility Requirements

- To be eligible for athletics, a student must be passing their four (4) core courses (rather than six (6) courses) at the end of the preceding academic trimester (rather than term.)
- To be eligible for fall athletics, a student must have passed their four (4) core courses (rather than six (6) full-year course equivalents) in the prior academic year.
- Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for each trimester (rather than that ranking period) have been issued to all parent/guardian/caregiver(s) of all students within a particular class.

### *The South Coast Conference*

*Old Rochester Regional is a member of the South Coast Conference (SCC). The league is governed by the MIAA and its own constitution. The league schedules most of the games played by Old Rochester Regional, at all levels of its competition. The SCC consists of:*

*Apponequet  
Dighton Rehoboth  
Old Rochester  
West Bridgewater*

*Bourne  
Fairhaven  
Seekonk*

*Case  
GNBVTHS  
Somerset Berkley*

**O.R.R. is a proud member school of the Massachusetts Interscholastic Athletic Association (hereafter referred to as the M.I.A.A.) which:**

- Is the governing body of high school athletics within the state of Massachusetts
- Board of Directors is made up of Principals from various districts throughout the state
- Board of Directors and its various sub-committees establish policies for all member schools

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- “is an organization of 368 high schools, who sponsor athletic activities in 33 sports. More than 200,000 young men and women compete annually in approximately 100,000 competitions among MIAA member schools.” Per MIAA

The MIAA Home Page can be found at [www.miaa.net](http://www.miaa.net) . It is a web site full of information pertaining to high school interscholastic athletics. The information includes the complete Blue Book which contains rules, regulations and guidelines.

### Especially pertinent Student-Athlete Policies:

- Must not miss a high school practice or competition in order to participate in a non-school activity/event in any sport recognized by the MIAA. The penalty is ineligibility for two (2) weeks or two (2) games, whichever is greater, and the athletes are ineligible for state tournament contests
- “Captain’s practices” are not in any way sanctioned, encouraged or condoned. Students are not to organize or compete in them.
- Incomplete grades may not be counted towards eligibility. A student will have five (5) school days to change the incomplete grade(s) to passing.
- A student who repeats work upon which they have already received credit cannot count that subject a second time for eligibility
- A student cannot count for eligibility any subject taken during the summer vacation unless that subject has been previously pursued and failed

~~Remove the following/not applicable: —~~

### ~~Time Allowed for Participation:~~

- ~~~A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.~~
- ~~~In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons. In special cases where a student has been absent from school because of an accident or illness, the executive director, or their designee, shall have the authority to extend the student’s eligibility upon presentation of a doctor’s certificate on the student’s behalf and a letter from the Principal attesting to the inability of the student to attend school during a specific period because of an accident or illness. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student’s accident/illness prevented participation.~~

### ~~Age Limits:~~

- ~~~A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that their 19th birthday occurs on or after September 1 of that year. For Freshman competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year.~~

### ~~Graduation:~~

~~A student must be an undergraduate: i.e., they shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:~~

- ~~~An early graduate of a high school may represent their school in athletics until the end of the sport season in which they are participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.~~
- ~~~A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if they continue to take at least the equivalent of four traditional year-long major English courses.~~

**Chemical Health:**

***From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest)***, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product including e-cigarettes; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by their doctor.

This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

***Minimum PENALTIES:***

· **First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

· **Second and subsequent violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

· If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events ***provided the student was fully***

***engaged in the program throughout that penalty period. The High School Principal in collaboration with a Chemical Dependency Program or Treatment Program*** must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

*Revised 2/13/08*

Penalties shall be cumulative each academic year, ***but serving the penalty could carry over for one year. Or,*** if the penalty period is not completed during the season of violation, the penalty shall carry over to the student’s next season of actual participation, which may affect the eligibility status of the student during the next academic year. ***(e.g. A student plays only football: they violate the rule in winter and/or the spring of same academic year: they would serve the penalty [ies] during the fall season of the next academic year).***

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### 1st Offense - 25%

# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

### 2nd Offense - 60%

# of Events / Season Penalty	# of Events /
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

### 2nd Offense w/Dependency Program - 40% if in the program throughout the penalty period.

# of Events / Season Penalty	# of Events /
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

**Tobacco Use** - During practice or competition, a coach shall not use any tobacco product (*penalty: same as students' – see chart above*).

**Steroid Use** - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that their success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight

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under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

*Revised 2/13/08*

### Good Citizen Rule

- Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

### Sportsmanship: *Taunting*

- Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, sex, gender identity, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics. Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing their skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.
- In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.
- At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

### Hazing

The practice of hazing is prohibited both by Massachusetts law and school rules. A student who is an organizer or participant in a hazing is subject to Category one sanctions as well as criminal prosecution. The Massachusetts statute, which prohibits hazing, is **Massachusetts General Law, Chapter 269, Sections 17 through 19.**

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, forced physical activity which is likely to adversely affect the physical health or extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

### Duty to report hazing

- Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

### Anti-Bullying Policy

Old Rochester Regional Junior/Senior High School Staff defines bullying as characterized by an imbalance of power between target and bully; intent to harm; the threat of further aggression, and/or the creation of a hostile environment for one or more students.

Examples of bullying include but are not limited to:

**Physical attacks:** hitting, touching, intimidating, hazing, ganging up on someone, and other unwanted physical contact in violation of one's personal space and property.

**Verbal attacks:** taunting, spreading rumors, name-calling, exclusion, hazing, lack of respect for differences and cyber bullying.

Cyber bullying can occur in blogging, instant messaging, emails, chat rooms, text messages, Facebook, Myspace or other sites of that nature.

The Old Rochester Regional Junior/Senior High School community is committed to providing a safe environment to every student. The following is a statement of rights and responsibilities afforded to all students at ORRJHS & ORRHS.

All students will feel free and safe

- to come to a safe school environment every day. Areas including locker rooms, hallways, bathrooms, the gymnasium, sports fields, and extracurricular events will be safe and accessible to all students.
- to report incidents of harassment or bullying safely to a staff member.
- to access the school social worker, guidance counselors, the school nurse or other trusted staff member
- to the security of person and property as well as personal space
- to explore positive, healthy relationships
- to express own opinions and be respected
- to have the responsibility to demonstrate respect towards all staff members, including teachers, paraprofessionals, custodians, librarians, nurses, secretaries, and administrators.

### DISCIPLINING BULLIES AND REHABILITATION/REMEDIATION

ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

· **Tier 1** is a first-time offense of bullying. The Assistant Principal based on the nature of the offense will discipline the student based upon how falls within the student handbook guidelines. If the Assistant Principal views the situation as a case of bullying (as defined by anti-bullying policy) then the student is placed within the remediation program. The student has displayed antisocial tendencies and the ORRHS community feels that the behavior needs to be changed. The student will be referred to and participate in a mandatory remediation program. The bully's teachers and relevant school staff members will be notified of their behavior and made aware of a potential conflict with the target. The Assistant Principal will follow-up with both the bully and the target in subsequent weeks to assess the effectiveness of remediation and intervention.

· **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.

· **Tier 3** is a third offense and will be viewed as a category 1 offense within the student handbook.

The Assistant Principal reserves the right to elevate a first or second offense to the third tier based on the severity of the offense. Any student entering tier 2 or 3 will be mandated to participate in the school remediation program.

### **ATHLETIC CONCUSSION INFORMATION**

The following information will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. They also include instruction to coaches, volunteers, and parent/guardian/caregiver(s) in

preventing the occurrence of head injuries and concussions in extracurricular activities directed at discouraging and prohibiting a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon will be enforced as penalties, including but not limited to personnel sanctions, for failure to comply with the provisions of the district's policy.

#### **What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury.

Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

#### **Mechanism of Injury:**

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type.

Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

#### **Concussion Signs and Symptoms:**

##### **Signs (what you see):**

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems

- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

### **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate health professional.

### **Post Concussion Syndrome:**

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms.

Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance

- Depression
- Visual disturbances

### **Second Impact Syndrome:**

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

### **ATHLETIC CONCUSSION PROCEDURES**

Any suspected or incurred head injury during a practice, game or school related extracurricular activity must be immediately reported to school medical personnel, Nurse, Certified athletic trainer or school/team physician. The parent/guardian/caregiver of the injured student **must** be notified and advised to seek out necessary medical care for appropriate evaluation and treatment.

Any student athlete sustaining a concussion or head injury, under referral from the student's primary care physician and request of parent/guardian/ caregiver(s), may seek out assistance of a school based care team consisting of athletic and academic personnel, for purpose of a graduated re- entry accommodation plan to school activities and academic course work as indicated. The school based care team should include all personnel who are responsible for the successful return to academic requirements and provide a safe return to athletic activities.

#### Pre-Participation Requirements for Students and Parent/Guardian/Caregiver(s)

##### **A. Education and Training**

1. Each year at the pre-season meeting for every season, a school shall provide current approved materials to all students who plan to participate in extracurricular athletic activities and their parent/guardian/caregiver(s) in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long- term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent/guardian/caregiver shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic activities either (a) a certification of completion for an approved on- line course or (b) a signed acknowledgment as to their receipt of approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

**B. Documentation of Head Injury and Concussion History**

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the Athletic Director a current Pre-participation Form, signed by both the student and the parent/guardian/caregiver, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
  - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
  - Distribute copies of forms which indicate a history of head injury to the athletic trainer, school nurse and/or school physician.
3. If a student sustains a head injury or concussion during the season, the Head Injury During Sports Season Form must be completed (a) by the athletic trainer, coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent/guardian/caregiver if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

**Suspected Concussion Exclusion from Play**

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach or certified athletic trainer shall communicate the nature of the injury directly to the parent/guardian/caregiver in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The certified athletic trainer or coach also must provide this information to the parent/guardian/caregiver in writing in a timely manner.
4. The certified athletic trainer, coach or their designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
  - The academic plan shall be developed by the student's teachers, school nurse, parent/guardian/caregiver, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
  - The return to athletic participation plan will be developed by the certified athletic trainer and/or coach in consultation with the student's directing physician. The plan will be administered and documented by the certified athletic trainer or coach until completed and a full return to extracurricular athletic activities is possible.
  - The written plan shall include but not be limited to:
    - Physical and cognitive rest as appropriate;
    - Graduated return to classroom studies as appropriate;
    - Estimated time intervals for resumption of activities;
    - Frequent assessments by the school nurse as appropriate; and
    - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.

## DRAFT 24-25 ORRJHS Student Handbook

- The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

### Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parent/guardian/ caregiver(s), the school nurse and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

### Parent/Guardian/Caregiver Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
- Watch for changes in your student/athlete that may indicate that your student/athlete does have a concussion or that your student/athlete's concussion may be worsening.

Report to a physician:

Loss of consciousness, Headache, Dizziness, Lethargy, Difficulty, concentrating, Balance problems, Answering questions slowly, Difficulty recalling events, Repeating questions, Irritability, Sadness, Emotionality, Nervousness, Difficulty with sleeping

- Encourage your student/athlete to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Observe and monitor your student/athlete for any physical or emotional changes.
- Recognize that your student/athlete will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

### Student and Student Athlete Responsibilities:

- Report all symptoms to athletic trainer and/ or school nurse.
- Follow recovery plan.
- **REST.**
- **NO ATHLETICS.**
- **BE HONEST!**
- Keep strict limits on screen time and electronics.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork.
- See the athletic trainer and/or school nurse for pain management.
- Return to sports only when cleared by physician and the athletic trainer.
- Follow Gradual Return to Play Guidelines.
- Report any symptoms to the athletic trainer and/or school nurse and parent/guardian/caregiver(s) if any occur after return to play.

## DRAFT 24-25 ORRJHS Student Handbook

- Return medical clearance form to athletic trainer prior to return to play.
- Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

### Use and Care of Athletic Uniforms and Equipment

Each student is responsible for the care of any uniforms and equipment issued to them. The student must reimburse the school for the cost of any item that is lost, stolen or broken. Failure to do so may result in disciplinary action as well as loss of athletic eligibility.

### Athletic Awards Policy

The first year an athlete earns their letter in any varsity sport at Old Rochester Regional High School, they will receive the standard ORR letter award. A letter award will be given on each occasion that an athlete qualifies for a letter in any sport. In the event that an athlete qualifies more than once in a sport, they will receive a certificate and service bar for each additional year of qualification.

Eligibility for athletic awards, i.e. letter awards, is determined by the head coach of each sport. These guidelines will be distributed at the preseason meetings.

- Eligibility for athletic awards is contingent upon the successful completion of the season. (i.e. A student who becomes academically ineligible prior to the end of the season would not be eligible for an award)
- An athlete who would normally qualify for an award but is prevented from doing so by accident, illness or other extenuating circumstances may receive an award
- No privately funded awards may be given in the name of the school without the express written consent of the school committee

### Fundraising

All fundraising must have prior approval of the High School Principal. Fundraising (selling an item for a profit) without authorization of the High School Principal will be subject to Category One of the discipline code.

The ORR Athletic Booster Club (ORRABC) is the official fundraising vehicle for ORR athletics. No gifts of any kind may be given to ORR students, coaches or teams without the written approval of the High School Principal, working in conjunction with the athletic director and ORR ABC.

~~Remove the following/not applicable:~~

### ~~Captains Duties~~

- ~~— Serve as a role model for all to follow both in and out of the athletic program~~
- ~~— Assist the coach as required~~
- ~~— Encourage team members to live up to the athletic code~~
- ~~— Serve as a spokesperson for the team~~
- ~~— Keep the team informed of practices~~
- ~~— Conduct practice duties under the supervision of the coach~~
- ~~— Assist in the season ending banquet~~



# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2023-2024 OLD ROCHESTER REGIONAL HIGH SCHOOL IMPROVEMENT PLAN

### MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

### VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

### CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

#### THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

#### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

#### CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

## THEORY OF ACTION

### IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

### AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

### AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

### AND...

provide an inclusive and supportive climate and culture for all school community members...

### AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

### THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

## STRATEGIC OBJECTIVES

**1. & 2.**  
**Teaching & Learning**

**3.**  
**Support Systems**

**4.**  
**Climate & Culture**

**5.**  
**Safe Schools**

### Strategic Objective #1: Teaching & Learning

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.1 Define and create a Portrait of the Graduate that encompasses equitable practices in students' academic and social lives.	HS Administration 7-12 Department Coordinators	By June 2024, ORRHS will have established a Portrait of the Graduate.	Participation in Portrait of the Graduate (POG) Trainings as developed by NEASC  Determine stakeholder teams for a planning committee.  Schedule regularly dedicated time for planning and development for POG team.	Completed Portrait of the Graduate for grades 9-12.

			<p>Provide resources needed by the POG team.</p> <p>Collaboration with outside schools and examples.</p> <p>Define equitable practices related to social and academic lives in the POG.</p>	
1.2 Adopt and implement a curriculum review cycle (CRC).	<p>Assistant Superintendent of Teaching and Learning</p> <p>7-12 Department Coordinators</p> <p>Instructional Council</p>	By June 2024, all ORRHS Academic Departments will be included on the curriculum review cycle.	<p>Curriculum work during common planning days and professional development time.</p> <p>Review and analyze current curriculum with support of Instructional Council.</p> <p>Each subject area is assigned to a CRC phase by the Assistant Superintendent of Teaching and Learning.</p> <p>Identify future budget needs based on CRC phase schedule by subject area.</p> <p>Provide Professional Development on CRC for staff.</p>	<p>All ORRHS departments will be working on curriculum as appropriate to their area of the cycle.</p> <p>Presentation of CRC to the Joint School Committee.</p> <p>Adopt and implement the current CRC.</p>
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction. (Multi-year)	<p>Assistant Superintendent of Teaching and Learning</p> <p>7-12 Department Coordinators</p> <p>Instructional Council</p>	By June of 2024, all ORRHS Academic Departments will have horizontally aligned common assessments.	<p>Curriculum work during common planning days and professional development time.</p> <p>Create a district-wide assessment calendar for all subject areas.</p> <p>Conduct needs assessment and review of currently used assessments for all subject areas.</p>	Common assessments in place across grade level courses.

1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.	Assistant Superintendent of Teaching and Learning  Instructional Council	By June of 2024, ORRHS will have updated content in a curriculum management system.	The Instructional Council will meet throughout the year to plan for auditing and updating curriculum content.  Departments will update courses/units following parameters set by Instructional Council.	Instructional Council agendas reflect audits and updates made to units and content updates are available to teachers in our curriculum management system.
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### Strategic Objective #2: Teaching & Learning

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time. (Multi-year)	Assistant Superintendent of Teaching and Learning  Instructional Council	Instructional Council will provide input on the 2023-2024 professional development planning. All staff will provide feedback at the end of each PD day to be used in revising follow up professional development.	Data from staff surveys will be used to plan for professional development offerings.  The Instructional Council will provide input on department/grade level needs for PD.  Participants in PD offerings will submit surveys to document their experiences in PD sessions to help improve future offerings.  Determine best practices for a PD planning process.  Review PD planning process examples from other districts.	Survey data analyzed and professional development plans reviewed and updated reflect the needs of educators.  Instructional Council agendas reflect input shared out with grade levels and departments.  PD plans reflect input from our stakeholders.  Surveys prepared and uploaded to SMART PD for educators to

			<p>Investigate the suggested DESE PD Planning process</p> <p>Create a revised PD planning process.</p>	<p>complete at the end of each PD session.</p> <p>Adoption and implementation of final PD planning process district-wide.</p>
2.4 Provide and prioritize dedicated time and resources for the planning of a district-wide Portrait of the Graduate.	<p>HS Administration</p> <p>Department Coordinators</p>	By June 2024, ORRHS will have established a Portrait of the Graduate.	<p>Participation in Portrait of the Graduate Trainings as developed by NEASC.</p> <p>Conduct focus groups.</p>	Completed Portrait of the Graduate for grades 9-12.
<b>Strategic Objective #3: Support Systems</b> Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.				
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting. (Multi-year)	<p>Office of Student Services</p> <p>HS Administration</p>	ORRHS will develop and implement systems of support consistent with district initiatives to ensure supports are in place to meet the needs of our students.	<p>Grade level/departments will use assessment data to drive instruction in tiers I, II, and III</p> <p>Targeted staff will participate on the district team developing and implementing Social Emotional Learning (SEL) curriculums that may be used by the district.</p> <p>Pathways to Success will meet bi-weekly to ensure that student intervention needs are being addressed.</p>	<p>Monthly reports at Staff Meeting.</p> <p>Agendas and action items will be shared at the building level.</p> <p>Agendas reflect topics of discussion at weekly meetings.</p>

**Strategic Objective #4: Climate & Culture**

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Level-based Goal</b>	<b>Action Steps</b>	<b>2023-2024 Anticipated Outcomes &amp; Evidence (Indicators of Success)</b>
4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.	HS Administration	ORRHS school administration will consistently communicate with the school community through weekly update emails to promote school community engagement.	<i>The Week Ahead</i> email, Sunday at 3pm.  Guidance Newsletter, Sunday at 3pm.  Social Media Marketing class.	Consistent weekly correspondence to families and community.  Consistent social media presence highlighting school events and achievements.
4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.	HS Administration  Project 351 leadership students	ORRHS students, with the support of staff members, will enhance student voice through school and district leadership opportunities.	Project 351 “Student “Influencers” will attend four training sessions to understand their roles.	Trainings for students occur at the JHS/HS.
4.5 Provide professional development to support and implement best practices related to tracking and improving student	HS Administration	ORRHS will participate in professional development related to tracking and improving student behavior and discipline.	School Administration will provide an overview of the tracking system in the opening days of school.  Follow up discussions at monthly staff meetings will be provided (as needed) to clarify and streamline processes.	Opening day meeting agenda reflects time spent explaining the new system.  Staff meeting agendas reflect time spent reviewing the system.

behavior and discipline.			Our school behavior matrix will be reviewed as needed for updates and clarity.	Staff meeting agendas reflect time spent reviewing the matrix and resources as needed.  Staff meeting agendas reflect time spent sharing best practices.
<b>Strategic Objective #5: Safe Schools</b> Ensure safe, secure, and equitable learning environments in all schools.				
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional development to school community members regarding physical and cyber safety and security practices.	District Business Office, District Technology Team, School Resource Officer(s), First Responders principals, teachers	ORRHS staff will participate in physical and cyber safety practices to reinforce best practices in supporting building and cyber safety.	<p>Cyber security training will be provided to staff to ensure continued safety with our use of the district email system.</p> <p>ALICE trainings will be conducted with staff and students during the school year with the support of local first responders.</p> <p>Fire Drills will be conducted during the school year with the support of local first responders.</p> <p>District administration will update the Crisis Manual that provides guidance of procedures in emergency situations.</p>	<p>Trainings are sent (through email) and completed by selected staff members.</p> <p>Staff training occurs in the fall with follow up as needed with staff and then with the students during a school day.</p> <p>Fire drills are conducted with the support of the Mattapoisett Fire Department.</p> <p>Updated manual shared with The Leadership Council to be followed in emergency situations.</p>
5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations.	Assistant Superintendent of Finance and Operations  HS Administration  Facilities Director	Building and district departments/ administration will collaborate to understand and document short and long term building needs (capital planning) to be	School administration will meet with the district administrative department heads to target areas of need in the building.	Items added to the Capital Plan to be reviewed with School Committee.

		shared with the School Committee Subcommittee.		
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# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2023-2024 OLD ROCHESTER REGIONAL JUNIOR HIGH SCHOOL IMPROVEMENT PLAN

### MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

### VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

### CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

#### THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

#### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

#### CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

## THEORY OF ACTION

### IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

### AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

### AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

### AND...

provide an inclusive and supportive climate and culture for all school community members...

### AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

### THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Key: Highlighted Green is On-going

Highlighted Pink is completed

Anything Bold is Completed

STRATEGIC OBJECTIVES			
1. & 2. Teaching & Learning	3. Support Systems	4. Climate & Culture	5. Safe Schools

<b>Strategic Objective #1: Teaching &amp; Learning</b> Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.				
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.2 Adopt and implement a curriculum review cycle. <b>(multi-year)</b>	Office of Teaching and Learning, Admin, Department Coordinators, teachers	Every department by grade will identify their phase in the curriculum review cycle and continue curriculum review work required for the identified phase.	Adopt Curriculum Review Cycle	<b>All ORRJHS departments will be working on curriculum as appropriate to their area of the cycle.</b>  <b>Presentation of Curriculum Review Cycle to the Joint School Committee</b>  <b>Adopt and implement the current CRC</b>
			Initial curriculum analysis protocol to identify appropriate phase in the review cycle	
			Curriculum Spill to begin digging deeper into state of curriculum relative to the identified phase in the cycle	
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis	Office of Teaching and Learning, Admin, Department Coordinators, teachers	The District Instructional Council, including Department Coordinators, will identify common assessment practices that can be aligned	Curriculum work during common planning days and professional development time.  Create a district-wide assessment calendar for all subject areas.	Common assessments in place across grade level courses

procedures to inform instruction. <b>(multi-year)</b>		vertically and horizontally, and are efficient at collecting meaningful data.	Conduct needs assessment and review of currently used assessments for all subject areas.	
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments. <b>(multi-year)</b>	Instructional Council Department Coordinators/ Teachers	Audit and update content in curriculum management system	Instructional Council will meet monthly to plan for auditing and updating curriculum content  Departments will update courses/units following parameters set by Instructional Council	Instructional Council agendas reflect audits and updates made to units

**Strategic Objective #2: Teaching & Learning**

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Level-based Goal</b>	<b>Action Steps</b>	<b>2023-2024 Anticipated Outcomes &amp; Evidence (Indicators of Success)</b>
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time. <b>(multi-year)</b>	Office of Teaching and Learning, Instructional Council, teachers	The district Instructional Council will provide input on the 2023-2024 professional development planning. All staff will provide feedback at the end of each PD day to be used in revising follow up professional development.	Data from staff surveys will be used to plan for professional development offerings  Instructional Council will provide input on department/grade level needs for professional development  Participants in PD offerings will submit surveys to document their experiences in PD sessions to help improve future professional development	<b>Survey data is analyzed and PD plans are reviewed and updated to reflect the needs of educators</b>  <b>IC agendas reflect input shared out with grade levels and departments</b>  <b>PD plans reflect input from our consultancies</b>  <b>Surveys prepared and uploaded to SMART PD for educators to complete at the end of each PD session</b>

**Strategic Objective #3: Support Systems**

Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.

<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Level-based Goal</b>	<b>Action Steps</b>	<b>2023-2024 Anticipated Outcomes &amp; Evidence (Indicators of Success)</b>
3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting. <b>(multi-year)</b>	Office of Student Services, Admin, Instructional Council, Teachers		Grade level/departments will inventory tier 1 and tier 2 supports for students	<b>Documented inventories of tier 1 and tier 2 supports</b>
3.2 Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.	Office of Student Services, Admin, Grade level/ Departments, Teachers Pathways Team	ORRJHS will develop and implement systems of support consistent with district initiatives to ensure support is in place to meet the needs of our students.	Departments will use assessment data to drive instruction in tiers I, II, and III  The Pathways team will meet bi-weekly to ensure that student intervention needs are being addressed  Grade level/departments will use the RTI intervention blocks in the weekly schedule to provide interventions to students in need of additional instruction in the content areas	<b>Pathways Team will document collaboration with teachers, students interventions, and pull out and push in supports</b>  <b>Adaptive Scheduler documented students receiving intervention with core academic teachers</b>

**Strategic Objective #4: Climate & Culture**

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Level-based Goal</b>	<b>Action Steps</b>	<b>2023-2024 Anticipated Outcomes &amp; Evidence (Indicators of Success)</b>
4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students. <b>(multi-year)</b>	Admin, Teachers, Staff	Develop strong student academic and social skills through the Responsive Classroom.	Responsive Classroom techniques including: Advisory, school & classroom rules, behavior supports, and restorative practices.  Implement Caught Being (Positive Attribute) Certificate System	<b>Advisory lessons that support</b> <b>Academic skills</b> <b>Social skills</b>  <b>Educator observations</b>  <b>Positive Behavior certificates for students and Staff</b>
4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing. <b>(multi-year)</b>	Principal	ORRJHS school administration will consistently communicate with the school community through weekly update emails to promote school community engagement.	Weekly SMORE updates (Navigator Newsletter) will be sent to families Sunday's at 3:00  Weekly Workboard	<b>Smore traffic data</b>  <b>Historical record of workboards</b>
4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all. <b>(multi-year)</b>	Admin, Director of Guidance, Project 351 leadership students, Staff Members	ORRJHS students, with the support of staff members, will enhance student voice through school and district leadership opportunities.	Project 351 Paybook Initiative will be open to grades 7-8. Student "Influencers" will attend four training sessions to understand their roles.  Admin Meetings with: <ul style="list-style-type: none"><li>• Student Affairs Council</li><li>• ORRJHS Ambassadors</li></ul>	<b>Project 351 Trainings for students occur at the JHS/HS</b>  <b>Meeting Notes and Action Items</b>

			<ul style="list-style-type: none"> <li>Project 351 Ambassadors</li> </ul>	
4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.	Admin, Teachers	<p>ORRJHS staff will participate in professional development related to tracking and improving student behavior and discipline.</p> <p>Pilot YONDR Cell Phone Pouch</p>	<p>School Administration will provide an overview of the tracking system in the opening days of school</p> <p>Follow up discussions at monthly staff meetings will be provided (as needed) to clarify and streamline processes</p> <p>Responsive Classroom techniques and supports will be reviewed for school wide support and consistency in addressing behavioral needs</p> <p>Handbook Change, Staff Training, Student Training, Parent Informational Meeting, Data Collection</p>	<p><b>Opening day meeting agenda reflects time spent explaining the new system</b></p> <p><b>Staff meeting agendas reflect time spent reviewing the system</b></p> <p><b>Staff meeting agendas reflect time spent sharing best practices</b></p> <p><b>PD Offering Behavior Reporting and Responsive Classroom Reminding and Redirecting Language on January 31st, 2024</b></p> <p><b>Meeting Dates, Behavior Data Survey Results</b></p>

## Strategic Objective #5: Safe Schools

Ensure safe, secure, and equitable learning environments in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional development to school community members regarding physical and cyber safety and security practices. <b>(multi-year)</b>	District Business Office, District Tech Team, SRO, First Responders Admin, teachers	ORRJHS staff will participate in physical and cyber safety practices to reinforce best practices in supporting building and cyber safety.	<p>Cyber security training will be provided to staff to ensure continued safety with our use of the district email system</p> <p>ALICE trainings will be conducted with staff and students during the school year with the support of local first responders</p> <p>Fire Drills will be conducted during the school year with the support of local first responders</p> <p>District/School administration will update the Crisis Manual that provides guidance of procedures in emergency situations</p>	<p><b>Trainings are sent (through email) and completed by selected staff members</b></p> <p><b>Staff training occurs in the fall with follow up as needed with staff and then with the students during two school days</b></p> <p><b>Fire drills are conducted with the support of the Mattapoissett Fire Department</b></p> <p><b>Updated manual shared with The Leadership Council to be followed in emergency situations</b></p>
5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations. <b>(multi-year)</b>	District Business Office, Superintendent's Office, Admin	Building and district departments/administration will collaborate to understand and document short and long term building needs.	<p>School administration will meet with the district administrative department heads to target areas of need in the building</p> <p>School and district administration will meet with town officials to</p>	<p><b>Items added to the Capital Plan to be reviewed with School Committee</b></p>

			walk the building and view areas of need  Items agreed upon will be added to the town's capital improvement planning	
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Other					
Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)	



# ORR Math Program Curriculum Review

**Shari Fedorowicz, Ph.D.**  
**Assistant Superintendent of Teaching & Learning**

**Mike Devoll, HS Principal**

**Silas Coellner, JrHS Principal**

**JUNE 2024**

# Math Program Curriculum Review Timeline

Fall 2023

- Apply for grant funding to purchase High Quality Instructional Materials (HQIM)

Winter 2024

- Awarded \$105,100 and approved by School Committee (February)

Feb/March 2024

- Work with principals and teams to determine area of need (ELA/math):
  - Curriculum Review Cycle, age of resources, MCAS scores
- Area of greatest need was determined to be JrHS math and new algebra books/resources at JrHS and HS

April 2024

- Review EdReports and Curate list for alignment to DESE approved HQIM
  - Limited selection (most current, overlap, flow from JrHS → HS)
  - Narrowed down to two- HMH IntoMath, Desmos Math

# Math: EdReports and Curate

## EdReports



2022

## Desmos Math 6-8

PUBLISHER

Amplify Education, Inc.

SUBJECT

Math

GRADES

6-8

REPORT RELEASE

12/14/2022

ALIGNMENT (GATEWAY 1 & 2) ⓘ

USABILITY (GATEWAY 3) ⓘ



FORMAT

Core: Comprehensive

Meets

Meets

QUICK GLANCE

[Grade Level Alignment ⓘ](#)

[View Full Report →](#)

## Curate

Products	Standards alignment		Classroom application	
	Content standards and organization	Grade- appropriate practices	Accessibility for students	Usability for teachers
Illustrative Math,				
Illustrative Mathematics, Traditional AGA				

# Math Program Curriculum Review Process

## Comprehensive and Thorough Process:

- Data Collection and Analysis
  - Publishers sent 7, 8 and Algebra samples and access to digital components
  - Teachers reviewed and tried program curriculum
  - Teachers met collaboratively with administrators for input, feedback and discussion

# Math Program Curriculum Review Timeline

May 2024

- Obtain hard copy and digital samples (HMH IntoMath, Desmos Math)
- Most interest in Desmos- used prior
- Review of materials and vote (anonymous survey)
- Vote to use Desmos Math next year

June 2024

- Requesting school committee approval for adoption of Desmos Math grades 7- Algebra for the 2024-2025 school year

**OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING**  
**Marion – Mattapoisett - Rochester, Massachusetts**  
**June 12, 2024**

**Hybrid Format**

**Zoom LINK:**

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUJLcEg3U21lQT09>

**Meeting ID: 968 1584 5547**

**Passcode: 146869**

*This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

**TIME 6:30PM**

**MEETING TO ORDER**

**RECOGNITION PRESENTATION**

**I. Approval of Minutes**

- A. Regular Meeting: April 11 and 30, 2024**
- B. Executive Session: April 11 and 30, 2024**
- C. Budget Subcommittee
- D. Facilities Subcommittee: April 26, 2024**

**II. Consent Agenda**

**III. Agenda Items Pending**

**IV. Special Topic Report**

**V. General**

- A. Approval of Main Stadium Field Use**
- B. Approval of 2024-2025 Student Handbook**
- C. School Improvement Plan Update**
- D. Approval of Donation(s)**
- E. Approval of Grant(s)**
- F. Approval of 2024-2025 School Committee Dates**
- G. Approval of Amplify Desmos Math Curriculum**
- H. Approval of Leases for the 2024-2025 School Year**

**VI. New Business**

- A. Policy Review
- B. Curriculum
- C. Business**
  - 1. Financial Report
  - 2. Food Service Report**
  - 3. Facilities Report**
  - 4. Budget Transfers
- D. Personnel

**VI. Unfinished Business**

**CHAIRPERSON'S REPORT**

**CENTRAL OFFICE ADMINISTRATORS REPORT**

**PRINCIPALS' REPORTS**

**STUDENT ADVISORY COUNCIL REPORT**

**VII. School Committee**

- A. Reorganization
- B. Committee Reports**
  - 1. Budget Subcommittee**
  - 2. District Agreement Committee
  - 3. Equity Subcommittee**
  - 4. Facilities Committee**
  - 5. Local School Committee**
  - 6. Policy Subcommittee**

**7. SMEC**

**8. Tri-Town Education Foundation Fund**

**VIII. Future Business**

**A. Timeline**

**B. Future Agenda Items**

**IX. Open Comments**

**X. Information Items**

**XI. Executive Session**

**ADJOURNMENT**

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**Marion – Mattapoisett – Rochester, Massachusetts**

**TO:** Old Rochester Regional District School Committee  
**FROM:** Michael S. Nelson, Superintendent of Schools  
**DATE:** June 10, 2024  
**SUBJECT:** Agenda Items

The following items are on the agenda of June 12, 2024.

**I. Approval of Minutes**

**A. Regular Meeting**

Recommendation

That the School Committee review for approval the minutes of April 11, 2024 and April 30, 2024. Please refer to “ORRSC 06122024 April 11 Minutes” and “ORRSC 06122024 April 30 Minutes”.

**B. Executive Session Meeting**

Recommendation

That the School Committee review for approval the minutes of April 11, 2024 and April 30, 2024.

**D. Facilities Subcommittee**

Recommendation

That the School Committee review for approval the minutes of April 26, 2024. Please refer to “ORRSC 06122024 April 26 Facilities Minutes”.

**V. General**

**A. Approval of Main Stadium Field Use**

Recommendation:

That the School Committee review the request from the Old Rochester Youth Football to use the Main Field on 3-4 Sundays in September and/or October with 5 games on each day. Please refer to “ORRSC 06122024 606D Building Use Policy and Regulations ORR” and “ORRSC 06122024 Main Field Request”.

**B. Approval of 2024-2025 Student Handbook**

Recommendation:

That the School Committee review the Student Handbooks for the 2024-2025 school year. Please refer to “ORRSC 06122024 High School Student Handbook Draft” and “ORRSC 06122024 Junior High School Student Handbook Draft”.

**C. School Improvement Plan Update**

Recommendation:

That the School Committee hear an update on the School Improvement Plans. Please refer to “ORRSC 06122024 HS School Improvement Plan Update” and “ORRSC 06122024 JHS School Improvement Plan Update”.

**D. Approval of Donation(s)**

Recommendation:

That the School Committee review the following donations:

- \$500 from the Emma Whittaker Fund for the ORR Swim Team.
- One 2ft by 7ft Best Communities for Music Education Banner from Denise Conton (grandparent/community member) to the JHS Music Department.
- Twelve - 250 ml Erlenmeyer flasks, seven - 250 ml beakers and eight - 150 ml beakers from Mattapoisett resident Stephen Likos, registered Medical Technologist.
- A cornet and a Flugelhorn from the Symphony Music Shop to the JHS Music Department.
- Fifteen copies of *The Odyssey* and fifteen copies of *Romeo and Juliet* from parents Michelle and Michael Kelly for the High School.
- OpenSciEd kits: 6.2 Thermal Energy (7<sup>th</sup> grade), 7.3 Metabolic Reactions (8<sup>th</sup> grade) and General Classroom supplies (both 7<sup>th</sup> and 8<sup>th</sup>) from OpenSciEd.

## **E. Approval of Grant(s)**

### Recommendation:

That the School Committee review the following grants;

- FY25 Fund Code 202 Vacation Acceleration Academies Grant in the amount of \$66,000. Please refer to “ORRSC 06122024 Fund Code 202 Vacation Acceleration Academies Grant”.
- From the Tri-Town Education Foundation Fund:  
\$2,000 to Andrew Apperson, ORRHS (Intra-school) for ORRHS Disc Golf Course, \$3,000 to Richard Laprise, ORRJHS (Intra-School and Cross Curriculum) for Sounds of the Tri-Town (Guest Artist Collaboration for Original Composition and Performances) and \$897.65 to Kelly Ochoa, ORRHS for World Language Curriculum Enhancement. Please refer to “Tri-Town Education Foundation Fund Grants”.

## **F. Approval of 2024-2025 School Committee Dates**

### Recommendation:

That the School Committee review the following dates: September 5, 2024, October 10, 2024, (Tuesday) November 5, 2024, December 12, 2024, February 27, 2025, March 27, 2025 and May 22, 2025. Please refer to “ORRSC 06122024 2024-2025 School Committee Dates Draft”.

## **G. Approval of Amplify Desmos Math Curriculum**

### Recommendation:

That the School Committee review the adoption of Amplify Desmos Math Curriculum. Please refer to “ORRSC 06122024 Amplify Desmos Math”.

## **H. Approval of Leases for the 2024-2025 School Year**

### Recommendation:

That the School Committee review the SMEC lease for the 2024-2025 School Year. Please refer to “ORRSC 06122024 Motion – SMEC” and “ORRSC 06122024 MOA – SMEC”.

## **VI. New Business**

### **C. Business**

#### **2. Food Service Report**

##### Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “ORRSC 06122024 Food Service Report”.

#### **3. Facilities Report**

##### Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to “ORRSC 06122024 Facilities Report”.

## **VIII. Future Business**

### **A. Timeline**

The next meeting(s) of Committee will be held as follows:

#### **ORR School Committee**

September 5, 2024 (tentative)

#### **Joint School Committee**

June 20, 2024

### **B. Future Agenda Items**

- ◆ School Committee reorganization (September)
- ◆ MCAS Results report (November/December – depending upon receipt of results)
- ◆ Review of high school program of studies changes (January)
- ◆ Initial budget review (February)
- ◆ Budget Approval Public Hearing (March)
- ◆ School Choice Public Hearing (April)
- ◆ Approval of leases (June)

## **X. Information Items**

### **Recommendation:**

That the School Committee review the 2024-2025 School Calendar with the addition of the Kindergarten start date. Please refer to “ORRSC 06122024 2024-2025 School Calendar”.

## **XI. Executive Session**

### **Recommendation:**

That the School Committee enter into executive session for purposes of exception #3, To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

If you have any questions regarding any of these recommendations, please feel free to call me.

## OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

April 11, 2024 at 6:30 p.m.

Marion – Mattapoisett – Rochester, Massachusetts

### REGULAR MEETING MINUTES

**Members Present:** Michelle Smith, Chairperson (in-person), Jason Chisholm, Vice-Chairperson (remote), Rosemary Bowman (remote), Frances-Feliz Kearns (in-person), Margaret McSweeney (in-person), Matthew Monteiro (in-person), James Muse (in-person), April Nye (in-person) and Joseph Pires (in-person).

**Members Absent:** None

**Others Present:** Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Kristine Lincoln, Interim Director of Student Services; Michael Devoll, Principal, ORR High School; Vanessa Harvey, Assistant Principal, ORR High School; Silas Coellner, Principal, ORR Jr. High School; Kelly Chouinard, Assistant Principal, ORR Jr. High School; Lauren Millette, Director of Guidance; Melissa Wilcox, Executive Assistant to Supt.; teachers, parents, students and members of the press.

Meeting was called to order at 6:32 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Media Room located at the Jr. High School at 133 Marion Road, Mattapoisett, MA 02739 or via zoom.*

### RECOGNITION PRESENTATION

The School Committee, Superintendent Nelson and Mr. Devoll recognized Tyler Young for his new school record in the 1000m, Michael Hogan for his recent bowling accomplishments and Wesner Archelus for his recent Division 4 State Championship in the 55m hurdles.

### FY25 SCHOOL CHOICE PUBLIC HEARING

MOTION to open the School Choice Public Hearing at 6:38pm

MOTION by Ms. Nye

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

Superintendent Nelson shared that the public hearing is an annual obligation. School Choice has been longstanding at ORR and accepted students are eligible to remain through graduation of 12<sup>th</sup> grade. There is a reimbursement of \$5,000 from the home district and there is an additional reimbursement process for a portion of any special education services needed. For the last few years, there has been a cap of 125 students. He reviewed current school choice enrollment numbers of 119 students and an anticipated amount of 101 for 24-25. Over 60 applications have been received so far for school choice. He recommended maintaining the cap of 125 students and reminded the school committee that the operating budget is offset but the school choice funding received. Based on enrollment trends, he recommended capping 7<sup>th</sup> grade at 12 new students, 8<sup>th</sup> grade at 13 new students and 9<sup>th</sup> grade at 10 new students.

Ms. Kearns asked to clarify the process for selecting school choice students. Superintendent Nelson explained that a blind lottery is held with all applicant names and each name is selected at the lottery to build a waitlist.

Ms. McSweeney added that school choice is positive which allows the District to have competitive programming, fill classes, etc.

There were no comments from the public.

MOTION to close the School Choice Public Hearing at 6:44pm

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

**I. Approval of Minutes**

**A. Regular Minutes**

Recommendation

That the School Committee review for approval the minutes of March 7 and March 28, 2024.

MOTION to approve the regular meeting minutes of March 7 and March 28, 2024 as presented

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

**C. Budget Subcommittee: March 7, 2024**

Recommendation

That the School Committee review for approval the minutes of March 7, 2024.

MOTION to approve the Budget Subcommittee meeting minutes of March 7, 2024

MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Monteiro; yes, Muse; yes, Smith; yes

**D. Facilities Subcommittee: March 7, 12, 18 and 28, 2024**

Recommendation

That the School Committee review for approval the minutes of March 7, 12, 18 and 28, 2024.

MOTION to approve the Facilities Subcommittee meeting minutes of March 7, 12, 18 and 28, 2024

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Nye; yes, Kearns; yes, Pires; yes

**V. General**

**A. School Choice Vote**

Recommendation:

That the School Committee vote on School Choice for the 2024-2025 school year.

MOTION to maintain the maximum number of school choice slots of one hundred and twenty-five (125) students in grades 7<sup>th</sup> through 12<sup>th</sup> for the 2024-2025 school year, capping 7<sup>th</sup> grade at 12 (twelve) new school choice students, capping 8<sup>th</sup> grade at 13 (thirteen) new school choice students and capping 9<sup>th</sup> grade at 10 (ten) new school choice students.

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

## **B. Approval of Student Opportunity Act**

### Recommendation:

That the School Committee review the Student Opportunity Act.

Superintendent Nelson reminded the school committee that three years ago, a similar process was conducted for the Student Opportunity Act. He shared that although this is important work, the District does not receive a lot of new funding so the District completes the short form SOA and utilizes current processes. Dr. Fedoworicz presented an overview to the school committee of the Student Opportunity Act (SOA). The SOA is developed as a requirement from DESE and includes feedback from three public forums and over 200 responses by members of the school community. Please see appendix A.

### **School Committee Feedback:**

Mr. Pires asked the reason that some districts received millions. Dr. Fedorowicz explained it is based on the number of students in the District. Superintendent Nelson added that the current Chapter 70 formula determines the amount.

MOTION to approve the Student Opportunity Act as presented

MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

## **C. IEP Improvement Presentation**

### Recommendation:

That the School Committee hear a presentation of the updates to the IEP.

Ms. Lincoln provided a presentation of the new Individualized Education Program (IEP) form as updated by DESE. She explained major updates that focus on highlighting student voice throughout the process. Please see appendix B.

### **School Committee Feedback:**

Ms. Nye appreciates that the new form is more user friendly for families to follow. She is glad the state and the District has been proactive with training.

Mr. Muse shared that this individual plan has prompts and sections to assist in developing individualized information and focus on the individual. He hopes for continued training and opportunities for family training as well, so they can understand and work collaboratively.

Ms. Kearns asked what the format for training will be for families in May. Ms. Lincoln shared that in May, in collaboration with SMEC, a zoom training will be presented by Mr. Allan Blume. There will also be materials shared after the zoom presentation.

## **D. Approval of Donation(s)**

### Recommendation:

That the School Committee review the following donations:

\$500 from the Whittaker family for the Emma Whittaker Scholarship.

MOTION to approve the \$500 from the Whittaker family as presented

MOTION by Mr. Muse

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

\$2,000 from the Mattapoissett Land Trust towards the 7<sup>th</sup> grade SCOPE Program's whale watch on June 3<sup>rd</sup>.

MOTION to approve the \$2,000 from the Mattapoisett Land Trust as presented

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

24in diameter cast steel plaque from the Survival Team of Volunteers commemorating the 50<sup>th</sup> anniversary of Survival.

MOTION to approve the \$500 from the Survival plaque as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

## **E. Superintendent's End-of-Cycle Summative Evaluation Timeline**

### Recommendation:

That the School Committee hear an overview of the upcoming Superintendent's End-of-Cycle Summative Evaluation.

Superintendent Nelson shared that recently the Superintendent's Goals Subcommittee met to finalize the evaluation timeline for the coming weeks regarding the Superintendent's End-of-Cycle Evaluation. He reminded them in September a progress report was presented to the school committee. By the end of the month, the school committee will receive an email with instructions and supporting documentation. One document will be the linked evidence as shared previously with new evidence items added with an asterisk. The second document will be the evaluation form to be completed by each school committee member and returned to the Chairpersons. This form is designed by DESE. He reminded the school committee that as many comments as possible are extremely helpful for feedback but they are required for any ranking other than proficient on the evaluation form. Superintendent Nelson reviewed the timeline, which included school committee evaluations being received back by May 17<sup>th</sup>, another Superintendent's Goals Subcommittee meeting with the Superintendent to review the documentation received and finally the public Joint School Committee meeting on June 20<sup>th</sup> where the evaluation results will be shared. He shared the blank evaluation form with the school committee and reviewed each section. Please see appendix C.

### **School Committee Feedback:**

Ms. Smith thanked the administration for the review and streamlined process. She asked the school committee to take the time and effort needed to thoroughly complete the forms and adhere to the due dates. Superintendent Nelson added that the last strategic plan, current strategic plan, school improvement plans and Superintendent's Goals have all been connected nicely, which is the intention. He hopes the evidence is all items that the school committee is already familiar with from previous school committee meetings and communication from the team. Ultimately they are team goals between the Superintendent and school committee, and he hopes the evidence displays the hard work completed together over the last two years.

## **VI. New Business**

### **C. Business**

#### **1. Financial Report**

Mr. Barber reported that the Old Rochester Regional School District currently has \$116,978 available of the general funds appropriated in the 2024 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are either encumbered or expended. This report recognizes the activity of the total \$20,870,296 authorized to the Old Rochester Regional School District.

➤ **\$ 20,870,296 - General Funds Approved**

- \$ 20,7053,318– Obligations Paid or Encumbered Year to Date
- \$ 116,978 - **Remaining Available Funds**

The Old Rochester Regional School District currently has \$100,000 available for funding referenced as Capital Stabilization. These funds will be motioned to transfer into a separately identified account from 2024 Fiscal Year.

- \$ 100,000 - **Capital Stabilization Approved**
- \$ 0 – Obligations Paid or Encumbered Year to Date
- \$ 100,000 - **Remaining Available Funds**

## **X. Information Items**

### Recommendation:

That the School Committee review the District's Governance Report, the Report on Examination of the Basic Financial Statements and Additional Information and the Federal Award Reports Pursuant to the Uniform Guidance for FY23.

Mr. Barber informed the school committee of the items provided regarding recent audits in compliance with state and federal regulations along with District policy.

## **2. Food Service Report**

Mr. Barber reported the following Food Service Report from Food Service Director Jill Henesey:

- Friendly reminder that all students are eligible to receive one (1) Free Breakfast and one (1) Free Lunch per school day; any extra items are available for purchase this year; limited snacks, beverages and second entrees at an extra cost.
- Successfully completed a Board of Health Inspection
- Had repair work done to the tilt skillet, and one of the steamers.
- Currently preparing to service the April Acceleration Academy during break.
- Currently working on procuring food and supplies for next year.
- Currently have a 3-hour vacancy spot at the ORR campus.
- Meal participation continues to be strong.

Students Receiving Free and Reduced Meals:

Free: 247 → 23%

Reduced: 33 → 3%

Ms. McSweeney discussed sharing the free and reduced applications in newsletters and on District social media. Mr. Barber agreed and Mr. Devoll conferred that the applications also help with a number of fee based programs throughout the school year, not just meals.

Ms. Kearns asked about the vacancy spot. Mr. Barber shared that after the unfortunate passing of a staff member, a part-time person moved into a full-time role, so the part-time position is now available.

## **3. Facilities Report**

Mr. Barber reported the following Facilities Report from Facilities Director Eugene Jones:

- Prepared fields and ground support equipment for Spring sports.
- Repaired Liebert AC unit in head end room.
- School Zone lights on each side of RTE6 operational.
- Repaired/conducted preventative maintenance on all facility equipment, machinery and systems.

## **CHAIRPERSON'S REPORT**

Chairperson Smith stated the following: *As Chairperson, I am pleased about our recent 8-1 vote in favor of the debt authorization/bonding to go to our towns for a vote which is a proactive decision to allocate funds towards future facility upgrades. Investing in our school's infrastructure is essential for creating a safe, modern, and conducive learning environment for our students and staff. By earmarking resources for future upgrades, we demonstrate our commitment to providing the best possible educational experience. These upgrades will not only enhance the overall safety of our facility and grounds, but also improve functionality and efficiency. Furthermore,*

*by planning ahead and securing funds strategically, we can mitigate potential issues before they escalate. I believe that these investments are vital for maintaining our school's reputation for excellence and ensuring that our students have access to the resources they need to thrive. This vote to move forward the debt authorization towards the ORR facilities and moving this to our individual town's vote forward, ensures that we are working collaboratively with our stakeholders to prioritize projects and ensure that our resources are utilized effectively to meet the evolving needs of our school community. No one likes surprises, and not being proactive makes us fiscally irresponsible. This proactive stance not only enhances the overall quality of the educational experience but also reflects responsible stewardship of resources. Regular assessments, timely repairs, and efficient communication channels contribute to a culture of transparency and accountability, fostering trust and confidence within the school community. Our Facilities Subcommittee, April Nye, Frances Feliz-Kearns and Joseph Pires, moved this vote forward to us on March 28<sup>th</sup> with all appointment members in support. The school committee as a whole then voted to support it as well with a 8-1 vote. As Chairperson, I hope we can unanimously support this vote at your upcoming town meetings.*

## **CENTRAL OFFICE ADMINISTRATORS REPORT**

Superintendent Nelson reported that one of the Superintendent's Goals discussed earlier this evening was around communication. The March monthly newsletter was recently released and there has been an increase in users for the ORRconnect app and social media. A highlight for Superintendent Nelson was the solar eclipse, with a picture showcased in the newsletter. The District was able to secure approved glasses for students to enjoy the solar eclipse safely. That afternoon, he was behind a bus and every time a student exited, the first thing they did was put on their glasses and look up!

Dr. Fedorowicz reported the following: *We are done with learning walks this year at ORR. In working with the Instructional Council, we are looking and possibly expanding this to teachers to attend next year. The last PD day for the year will be on June 5 which will be building-based and that will be used to wrap up the year. New teachers had a chance to meet with mentors at our last meeting to discuss the end of the year. We have two more meetings and looking forward to Rose Bowman coming in to talk about parent teacher communication. Mid-March, we had another Project 351 workshop on the ORR Campus where some secondary students were able to collaborate on leadership and sense of belonging scenarios. In meeting and working with students, they were excited and engaged, and worked so well together. This was organized by Ms. Millette, which then concluded in a collaborative lunch. What a fantastic performance by our musically talented students and teachers! Both the chorus and band had an amazing turnout and the kids did such a wonderful job! Katie Greer came to the JrHS on Monday, March 25<sup>th</sup> to speak to our students and then we had a parent session in the evening. Katie is an expert on digital safety and spoke to our students about how to be responsible consumers and producers when it comes to social media and technology. Thank you to the three public health nurses that supported this and provided funding to support our families and students.*

Ms. Lincoln reported that Math Acceleration Academy will take place over the April vacation on April 16 - 19.

## **PRINCIPAL'S REPORT**

ORRHS Principal Devoll highlighted upcoming senior events and discussed Bulldog Block for seniors about 'how to cross the finish line together'.

Mr. Devoll read the following statement: *As many are aware, we had an incident occur at a boys basketball game at Worcester State in March. As previously reported, the player took full responsibility for his actions and was subsequently removed from the team. We reported the matter to our athletic governing body, the MIAA, who advised the school to follow our school protocols around student discipline. The school followed policies and procedures outlined in the student handbook.*

*Under the advice of the MIAA, an administrative team of Athletic Director, Principal and Superintendent will be participating in a two-day regional training, Addressing Hate in School Sports. The training is sponsored by the*

*Attorney General's Office, in partnerships with MASS, MIAA, MSAA and DESE. Our training will be on Friday, May 3 and Saturday, May 4 and we will be joined by teams of school administrators and athletic directors from across the region designed to help prevent and address hate and bias in school sports. The training will be led by Northeastern University's Center for the Study of Sport in Society and it is designed to provide participants with the tools and skills to identify, disrupt, and confront incidents of bias and discrimination, and support school and athletic leaders in creating positive and inclusive sports environments for young people.*

*The focus of these trainings will be to empower school and athletic leaders with the skills and tools requisite to build safe space communities through a deeper understanding of how unconscious bias, toxic speech, and other micro-aggressions, specific to interpersonal incidents of violence, can be identified, responded to, and eradicated. We are eager to attend as the training will provide us with concrete tools that can be immediately implemented to prevent and address hate and bias in sports within your districts.*

*Following the May training, we are scheduling a follow up, onsite training at Old Rochester with Northeastern to further embed the skills and tools needed for our student-athletes. The Center for the study of sport in society will help us dive deeper to learn how to effectively apply best practices at ORRHS. We hope to inspire critical thinking, leadership, and social responsibility. The objective would be to use the training for diverse educational initiatives that integrate sports into the learning process, while creating engaging and transformative experiences for coaches, student athletes, and student spectators. There is the educational potential of sports that can help us shape our leaders as we strive for a more inclusive environment. We remain committed to fostering an environment of inclusivity and fairness, and will continue to address any concerns or incidents with diligence and transparency.*

**He also reported the following:**

High School student enrollment, through 4/1/24: 607

ORRHS Releases Senior Events Schedule!

May 1: Senior Breakfast and Decision Day; Block 1

May 13: Senior Locker Cleanout; Bulldog Block

May 14: Senior Field Day; Block 4

May 17: Last Day of Classes and Senior Picnic; dismissed after block 2

May 20-23: Senior Final Exams, blocks 1 and 2

May 24: Senior Assembly and Senior Stroll; 9:00 a.m.

May 28: Senior Prom; promenade at 3:45, prom at 6:00

May 30: Graduation Rehearsal; 8:30 a.m.

May 30: Senior Awards Night; 6:30 p.m.

June 1: Graduation, 12 pm

**Upcoming Dates**

4/25 SCC Academic All Star Banquet

4/25 National Honor Society Induction

5/2 Delayed Start

5/4 Junior Semi Formal

**ORRJHS Principal Coellner reported the following:**

Principal Collener reported that spring has sprung at the Junior High School. There are many events taking place and transition activities including 6<sup>th</sup> grade parent night coming up.

**STAFF ACKNOWLEDGEMENTS:**

Congratulations to Samantha Enos, Reading Specialist for the ORRJHS, for receiving her Doctorate of Education in Teaching, Learning, Curriculum and Leadership. Dr. Enos received her degree from Northeastern University after defending her dissertation titled, *Adolescent Struggling Readers Positive Student Teacher Relationships*.

#### STUDENT ACKNOWLEDGEMENTS:

Project 351 student ambassadors; James Devoll, Sadie Hartley Matteson, and Zoe Motta wrapped up the clothing drive for Cradles to Crayons. "Thank you" to everyone who donated items for this very needy cause. A total of 37 8th grade students participated in a Pi Day reciting contest, reciting as many digits of Pi as possible from memory. Congratulations to Henry Becker from the Green team - Henry recited 155 digits! Rounding out the top 5 were: Bridget Coryer (141); Natty Bushnell (91); Rebecca Schaefer (80) Alex Dai (77); and, Charlie Bonney (77). Congratulations to these winners and to all that entered!

Students of the Month for March, 2024:

Red Team: John Redler and Genevieve Hebert

Blue Team: Max Ohrenberger and Elin Humenuk

Orange Team: Jessica Detrani and Parker Erickson

Green Team: Sadie Hartley-Matteson and Bobby Calder

Exploratory Team: Austin Lassiter and Sara Duane

#### AFTERSCHOOL STUDENT ACTIVITIES OFFERED:

Jazz Band/Band

Crochet & Knitting Club

GSA Club

#### SPORT CLINICS:

Girls Soccer - March and April

#### JHS STUDENT NEWS:

The Student Affairs Committee is partnering with All About the Animals out of Rochester to support their wish list needs for the kittens they have. They are in need of cat food, (wet/dry), kitty litter, paper towels, HE laundry detergent, lysol spray and postage stamps. The collection bin has been placed outside of the main office.

In addition to the listed needs above, SAC will be hosting a Fun Run/Walk on April 10 after school - sponsors can pledge \$1.00 per lap. All proceeds will go to "All About the Animals".

#### RECENT EVENTS:

3/12/24 The FORM Instrumental Concert took place. 57 Grade 7 students and 49 Grade 8 students performed from the JHS band under the direction of Mr. Laprise 3/15/24 Grade 8 National Latin Exam took place - 29 Grade 8 students participated in this exam 3/18/24 The Life Skills classroom joined the High School Life Skills students for a field trip to the Zeiterion Theatre to see "360 All Stars School Time" performance. This community based instruction promotes the use of academic and functional skills in a students' natural environment.

3/21/24 Report Cards were posted in PowerSchool

3/25/24 Keynote Speaker Katie Greer, addressed our students on Internet Safety and Social Media

3/27/24 SBIRT (Screening, Brief Intervention, and Referral to Treatment) Screenings took place for our Grade 7 Students - parents had the opportunity to "opt" out their child from this screening. This screening is a public health approach that can deliver an early intervention to anyone who uses alcohol and/or drugs in unhealthy ways

3/28/24 The ORR Budget Public Hearing took place. The proposed FY24/25 school budget was approved

4/3/24 "Parent Survival Night" took place - at present, there are 85 Grade 7 students attending; 5 Grade 8 student chaperones; and 25 adult chaperones

4/3&4/4 MCAS - ELA for both Grades 7 & 8 took place

4/9/24 Night of Jazz - the Jazz Bands from both the HS and JHS performed in the High School auditorium - it was a great night and enjoyed by all

#### UPCOMING EVENTS:

4/15-4/19 School Break - Vacation

4/24/24 Unified Sports will take place @ Tabor Academy beginning @ 9:00am - several of our students will be participating in this event  
School Council Meeting @ 2:30pm - JHS Community Room  
Grade 6 Parent Tours will take place  
5/1 & 5/2 Grades 7 and 8 - Math MCAS  
5/16 & 5/17 Grade 8 Old Colony Transition Meetings will take place

## **VII. School Committee**

### **B. Committee Reports**

**Budget Subcommittee** – Mr. Nelson shared that upon the approval of the presented budget at the recent budget public hearing a certified vote was provided to each of the three towns on behalf of the school committee.

**District Agreement Committee** – no report.

**Equity Subcommittee** – Ms. Kearns reported they met on March 28<sup>th</sup> and reviewed the equity action plan and building based projects which included an impressive presentation by Junior High School students regarding their research of influential African Americans.

**Facilities Committee** – Mr. Nelson shared that based on the recent vote, a certified vote was also provided to the three towns for an article at the upcoming Town Meetings.

**Local School Committee-** Ms. Nye reported Marion has had two school committee meetings and they approved the FY25 Budget unanimously, the new transportation agreement and grants. Mr. Muse reminded the school committee that in Mattapoisett, Mr. Tavares is retiring and he embodies everything that is a great educator. Mr. Tavares was the reason that Mr. Muse ran for school committee. He said a great gratitude is owed to Mr. Tavares. The school committee works hard, but the administration, principals, teachers and staff work extremely hard. He added that when the school committee takes a vote, they are fulfilling a responsibility and when the vote is made, even if they do not agree initially, they should support it moving forward as one unit out of respect to all of the administration, students and staff. There has been many times Mr. Muse and Mr. Tavares not have agreed on something Mr. Chisholm reported that Rochester met last Thursday and they meet again on June 6<sup>th</sup>.

**Policy Subcommittee-** Ms. McSweeney reported that they met in February and discussed the fundraising policy and the next meeting is June 6<sup>th</sup> but hoping for it to be sooner.

**SMEC** – Ms. Bowman reported the virtual meeting on March 20<sup>th</sup> focused on the budget and the next meeting is April 30<sup>th</sup>.

**Tri-Town Foundation Fund** – Ms. McSweeney reported that they last met on March 14<sup>th</sup> and have launched online applications. She created a flyer, which was shared so they hope to have more applications this year with the new streamlined process. Applications are due May 10<sup>th</sup> and the committee will respond by the end of May to applicants.

Mr. Monteiro added that MASC is not on the list but he is attending a webinar tomorrow about the Day on the Hill on May 6<sup>th</sup>. Some items include full funding for transportation, the Thrive Act and learning more about Chapter 70 funding.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for Wednesday, June 12, 2024 at 6:30 p.m. and the Joint Meeting is scheduled for June 20, 2024.

### **OPEN COMMENTS: Chairperson Smith read the following statement:**

*Public comment is governed by approved school committee policy. Per the committee's policy, we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the school committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in person there is a sign in sheet for those looking to make a public comment located on sidewalk and those on*

*zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants. The school committee reserve the right to address any comment that present incorrect information at our next meeting.*

*Liz DiCarlo of Mattapoisett stated the following: Thank you for taking the initiative to attend the training. I think leadership starts at the top in lots of ways. You are going to be able to provide a model to address this, not just in the school committee, but to engage with us in the community. I'm not affiliated with any particular group but I have lived in Mattapoisett for over twenty-five years. I worked in healthcare. My wife and I wrote a letter to the Superintendent and Equity Subcommittee because of our deep concern of what is going on, not just in the schools, but in the larger community. When you come back with new tools and opportunities, I hope you will engage with us in the community to ensure that not just the student athletes and the student fans, and parents who go to the games, that can be just as racist, homophobic, nasty as any other person. It has to stop. There is no room for this in our schools or our community. We need to all work together to make this happen. I applaud you for moving ahead and thank you.*

*Carol Spenard of Rochester stated the following: What you are being told about the actions of the ORR fans, staff, team, and coaches at the basketball game held at Worcester State University is not the truth. If we do not address the lies being put out there, then we are allowing the media to create a narrative of our community that is wholeheartedly inaccurate and incredibly unfavorable. I do not want to let that happen. What the media is not printing are these facts: As a district, ORR had multiple members of the school community and staff from the school district present at the game including Mr. Devoll, Mr. Nelson, Mr. Carrig, and the ORR school resource officer. Some of these people were fans, with their children and families and friends watching the game. Others were "working" making sure order was kept. Mr. Nelson was sitting almost directly behind the ORR team bench for the majority of the game. The AD as well as Mr. Devoll monitored the student section for the entirety of the game. Our school officials were present and supervised our students because we were responsible. So the questions I pose to you now are: Do you trust your school administration? These people I just named, some sitting in front of you right now, who are in charge of our schools and students. The same people who also counsel, discipline, coach, mentor and educate our young people in the Old Rochester District. Do you believe that they have the best interest of our school, town, and young people first and foremost in their mind? Do you believe that ALL of these individuals would allow the alleged actions to occur? Do you believe Mr. Nelson would allow the bench sitting in front of him to pull on opposing players' jerseys and call them derogatory names? Do you believe Coach Bear and Coach Carvalho would allow their players to yell from the bench and use the language the papers are reporting? Do you believe Mr. Devoll and Mr. Carrig would allow the student section to behave in the way they are being portrayed? Do you actually believe all these school employees would allow and encourage this type of behavior to happen on the bench, on the court, and in the student section? Do you believe this is an accurate depiction of the people sitting in front of you tonight who you have running our school department? I do not believe that at all, not for a minute! They are not racist, and neither are our students, players, coaches, or families, nor is my son. Before you make a decision regarding sanctions & changing our school's curriculum, I challenge you to do your due diligence... investigate. Ask families who were in attendance, who were harassed, called vulgar words, had trash thrown at them, and were threatened. Ask the police who had to gain some sort of order at the end of the game and get the ORR players safely to their buses. Ask your school representatives who were in attendance supervising the student section. I believe, if OUR community put as much effort into unveiling the TRUTH as the media has put into TWISTING the truth, we would find that the reported events are not accurate. We would reveal that our students, staff, players, and fans acted appropriately. I hope this sparks you to look closer at this situation. I hope you dig deeper and find out for yourselves what happened that night. I hope you find that what the Sippican Weekly is reporting is not the truth and I hope you stand up for what is right and just. The media is being allowed to use this incident to create a narrative at the expense of my son, my family, the players, our schools, our towns, and you. You all are being portrayed as allowing and breeding hate. Do you believe this is true? Do you believe this is an accurate representation of who we are as a district? I do not,*

*I KNOW it is not true. It is time for ORR to stand up for its students, families, schools, and towns. It is time for ORR to stand up and allow the FACTS to be reported.*

Kathleen LeClair of Mattapoisett submitted the following public comment in writing to be included in the minutes: *Mr. Barber signed license agreements for all schools and all grades up to the Jr. High, with Fly Five on June 30, 2023 committing the district to a 5 year agreement at a total cost of just under \$369k, which has been paid for in full. Those license agreements have no termination clause and the warranty expires one year from signing on June 30, 2024 leaving the district no recourse in the event of defects. When did the school committees approve the purchase of this curriculum? I do not see any mention of a purchase at any committee meeting, not a single discussion about purchasing this program yet the expenditure was signed off on by the sole signatories in August. Per policy, the piloting and purchase of a curriculum MUST be approved by the school committee, prior to purchase. In September, the 5 year strategic plan presented to the Joint Committee stated the district was “exploring” this program. In December, Ms. Fernandes asked status and you informed her the district had seen a presentation and were “considering piloting” the curriculum. Why did you not inform Ms. Fernandes in December that this purchase had been made in June? It was not until Ms. Fernandes inquired again in January that you informed her the district had “secured materials to pilot” the program. It is disingenuous to give the community the impression that the district is only “considering” piloting this program when in fact all appearances are the decision has already been made that the district is going to implement this curriculum. The piloting of a curriculum does not require the signing of a 5 year commitment and full payment of \$369k. The community would like to know exactly how the purchase of such a costly curriculum came about when neither the school committee nor the community were aware, yet the sole signatories appear to be acting alone and made the decision to approve the purchase. It is very obvious that the purchase is only now being disclosed because it has been discovered. I have asked the Mattapoisett school committee about this purchase and did not receive a response. Fiduciary Duty requires answers to the community on how their money is being spent, grant funds or operating funds is irrelevant the duty is the same. Please do not make this situation any more damaging by attempting to now mislead and misrepresent the facts of this matter. Thank you, Kathleen.*

## **XI. Executive Session**

### **Recommendation:**

That the School Committee enter into executive session for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION to enter into executive session at 8:05 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements only to return to regular session to adjourn.

MOTION by Mr. Muse

MOTION Seconded by Ms. Kearns

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to exit executive session at 8:15 p.m. to return to regular session only to adjourn.

MOTION by Ms. Nye

MOTION Seconded by Mr. Muse

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to adjourn at 8:16 p.m.

MOTION by Ms. Nye

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

Respectfully Submitted,

Melissa Wilcox

Recording Secretary



# Student Opportunity Act School Committee Presentation

April 11, 2024

Shari Fedorowicz, Ph.D.

Assistant Superintendent of Teaching and Learning

**Old Rochester Regional School District**  
**MA Superintendency Union # 55**

# Today's Agenda:

- What is the Student Opportunity Act (SOA)?
- Student Opportunity Act Plan vs District Improvement Plan
- Overview of SOA Process
- DESE's Strategic Objectives and Evidence-Based Programs (EBP)
- Determining Learning Gaps and Areas of Need for SOA Plan
- SOA funds
- Questions



# What is the Student Opportunity Act?

The [Student Opportunity Act](#) ushered in a new phase in the Commonwealth's commitment to ensuring that every student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

# District Improvement Plan *versus* Student Opportunity Act Plan

## District Improvement Plan (DIP)

- (Vision2028) serves as a comprehensive plan that describes the full set of strategies that a district will implement to support all students in their district.
- DESE reviews DIPs on an intermittent basis.

## Student Opportunity Act Plan (SOA)

- The SOA Plan addresses a subset of our district's overall initiatives, focusing on Evidence-Based Programs (EBPs) and strategies that will improve the educational experiences and outcomes of **high needs** students
- Programs and strategies that are new or already in place focused on improving outcomes for students with low academic performance
- DESE reviews all SOA plans every three years and annual updates each year

# Overview of SOA Process

- ❑ Review DESE's Guidelines
  - ❑ Analyze Student Data and Community and Stakeholder Input
    - ❑ Align Focal Areas (Commissioner's top five priorities suggests specific initiatives to close gaps)
      - ❑ Write and submit SOA (requires school committee votes)
        - ❑ Approval by DESE

# DESE's Strategic Objectives and Evidence-Based Programs (EBP)

- DESE's Commissioner has identified **five** of the 30 high-quality "Evidence-Based Programs" (EBPs) programs in the SOA he encourages districts to consider:
  - Targeted Academic Support and Acceleration
  - Comprehensive Approach to Early Literacy and Early Literacy Screening and Support
  - Expanded Access to Pre-K
  - Enhanced Pathways to Increase Educator Diversity
  - High Quality Secondary Pathways and Programs

## SOA Funding by District

- SOA is NOT a grant
- Part of our Chapter 70 funds providing an additional \$30/student
  - SOA plan shows how we integrate the extra \$30/student to reduce student learning gaps
- Approximate amounts embedded into Chapter 70 to close gaps:  
Old Rochester: \$28,470

# Determining Learning Gaps and Areas of Need for SOA Plan

## What data do we use to determine learning gaps?

- MCAS Data Analysis
  - Achievement
  - Growth
- Accountability Indicators (*Ex: demographics, etc.*)
- Lowest Performing Students
- High Needs Group
  - Students with Disabilities
  - Low Income Students

# Demographics: Subgroups by District

Old Rochester Regional School District (ORR High School and ORR Junior High School)

2023-24 Enrollment

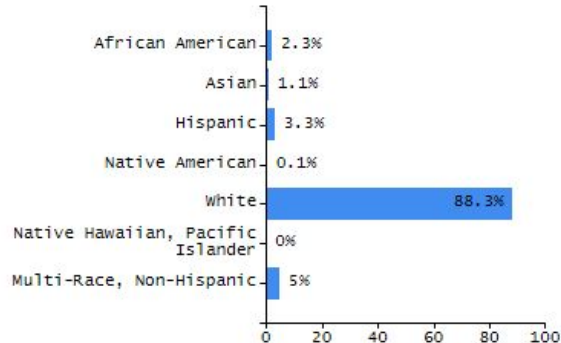
District Type
Public

Number of Schools
2

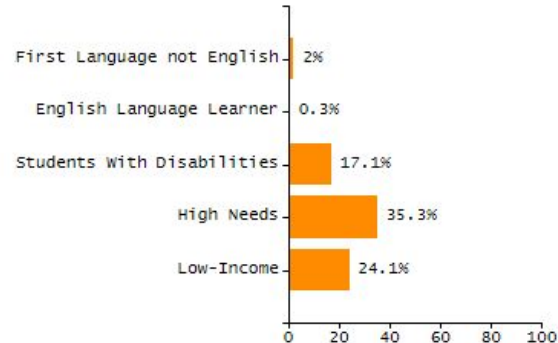
Enrollment
1,041

Grades Served
07 - 12

Student Race and Ethnicity



Selected Populations



# ELA MCAS: Achievement and Growth - All Students and High Needs

ELA MCAS Achievement by Subgroups						
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
ORR Junior High School	42%	57%	12%	13%	23%	39%
ORR High School	58%	66%	22%	17%	38%	52%

ELA Student Growth Performance by Subgroups						
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
ORR Junior High School	50	50	44	40	47	45
ORR High School	49	44	40	-	45	44

# Math MCAS: Achievement and Growth - All Students and High Needs

## Math MCAS Achievement by Subgroups

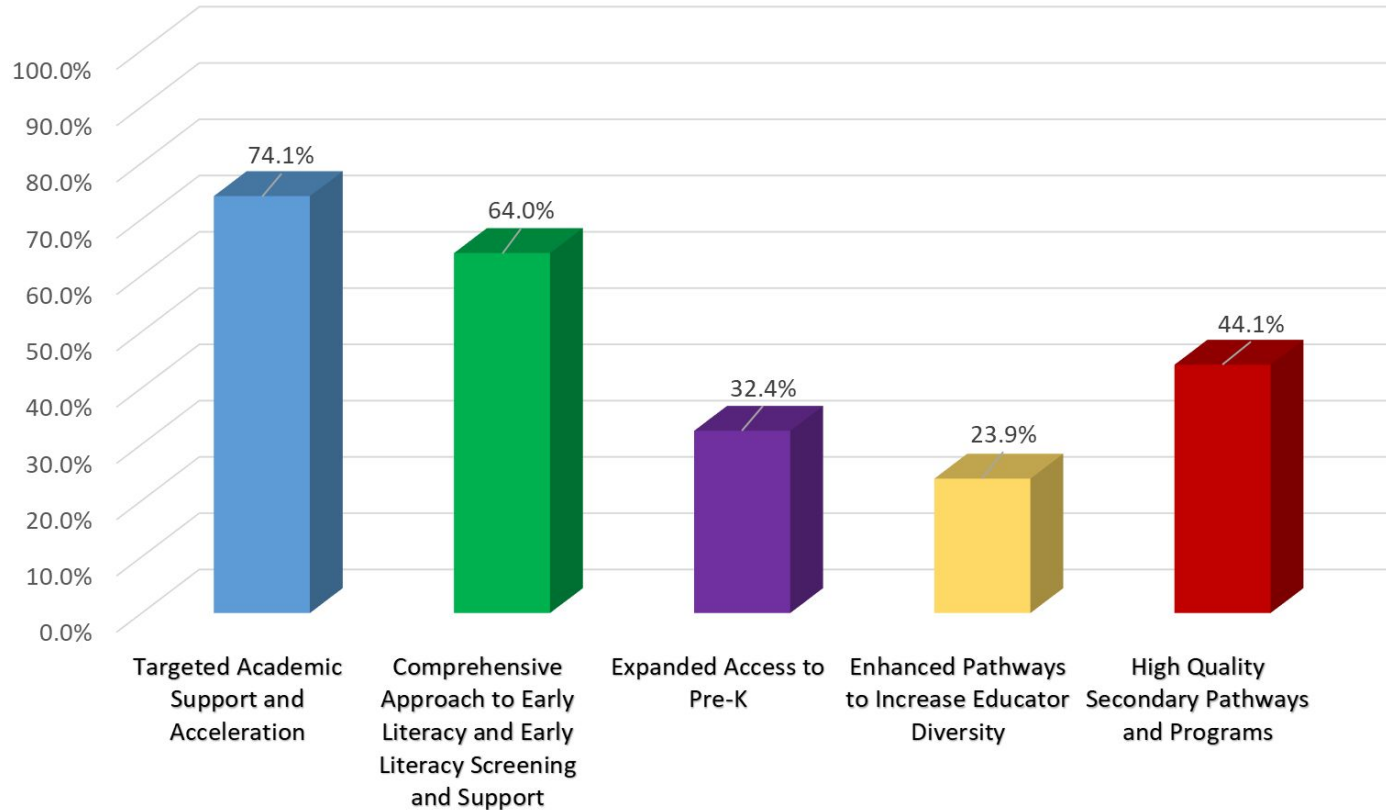
District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
ORR Junior High School	40%	47%	12%	15%	21%	29%
ORR High School	50%	57%	16%	4%	28%	30%

## Math Student Growth Performance by Subgroups

District/School Name	All Student State	All Students District	Students with Disabilities State	Students with Disabilities District	Low Income State	Low Income District
ORR Junior High School	50	35	45	37	47	36
ORR High School	50	50	42	-	43	47

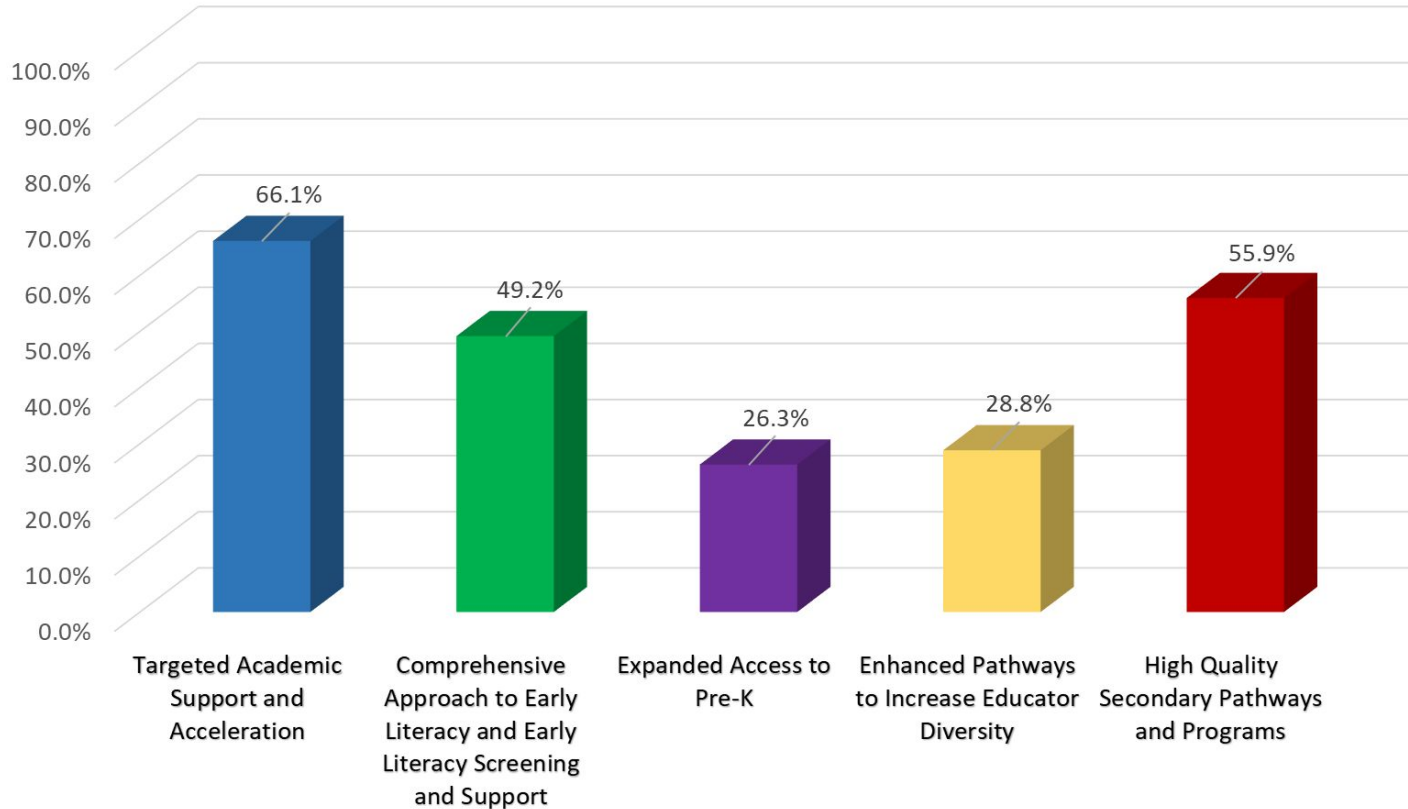
# SOA Community/Stakeholder Input and Feedback

## All Community Feedback of DESE Prioritized Strategies



# ORR Community/Stakeholder Input and Feedback

## ORR Community Feedback of DESE Prioritized Strategies



# Additional Community SOA Focal Areas

## Top Three Additional Suggested Areas

- After School/Summer School Enrichment/Life Skills for Career and College
- Mental Health
- Inclusivity and Sense of Belonging

# Selected SOA Focal Areas for RMS

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- EBP 2.3B High-Quality Pathways and Programs

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- EBP 2.4B Extended Learning Time

# Alignment of Data and Focal Areas

## Alignment of Data:

- School data, community input, and DESE suggested focal areas are in alignment

## Focus Areas:

- High-Quality Pathways and Programs
- Extended Learning Time

# High-Quality Pathways and Programs

## High-Quality Pathways and Programs

- Career exploration activities grades 7-12
- Partner with Mass Hire for career exploration
- Partner with Mass CPA business courses when available
- Early Childhood Ed program externships
- Credit for Life Fair
- Fitmoney certification course
- Technology and computer programs specialized track: engineering, robotics, architecture, computer science, web design, game design, and cybersecurity.

# Extended Learning Time

## Extended Learning Time Opportunities

- Credit Recovery
- Acceleration and Summer Academies
- SAIL program (Summer Adventures in Learning)



**Questions?**



**Thank you!**



# IEP Improvement Project Overview

April 2024

# DESE IEP Improvement Project

The Department of Elementary and Secondary Education (DESE) last updated the forms for Individualized Education Plans (IEP) in the state of Massachusetts in 2001.

*“This new statewide IEP form helps teams to more effectively address the needs of students eligible for special education services. The revised form focuses attention on gathering complete information about your child's strengths, challenges, and individualized goals to develop a more personalized education plan for your child.”*  
-DESE

# Improvement Focus Areas

DESE focused on the following areas when looking to improve our current document.

- Family and Student Voice
- Form Documents Process
- Least Restrictive Environment
- Integrated Transition Planning
- Accessibility of Language

# Timeline

- Updated IEP forms will not be used until the 24-25 School Year\*
- IEP's will be updated to the new format at regularly scheduled annual meetings or when a new draft is proposed (i.e. after evaluations)
- All IEPs are anticipated to be converted to the updated form by the end of the 24-25 school year

*\*There are some school districts that are part of a pilot program in the 23-24 school year*

# Getting to Know the Document

A walk through

# Current - Page 1

Individualized Education Program			
IEP Dates: from [ ] to [ ]			
Student Name: [ ]	DOB: [ ]	ID#: [ ]	Grade/Level: [ ]
<b>Parent and/or Student Concerns</b> What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education? [ ]			
+			
<b>Student Strengths and Key Evaluation Results Summary</b> What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments? What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any? [ ]			
-			
<b>Vision Statement:</b> What is the vision for this student? Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments. [ ]			

IEP 1

# Student/Parent Concerns & Vision



## Massachusetts DESE Individualized Education Program (IEP)

### STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

--

### STUDENT AND TEAM VISION

#### *Student's Vision (ages 3–13)*

This year, I want to learn:

By the time I finish (circle one: elementary or middle school), I want to:

#### *Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)*

While I am in high school, I want to:

After I finish high school, my education or training plans are:

After I finish high school, my employment plans are:

After I finish high school, my independent living plans are:

#### *Additional Team Vision Ideas*

In response to the student's vision, this year:

In response to the student's vision, in 5 years:

# Student Profile

## STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

☐ Autism

☐ Communication Impairment

☐ Developmental Delay (ages 3–9)

☐ Emotional Impairment

☐ Health Impairment

☐ Intellectual Impairment

☐ Neurological Impairment

☐ Physical Impairment

☐ Sensory Impairment

☐ Hearing

☐ Vision

☐ Deaf-Blind

☐ Specific Learning Disability

### English Learner

Has the student been identified as an English learner?

☐ Yes

☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

--

Identify any language needs and consider how they relate to the student's IEP:

--

### Assistive Technology

Does the student require assistive technology devices or services?

☐ Yes

☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications

☐ Goals/Objectives

☐ Services Delivery Grid

☐ Additional Information

# Current: Present Levels of Educational Performance

Present Levels of Educational Performance	
A: General Curriculum	
Check all that apply.	General curriculum area(s) affected by this student's disability(ies):
<input type="checkbox"/> English Language Arts	Consider the language, composition, literature (including reading) and media strands.
<input type="checkbox"/> History and Social Sciences	Consider the history, geography, economic and civics and government strands.
<input type="checkbox"/> Science and Technology	Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
<input type="checkbox"/> Mathematics	Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
<input type="checkbox"/> Other Curriculum Areas	Specify: _____
How does the disability(ies) affect progress in the curriculum area(s)? _____	
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____	
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.	
<input type="checkbox"/> Content:	_____
<input type="checkbox"/> Methodology/Delivery of Instruction:	_____
<input type="checkbox"/> Performance Criteria:	_____

Present Levels of Educational Performance		
B: Other Educational Needs		
Check all that apply.	General Considerations	
<input type="checkbox"/> Adapted physical education	<input type="checkbox"/> Assistive tech devices/services	<input type="checkbox"/> Behavior
<input type="checkbox"/> Braille needs (blind/visually impaired)	<input type="checkbox"/> Communication (all students)	<input type="checkbox"/> Communication (deaf/hard of hearing students)
<input type="checkbox"/> Extra curriculum activities	<input type="checkbox"/> Language needs (LEP students)	<input type="checkbox"/> Nonacademic activities
<input type="checkbox"/> Social/emotional needs	<input type="checkbox"/> Travel training	<input type="checkbox"/> Skill development related to vocational preparation or experience
<input type="checkbox"/> Other _____		
Age-Specific Considerations		
<input type="checkbox"/> For children ages 3 to 5 — participation in appropriate activities		
<input type="checkbox"/> For children ages 14+ (or younger if appropriate) — student's course of study		
<input type="checkbox"/> For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills		
How does the disability(ies) affect progress in the indicated area(s) of other educational needs? _____		
What type(s) of accommodation, if any, is necessary for the student to make effective progress? _____		
What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress? Check the necessary instructional modification(s) and describe how such modification(s) will be made.		
<input type="checkbox"/> Content:	_____	
<input type="checkbox"/> Methodology/Delivery of Instruction:	_____	
<input type="checkbox"/> Performance Criteria:	_____	

Use multiple copies of this form as needed.

Getting to know the document

## Present Levels of Performance

There are now four sections to this category

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

**Autism-Specific Question:** Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

If yes, this need will be addressed in the following section(s) of the IEP:

Massachusetts DESE Individualized Education Program

# Present Levels of Performance (2): Behavioral/Social/Emotional

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

<b>Bullying</b> Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.		Specify how these needs, if any, will be addressed in the IEP.

*Autism-Specific Question:* Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

*Autism-Specific Question:* Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

*Autism-Specific Question:* Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

*Autism-Specific Question:* Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

*Autism-Specific Question:* Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

# Bullying Statement

<b>Bullying</b>	
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.

Specify how these needs, if any, will be addressed in the IEP.

# Disability Specific Questions

*Autism-Specific Question:* Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes      ☐ No

*Autism-Specific Question:* Does the student need to develop social interaction skills and proficiencies?

☐ Yes      ☐ No

*Autism-Specific Question:* Does the student have needs related to changes in environment or to daily routines?

☐ Yes      ☐ No

*Autism-Specific Question:* Does the student have needs related to repetitive activities and movements?

☐ Yes      ☐ No

*Autism-Specific Question:* Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes      ☐ No

# Present Levels of Performance (3): Communication

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- ☐ The student needs an AAC device/system at school.
- ☐ The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- ☐ The student needs training and/or technical assistance to use the AAC device/system.
- ☐ The student's family needs training and/or technical assistance concerning the AAC device/system.
- ☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

- |   |   |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives             | <input type="checkbox"/> Additional Information |

*Autism-Specific Question:* Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

☐ Yes ☐ No

If yes, these needs will be addressed in the following section(s) of the IEP:

- |   |   |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives             | <input type="checkbox"/> Additional Information |

# Present Levels of Performance (4): Additional Areas (related services - i.e.OT/PT)

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

<b>Additional Areas, as Applicable</b> <b>(such as activities of daily living, health, hearing, motor, sensory, and vision)</b> Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

### Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

### Blind or Visually Impaired (including Cortical Visual Impairment)

- ☐ Braille is needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- ☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

- ☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

Getting to know the document

## Postsecondary Transition Planning

Transition planning form is now embedded into the IEP form rather than an additional section.

# Current: Transition Planning Form

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

**TRANSITION PLANNING FORM (TPF)**

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

<b>Student:</b>	<b>SASID:</b>	<b>Age:</b>
<b>Date form completed:</b>		
<b>Anticipated date of graduation:</b>	<b>Current IEP dates from:</b>	<b>to:</b>
<b>Anticipated date of 688 referral, if applicable:</b>		

**POST-SECONDARY VISION**

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

**DISABILITY RELATED NEEDS**

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Page 1 of 2

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

**Student:** \_\_\_\_\_ **Date form completed:** \_\_\_\_\_

**ACTION PLAN**

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, [service-learning](#) projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- Community Experiences/ Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in [community-based](#) experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

# Postsecondary Transition Planning

## POSTSECONDARY TRANSITION PLANNING\*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

### *Planned Course of Study*

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

What is the student's current status regarding meeting those requirements?

\* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

# Decision Making & 688 Referral

## DECISION-MAKING OPTIONS FOR STUDENT\*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ☐ The student will make their own educational decisions.
- ☐ The student will share decision-making with their parent, caregiver, or other adult.  
**Individual with whom the student will share decision-making:** \_\_\_\_\_
- ☐ The student has delegated decision-making to their parent, caregiver, or other adult.  
**Individual to whom the student has delegated decision-making:** \_\_\_\_\_
- ☐ A court has appointed a legal guardian for the student who will make educational decisions.

**Name of court-appointed legal guardian:**

Date of determination:

## TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

\* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

# Current: Accommodations & Modifications

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

[Redacted]

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

<input type="checkbox"/> Content:	[Redacted]
<input type="checkbox"/> Methodology/Delivery of Instruction:	[Redacted]
<input type="checkbox"/> Performance Criteria:	[Redacted]

# Accommodations and Modifications

## ACCOMMODATIONS AND MODIFICATIONS

**Accommodations:** List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	<b>Presentation of Instruction</b> The way information is presented.	<b>Response</b> The way the student responds.	<b>Timing and/or Scheduling</b> The timing and scheduling of the instruction.	<b>Setting and/or Environment</b> The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

**Modifications:** List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	<b>Content</b>	<b>Instruction</b>	<b>Student Output</b>
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

# Current: Testing Accommodations

State or District-Wide Assessment			
Identify state or district-wide assessments planned during this IEP period:			
<div></div>			
<p>Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.</p>			
	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See 1 below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See 2 below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>1 For each content area identified by an X in the column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.</p>			
<div></div>			
<p>2 For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment.</p>			
<div></div>			<p><b>NOTE</b></p> <p>When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.</p>

# Testing Accommodations

## STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

--

How does the student participate in state and/or districtwide assessments?

- ☐ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- ☐ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

Getting to know the document

Measurable Annual Goals

Current Performance now referenced as  
Baseline

# Current: Measurable Annual Goals

Current Performance Levels/Measurable Annual Goals	
Goal #	Specific Goal Focus:
Current Performance Level: What can the student currently do?	
Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?	
Benchmark/Objectives: What will the student need to do to complete this goal?	

# Measurable Annual Goals

## MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

<b>Goal Number:</b>	<b>Goal Area:</b>			
<b>Baseline (What can the student currently do?):</b>				
<b>Annual Goal/Target</b> What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	<b>Criteria</b> What measurement will be used to determine whether the goal has been achieved?	<b>Method</b> How will progress be measured?	<b>Schedule</b> How frequently will progress be measured?	<b>Person(s) Responsible</b> Who will monitor progress?
<b>Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)</b>				

## SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

--

[illegible]

# Participation and Service Delivery

## PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

## SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

# Service Delivery Grid - Extended School Year

## SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
<b>A. Consultation (Indirect Services to School Personnel and Parents)</b>						
<b>B. Special Education and Related Services in General Education Classrooms (Direct Service)</b>						
<b>C. Special Education and Related Services in Other Settings (Direct Service)</b>						

### Extended School Year Transportation Services

- ☒ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

# Transportation & Schedule Modification

## TRANSPORTATION SERVICES

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

## SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent(s)) during Extended School Year in the service delivery grid below.

# Nonparticipation vs Participation

## Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

☐ No ☐ Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550: "... removal of children with disabilities from the regular educational environment occurs **only when** the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

## PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

# Preparing for Implementation

## Trainings:

October 16	DESE Sponsored Training of Trainers
October 27	Allan Blume Training
November 7	Professional Development - Vertical Department Overview
January 31	Professional Development - Present Levels of Performance
March 6	Professional Development - Accommodations and Modifications
March 27	Meeting - Special Education Administrative Assistants
May 14	Parent Information Night with Allan Blume
June 5	Professional Development - Paraprofessional staff Overview

\*Ongoing sessions during our department meetings and regular special education meetings.

Thank you for your time.  
We look forward to  
working collaboratively  
as a team as we  
navigate this new  
format together.

Moving Forward

# Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership. Please review each goal, key actions and benchmarks and then indicate your selection for progress of this goal on the right. Evidence for each goal, key action and benchmark is available in the separate documents entitled Superintendent's Goals 2022-2024.

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<p><b>Student Learning Goal: <i>Supporting Teaching, Learning, and Sense of Belonging (goal 1)</i></b></p> <p>To work with the Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources. (Standard I: Instructional Leadership, Standard II: Management and Operations, Standard III: Family and Community and Standard IV: Professional Culture)</p> <p><b>Key Actions:</b></p> <ol style="list-style-type: none"> <li>1. Participate in School-Based Learning Walks (2 per school, per school year) with the Leadership Council utilizing established and agreed upon "Look Fors" to calibrate teaching &amp; learning expectations system-wide.</li> <li>2. Collaborate with the Assistant Superintendent of Teaching &amp; Learning and appropriate building administrators to complete a Literacy Needs Assessment utilizing an outside consultant to drive future decisions regarding literacy programming.</li> <li>3. Work with the Director of Student Services to explore the need for explicit social emotional student programming at both the elementary and secondary level (i.e. Junior High School) to support the Responsive Classroom (i.e. Fly Five) approach in our classrooms.</li> <li>4. Establish an adopted comprehensive curriculum review cycle and plan, supported by the efforts of the Instructional Council and teachers.</li> <li>5. Collaborate with the Leadership Council to develop extended day learning opportunities for students in alignment with student achievement data and learning needs.</li> <li>6. Ensure technology integration in the classroom through hardware resources, software resources, and professional development offerings.</li> </ol> <p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Learning Walk calendars and collected data in relation to the "Look Fors."</li> <li>2. Literacy Needs Assessment Report &amp; Action Plan.</li> <li>3. Recommendation for explicit social emotional programming.</li> <li>4. Curriculum review cycle adopted and published.</li> <li>5. Extended day programming schedules.</li> <li>6. Professional Development Agendas &amp; Survey Feedback.</li> <li>7. Strategic Plan and School Improvement Plan(s) presentations.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<p><b>District Improvement Goal: <i>Developing the 2023-2028 Five Year Strategic Plan (goal 2)</i></b></p> <p>Oversee and facilitate the engagement of school community stakeholders in the development and adoption of a new five year strategic plan (2023-2028) – utilizing the Planning for Success Process. (Standard I: Instructional Leadership, Standard III: Family and Community and Standard IV: Professional Culture)</p> <p>Key Actions:</p> <ol style="list-style-type: none"> <li>Engage with an independent facilitator and/or agency to facilitate a comprehensive and collaborative process to ensure that school community stakeholders have a voice in the development of the school-system's next strategic plan.</li> <li>Work with the Leadership Council to create a full planning team for Planning for Success sessions.</li> <li>Create multiple school community stakeholder opportunities to provide voice and feedback regarding the strategic direction of the school-system (i.e. open forums, town halls, etc.).</li> <li>Review the school-system's overall mission statement.</li> <li>Develop a school-system theory of action to realize the mission of our school-system.</li> <li>Provide regular updates on the strategic planning development process to the school committees.</li> <li>Create a series of strategic objectives, strategic initiatives, and outcomes for the next five years.</li> </ol> <p>Benchmarks:</p> <ol style="list-style-type: none"> <li>Create calendar of strategic plan development events.</li> <li>Collected school community stakeholder feedback.</li> <li>Capture data sets that drive strategic planning.</li> <li>Approval by the Joint School Committee of the five year strategic plan at the conclusion of the 2022-2023 school year.</li> <li>Action planning to begin the next strategic plan work during summer of 2023.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<p><b>Professional Practice Goal: <i>New Superintendent Induction Program Completion (goal 3)</i></b></p> <p>To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP). Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the New Superintendent Induction Program. (Standard I: Instructional Leadership, Standard II: Management and Operations and Standard IV: Professional Culture)</p> <p>Key Actions:</p> <ol style="list-style-type: none"> <li>1. Attend all in-person day long sessions.</li> <li>2. Complete all NSIP assignments.</li> <li>3. Participate in all Consultancy Group sessions facilitated by NSIP coach.</li> <li>4. Meet regularly with assigned NSIP coach.</li> <li>5. Share examples of lessons, skills, and strategies from NSIP training with the Central Office Leadership Team and the Leadership Council as appropriate.</li> </ol> <p>Benchmarks:</p> <ol style="list-style-type: none"> <li>1. Calendar documents attendance and contact with superintendent coach (process).</li> <li>2. Verification from NSIP that the Superintendent of Schools actively engaged in the third year of the program (process and outcome).</li> <li>3. Leadership tools and resources utilized by NSIP program shared at Leadership Council meetings.</li> <li>4. Completion of the three year NSIP program.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<p><b>District Improvement Goal: <i>Communication Enhancement Strategy (goal 4)</i></b></p> <p>To develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and family engagement. (Standard II: Management and Operations, Standard III: Family and Community and Standard IV: Professional Culture)</p> <p>Key Actions:</p> <ol style="list-style-type: none"> <li>1. Review and upgrade the school-system's website.</li> <li>2. Adopt a school-system mobile app to enhance and streamline communication from school to home.</li> <li>3. Establish a Superintendent's Office social media account that links to the individual schools' accounts.</li> <li>4. Create and begin issuing a Central Office Newsletter regarding school happenings.</li> </ol> <p>Benchmarks:</p> <ol style="list-style-type: none"> <li>1. Launch an upgraded school-system website utilizing a new template.</li> <li>2. Begin offering a school-system APP that will streamline communication from school to home.</li> <li>3. Establish and regularly utilize social media to share communication from the Superintendent's Office.</li> <li>4. Distribution of regularly issued Central Office newsletters.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. The following goals relate to Standard I.

### Student Learning Goal: *Supporting Teaching, Learning, and Sense of Belonging (goal 1)*

To work with Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources.

### District Improvement Goal: *Developing the 2023-2028 Five Year Strategic Plan (goal 2)*

Oversee and facilitate the engagement of school community stakeholders in the development and adoption of a new five year strategic plan (2023-2028) – utilizing the Planning for Success Process.

### Professional Practice Goal: *New Superintendent Induction Program Completion (goal 3)*

To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP). Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the New Superintendent Induction Program.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard I: Instructional Leadership</b> The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>				

# Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. The following goals related to Standard II.

**Student Learning Goal: *Supporting Teaching, Learning, and Sense of Belonging (goal 1)***

To work with Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources.

**Professional Practice Goal: *New Superintendent Induction Program Completion (goal 3)***

To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP). Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the New Superintendent Induction Program.

**District Improvement Goal: *Communication Enhancement Strategy (goal 4)***

To develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and family engagement.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

# Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. The following goals relate to Standard III.

**Student Learning Goal: *Supporting Teaching, Learning, and Sense of Belonging (goal 1)***

To work with Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources.

**District Improvement Goal: *Developing the 2023-2028 Five Year Strategic Plan (goal 2)***

Oversee and facilitate the engagement of school community stakeholders in the development and adoption of a new five year strategic plan (2023-2028) – utilizing the Planning for Success Process.

**District Improvement Goal: *Communication Enhancement Strategy (goal 4)***

To develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and family engagement.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				

# Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. The following goals relate to Standard IV.

**Student Learning Goal: *Supporting Teaching, Learning, and Sense of Belonging (goal 1)***

To work with Leadership Council to complete the desired year five outcomes outlined in the adopted Vision2023 Strategic Plan also supported by the two-year adopted School Improvement Plans. Additionally, to facilitate leadership capacity through academic and social emotional supports and resources.

**District Improvement Goal: *Developing the 2023-2028 Five Year Strategic Plan (goal 2)***

Oversee and facilitate the engagement of school community stakeholders in the development and adoption of a new five year strategic plan (2023-2028) – utilizing the Planning for Success Process.

**Professional Practice Goal: *New Superintendent Induction Program Completion (goal 3)***

To participate and complete year three of the M.A.S.S. New Superintendent Induction Program (NSIP). Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the third and final year of the New Superintendent Induction Program.

**District Improvement Goal: *Communication Enhancement Strategy (goal 4)***

To develop a communication enhancement strategy that will upgrade the student and family communication platforms utilized by the school-system to strengthen student and family engagement.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Michael S. Nelson

Evaluator:

Name Signature Date

## Step 1: Assess Progress Toward Goals (Please transfer your rating from the Performance Goals sheets already completed.)

Student Learning Goal (Goal 1) <i>Supporting Teaching, Learning and Sense of Belonging</i>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal (Goal 2) <i>Developing the 2023-2028 Five Year Strategic Plan</i>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Professional Practice Goal (Goal 3) <i>New Superintendent Induction Program Completion</i>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal (Goal 4) <i>Communication Enhancement Strategy</i>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (Please transfer your overall rating from the Supt's Performance Rating pages already completed.)

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.  
**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be *Unsatisfactory* at the time. Improvement is necessary and expected.  
**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*  
**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership (Goals 1, 2 & 3 – Please transfer your overall rating from the Supt's Performance Rating for Standard I page already completed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations (Goal 1, 3, & 4 – Please transfer your overall rating from the Supt's Performance Rating for Standard II page already completed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement (Goal 1, 2 & 4 – Please transfer your overall rating from the Supt's Performance Rating for Standard III page already completed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture (Goal 1, 2, 3 & 4 – Please transfer your overall rating from the Supt's Performance Rating for Standard IV page already completed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## End-of-Cycle Summative Evaluation Report: Superintendent

**Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings on previous page; check one.)**

☐

Unsatisfactory

☐

Needs Improvement

☐

Proficient

☐

Exemplary

### Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

**Comments:**

## OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

April 30, 2024 at 12:15 p.m.

### Marion – Mattapoisett – Rochester, Massachusetts REGULAR MEETING MINUTES

**Members Present:** Michelle Smith, Chairperson (in-person), Jason Chisholm, Vice-Chairperson (in-person), Rosemary Bowman (remote), Frances-Feliz Kearns (in-person), Margaret McSweeney (in-person), Matthew Monteiro (in-person), James Muse (remote), April Nye (in-person) and Joseph Pires (remote).

**Members Absent:** None

**Others Present:** Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Melissa Wilcox, Executive Assistant to Supt.; teachers, parents, students and members of the press.

Meeting was called to order at 12:18 p.m. by Chairperson Smith. Ms. Smith informed everyone in attendance that the meeting was being recorded. Chairperson Smith made the following statement: *This meeting will be conducted in a virtual format. School Committee, Administrators and public will have the option of meeting via zoom.*

#### V. General

##### A. Debt Authorization Article Discussion

###### Recommendation:

That the School Committee have a discussion about Debt Authorization Article.

Superintendent Nelson explained that recently the ORR Facilities Subcommittee met to discuss the debt authorization that the school committee had recently voted on. Based on not having full support from all three towns, although the items on the report still need to be addressed, the subcommittee recommended withdrawing the article for this particular school year. Therefore, the recommendation comes back to the full ORR School Committee for vote.

###### **School Committee Feedback:**

Mr. Muse thanked all of the individuals that worked on this thus far, as it is a lot of time and effort between the outside vendor, the facilities team and administration. He said these types of things can take a lot of time because of the financial aspect. He does feel the items in the conditions assessment do need to be addressed. He continued that since some Town officials did not understand the current proposal he agrees it is prudent to withdraw the article from the Town warrants in May.

MOTION to withdraw the debt authorization vote and related article from the May 13, 2024 town meeting warrants in Marion, Mattapoisett and Rochester.

MOTION by Mr. Muse

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

#### XI. Executive Session

###### Recommendation:

That the School Committee enter into executive session for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating

position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION to enter into executive session at 12:25 p.m. for purposes of exception #3, to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares, and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements only to return to regular session to adjourn.

MOTION by Mr. Chisholm

MOTION Seconded by Mr. Muse

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to exit executive session at 12:29 p.m. to return to regular session only to adjourn.

MOTION by Mr. Muse

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

MOTION to adjourn at 12:30 p.m.

MOTION by Mr. Muse

MOTION Seconded by Ms. Nye

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Chisholm; yes, Kearns; yes, McSweeney; yes, Monteiro; yes, Muse; yes, Nye; yes, Pires; yes

Respectfully Submitted,

Melissa Wilcox

Recording Secretary

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
SCHOOL COMMITTEE MEETING  
FACILITIES SUBCOMMITTEE MINUTES**

**April 26, 2024 at 2:30 p.m.  
Hybrid**

**COMMITTEE MEMBERS PRESENT:** Frances-Feliz Kearns (remote) and April Nye (remote).

**COMMITTEE MEMBERS ABSENT:** Joseph Pires

**ADMINISTRATORS PRESENT:** Michael S. Nelson, Superintendent of Schools (in-person).

Meeting called to order at 2:33 p.m. by Ms. Nye.

**SUMMARY OF DISCUSSION:**

Superintendent Nelson welcomed the subcommittee members present. He informed the subcommittee that not all town officials are currently supporting the Debt Authorization as previously voted by the ORR School Committee. Based on this feedback from the Towns, it is his recommendation to discuss withdrawing this article from the annual town meetings this school year. The School Committee members supported his recommendation at this time. They agreed to schedule an ORR School Committee meeting to discuss this with the entire ORR School Committee as well.

Meeting was adjourned at 2:56 p.m.

Motion by Ms. Nye to adjourn the meeting

Seconded by Ms. Kearns

Roll Call: Nye (yes); Kearns (yes)

Motion Carried 2-0.

Respectfully submitted,



Michael S. Nelson, Superintendent of Schools

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
BUILDING USE POLICY**

The following policy is issued pursuant to M.G.L. c.71, §71. This statute grants school committees the power to establish regulations which list purposes for which its school facilities may be used.

**I. GENERAL POLICIES**

It shall be the policy of the Old Rochester Regional District School Committee to encourage community use of school buildings when such use is in the public interest, does not cause conflict with school activities, does not incur additional cost and/or liability to the taxpayer, and is not detrimental to the purposes of the schools.

- A. The use of the school facilities may be granted upon receipt of written application which contains: Full information as to the name and address of the applicant, signature of the person to be held responsible, nature of intended use and purpose, use to be made of any proceeds therefrom, and data as to admissions. Applications are available at the school office. Applications for use of school property will be made in triplicate and submitted to the principal of the appropriate school. Applications for long-term use throughout a school year must be submitted no later than August 1. Applications for incidental or short-term use should be submitted, if possible, two weeks prior to intended use, but no later than two days prior to use. Applications will be acted upon by the Superintendent of Schools or the Associate Superintendent for Finance & Planning. In the event permission is not granted, the applications may be submitted to the School Committee for consideration at a regular or special meeting.

**SCHOOL AND TOWN USE**

The School Committee believes that access to the Old Rochester Regional Junior & Senior High School should be based upon a system of prioritization by which school-related groups receive top priority. For the purpose of this policy, the term “school” applies to all schools in the Old Rochester Regional/Massachusetts Supervisory Union #55 Districts. As well, Town of Marion, Mattapoisett or Rochester committees, boards, and commissions, and groups sponsored by the Towns shall not be charged rental fees.

**USE BY MARION, MATTAPOISETT & ROCHESTER COMMUNITY ORGANIZATIONS**

Organizations based in Marion, Mattapoisett or Rochester, a majority of whose members are citizens of these towns, should also have access to school facilities, and they shall be charged rental fees which will cover the costs of maintenance, equipment, utility use, and ordinary custodial fees in accordance with any negotiated agreement. (See Appendix A)

## USE BY ORGANIZATIONS OUTSIDE MARION, MATTAPOISETT & ROCHESTER

From time to time, organizations based outside the Old Rochester community will have access to school facilities and will be required to pay rental fees, which will cover the costs of maintenance, equipment, utilities, and ordinary custodial fees, higher than those assessed Old Rochester-based organizations.

- A. The School Committee reserves the right to make such changes in these rules as may seem desirable from time to time.
- B. The School Committee at its discretion may cancel permission to use the facilities whenever such cancellation seems advisable.
- C. The Committee may deny or revoke permission when it determines that the intended use would violate this policy.

## II. DETAILED INFORMATION

### A. Facilities available:

- 1. Indoor facilities:
  - a. Auditorium
  - b. Fitness center
  - c. Cafeteria
  - d. Cafeteria kitchen
  - e. Gymnasium
  - f. Music rooms
  - g. Art rooms
  - h. Classrooms
  - i. Computer room
- 2. Outdoor facilities:
  - a. Ball fields, except the multi-purpose field
  - b. Tennis courts
  - c. Track

### B. Regulations regarding use of school facilities:

- 1. School facilities may be used for educational, recreational, social, civic or philanthropic purposes.
- 2. Use must not interfere with the use of the property by the school.
- 3. Meetings must advance public or community welfare and must be open to the public.

4. The use of intoxicating liquors, drugs, or smoking shall be prohibited in the school building or on school grounds.
5. Individuals or organizations using the facilities shall assume responsibility for any damage done or injuries occurring.
6. When areas or facilities are to be used, a custodian must be present. If a custodian is not regularly on duty, custodian(s) will be assigned to be present during the use of the building. The cost of such custodial coverage will be borne by the organization using the facility. If an event requires extraordinary custodial coverage, even when it takes place during hours when regular custodial coverage is assigned to the building, the cost of such extraordinary coverage will be borne by the sponsoring organization.

### III. COSTS OF USING SCHOOL FACILITIES

RENTAL CHARGE refers to a charge that reflects the costs of maintenance, equipment, utility charges and ordinary custodial services.

CUSTODIAL FEES are separate from rental charges only when additional custodial service is required or when custodian(s) must be assigned because the request for use is outside the regular hours of school operation.

- A. Custodial/rental fees for the use of outside facilities will be determined by the nature of the use.
- B. There will be no custodial or rental fee for any school, or School Committee sponsored programs. This provision will apply to all schools/School Committees of the Old Rochester Regional School District.
- C. There will be no rental fees for any Town Board, Commission, Department, or Committee using the facility for its own purpose.
- D. There will be a rental fee charged for any non-school/non-Town group. The fee will cover the costs of maintenance, equipment, utilities, and custodial services. Custodial fees, if applicable, will be charged as described in #6 above.

### **RENTAL FEES**

All fees are per day unless otherwise noted. Changes in the application and/or the rate of rental and custodial fees may be made at the discretion of the School Committee, and will be reviewed annually at the School Committee meeting in March. The establishment of these fee categories does not preclude the setting of additional fees to address building use requests not covered by these categories. Utility surcharges apply when a facility is being used after regular hours of school operation (weekends, holidays, or after 6:00 p.m.)

#### IV. ALTERNATE ARRANGEMENTS - LEASES

Under certain circumstances, the Committee, upon the written request of an outside organization, will consider entering into a lease arrangement rather than apply the per diem fee structure of the building use policy. All such leases will be consistent with MGL Chapter 40, Section 3, and Chapter 71, Section 71E.

In order to be considered for such a lease arrangement, the organization must be engaged in activities directly related to the educational mission of the District. To this end, the organization must have hours of operation similar to that of the school and must service a similar population to that of the school's current attending school population.

All qualifying leasing arrangements will be considered and negotiated on a case-by-case basis by the Superintendent and/or his/her designee, and will be brought before the School Committee for final ratification. The ultimate decision to award a lease or not will be at the sole discretion of the School Committee.

	<b>Organizations</b>	
	<b><i>Marion, Mattapoissett, &amp; Rochester</i></b>	<b><i>Outside Marion, Mattapoissett, &amp; Rochester</i></b>
1. Auditorium	\$250	\$500
Auditorium stage lighting	\$100	\$100
Utility surcharge (light/heat/ac)	\$50	\$50
2. Fitness Room	TBD	TBD
3. Fields (not including multi-purpose field)	-0- *	\$150
4. Track	-0- *	\$150
5. Tennis courts	-0- *	\$200
6. Cafeteria	\$100	\$500
Kitchen facilities	\$25	\$100
(Use requires hiring regular staff who will be compensated at the rate of \$25/hour/per person.)		
Utility surcharge	\$50	\$50
7. Gymnasium (restricted to physical education activities)	\$100	\$500
Utility surcharge	\$50	\$50

(Ctd.)  
4 of 6

	<b>Organizations</b>	
	<b><i>Marion, Mattapoisett, &amp; Rochester</i></b>	<b><i>Outside Marion, Mattapoisett, &amp; Rochester</i></b>
8. Classrooms	–0–	\$75
Utility surcharge	\$10	\$10
9. Computer rooms	\$50	\$200
Utility surcharge	\$10	\$ 10
10. Music & Art rooms	\$25	\$100
Utility surcharge	\$10	\$ 10
11. Multipurpose Room	TBD	TBD
Utility surcharge	\$10	\$ 10

*\* The use of lights for the track, tennis courts, and fields will include a fee to be determined by the Associate Superintendent for Finance & Planning.*

Library and science labs not available for rental.

Computer, Art, Music rooms available only by special approval of the principal.

Multi-purpose field available only by special approval by the School Committee on recommendation by the principal. Fee to be determined by Principal/Associate Superintendent for Finance & Planning based upon the nature of the activity.

Policy reviewed by the Joint School Committee on June 18, 2001.

Policy reviewed by the Old Rochester Regional District School Committee on October 1, 2001.

Policy approved by the Old Rochester Regional District School Committee on March 12, 2002.

Revisions reviewed and approved by the Old Rochester Regional District School Committee on June 8, 2004.

Policy reviewed and revised by the Old Rochester Regional District School Committee on October 20, 2004.

## ***APPENDIX A***

### **REASONS FOR DISTINGUISHING OLD ROCHESTER COMMUNITY ORGANIZATIONS FROM ORGANIZATIONS OUTSIDE OLD ROCHESTER IN SCHEDULING AND PRICING THE USE OF THE OLD ROCHESTER REGIONAL JUNIOR AND SENIOR HIGH SCHOOLS:**

- when the schools were renovated, it was anticipated that the facility would be used by community groups, as well as school groups
- Old Rochester citizens pay for school facilities through property taxes
- Old Rochester organizations are an integral part of our community
- Old Rochester organizations should not be forced to look to other towns to find a venue in which to hold their activities
- Old Rochester citizens are best able to support local organizations when the organizations hold their activities in town.

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
BUILDING USE REGULATIONS**

**SECTION I**

**A. Priority of Building Use and Approved Criteria**

**1. Priority for use of school facilities will be as follows:**

- a. School and school-related functions (all schools in ORR School District)
- b. Town of Marion, Mattapoisett or Rochester Committees, Departments, Boards and recreational programs
- c. Old Rochester community organizations (as defined above)
- d. Other organizations

**B. Classification of Groups for Rental Purposes**

**1. Fees for the use of school facilities shall be governed by the classification of the requests listed below:**

**SCHOOL AND TOWN:** No rental fee will be charged. No custodial charge will be required when the school district does not incur additional expense.

**OLD ROCHESTER COMMUNITY ORGANIZATIONS:** These users will be required to pay a rental fee. In addition, the user will be required to pay custodial costs and extraordinary expenses incurred by the District, should there be any. Any organization which seeks to use school facilities as an Old Rochester Community Organization shall submit with its request for use satisfactory evidence that it qualifies as an Old Rochester Community Organization (See Policy Appendix A). The preferred qualifications for an Old Rochester Community Organization are:

- that it be based in Marion, Mattapoisett or Rochester (mandatory)
- that a majority of its members be Marion, Mattapoisett or Rochester residents (mandatory)
- that the organization provide a service or benefit to the townspeople through its activities

The fact that an organization is the Town chapter of a state or national organization shall not preclude it from being a Old Rochester Community Organization.

ORGANIZATIONS OUTSIDE OF OLD ROCHESTER: These users will be required to pay a higher rental fee than the Old Rochester Community Organizations. In addition, the user will be required to pay custodial costs and extraordinary expenses incurred by the District, should there be any.

## SECTION II

### A. Procedure for Requesting Facilities

1. All requests for the use of facilities by any organization shall be made through the Principal/designee at the appropriate school site.
  - a. Since the school facilities are in such constant demand, a deadline for building use requests will be established each year by the Principal/designee at the appropriate school site. The **DEADLINE** will be no later than August 1<sup>st</sup> of each year for requests for the following school year. Conflicts will be resolved by the Principal/designee in consultation with the appropriate organization(s). Once the dates are approved, each request must be formally submitted on a Building Use Form immediately.
  - b. Exceptions to this procedure will be granted at the discretion of the Principal/designee. Requests for a date not already scheduled should be submitted on a Building Use Form at least two weeks prior to the date specified facilities are desired. Requests for use of school facilities received after the deadline will be handled on a first-come-first-served basis.
  - c. It is the responsibility of the organization to obtain and submit to the appropriate Principal/designee any additional approvals required such as police, fire, insurance or planning and zoning.
2. Organizations will be billed for the usage or rental fee appropriate, on approval of the application. A 50% deposit must accompany the application. Checks will be payable to the "Old Rochester Regional School District." There will be no refund of this deposit for cancellations received less than 60 days prior to the event. The balance of the fee shall be billed after the event and is due upon receipt. Payment not received within 30 days will be subject to an interest expense of 1.5% per month and all costs of collection, including attorney's fees will be borne by the applicant.
3. Organizations and groups using school facilities must designate one adult member of its group to be in charge of and responsible for the program or activity at the time application for use of the facilities is made. This person shall in turn be responsible to the Principal/designee of the school in which the event is taking place. This person shall be named Supervisor on the application.

4. In case of group meetings anticipated to involve 100 or more attendees, the organization shall be required to consult with appropriate police and fire officials to determine if police and/or fire personnel should cover the event. The proper official will signify in writing of his/her decision on the building use request form. The Police and Fire Departments will determine the exact number of police and fire personnel required, and the rates to be paid. Fees shall be paid as they direct.
5. No reservation will be finalized until the building use form is returned with appropriate signatures and approved by the Associate Superintendent for Finance & Planning.
6. Any organization using school facilities to which admission is charged shall be held liable for the collection and payment of taxes on admission, and shall account for any tax due by filing the necessary Commonwealth of Massachusetts forms. Non-profit organizations charging admission may be exempt from tax requirements, if they make application for exemption through the Massachusetts Tax Department. The Towns of Marion, Mattapoisett, Rochester and the Old Rochester Regional District School Committee assume no responsibility in this matter.
7. In the event that an organization cancels a use request, and that a notice of cancellation is received on the day of the planned activity, there will be a charge of 2 hours of custodial time if overtime would have been required for the activity. Cancellations received prior to this time will require no custodial charge.
8. When school is canceled for the day because of inclement weather or system repair, all scheduled use of the building for that day is canceled, unless special permission is granted by the Principal/designee. Risk of cancellation is assumed by the applicant. The Towns of Marion, Mattapoisett, Rochester and the Old Rochester Regional District School Committee assume no liability therefore.

NOTE: No group will be permitted use of school facilities if it interferes with the school programs. The Principal/designee may cancel any approved building use permits, should conflicts with school programs develop. Notification will be given at least one week in advance of a cancellation. (NOTE: Not always possible in the case of make-up games.) Risk of cancellation is assumed by the applicant. The Towns of Marion, Mattapoisett, Rochester and the Old Rochester Regional District School Committee assume no liability therefore.

B. Restrictions in Use of Facilities

1. Smoking is prohibited in all school buildings and on all school grounds.

2. The sale, use or possession of alcoholic beverages or controlled drugs on school property is forbidden. If this ruling is violated, the renting organization will be denied the privilege of any further rentals
3. Organizations using any auditorium are not permitted, at any time, to change the electrical or electronic circuits in that facility or to change the setting of thermostatic controls.
4. When stage facilities, stage lighting, or audio-visual equipment are to be used, a theatre manager and a lighting technician will be required, and his/her time charged to the renting organization. Final determination of the qualification of the operator will reside with the Principal/designee. In addition, a separate \$100 per day surcharge will be added for use of lighting instruments for all non-curricular organizations.
5. If a school piano is requested, the Principal/designee's permission is required; it must be tuned by the organization after its use. If a piano is to be moved, it must be moved professionally, and the cost of moving and returning will be assumed by the applicant.
6. Putting up decorations or scenery, moving pianos or other furniture is prohibited unless special permission is granted by the Principal/designee of each school. Unless specific prior permission is received from the school administration, the use of scotch tape, masking tape, thumbtacks, or nails is prohibited.
7. No property will be stored in any auditorium or school building without special permission from the Principal/designee.
8. The School Committee assumes no responsibility for properties left on the premises by the applicant.
9. The School Committee or its representatives must have free access to all school facilities at all times.
10. Only gym shoes or sneakers shall be permitted on gym floors when they are used for sports. For non-athletic events held at any school gym, it is up to the discretion of the school principal whether the floor should be covered. At the discretion of the Principal/Head Custodian, covering of the gym floor may be required when organizations use that facility for shows.
11. In the case of outdoor activities (such as football, soccer, baseball and lacrosse) conducted inside, to protect the facility and participants:

- a. Activities shall be limited to ensure that participants will have sufficient control over themselves and their equipment to avoid bodily harm or physical damage to the facility.
  - b. Activities which involve substantial probability that balls will reach more than halfway to the ceiling, lights, or a suspended scoreboard, or substantial probability that hardcore balls will strike walls, windows, exit lights, doors, etc. shall be prohibited unless a written agreement is concluded between the user and the Principal/designee of the building stipulating the protective measures which will be taken before such activities take place. To help reduce the probabilities of damage to the facility, balls may be deflated slightly, special practice balls may be employed, or nets to protect the facility may be hung.
12. Volunteer help from the renting organization must be limited to duties with the minimum risk of injury for insurance purposes.
13. A violation of these rules may lead to a denial of any further rentals.

C. Responsibilities of the User

1. Any group using the buildings and/or grounds of the Old Rochester Regional School District is required to restore to original condition any property destroyed or suffering from more than normal wear and tear. The principal/designee of the school involved shall be the sole judge of destruction of property or excessive wear and tear.
2. The adult who is responsible for the activity, and is named Supervisor on the application, shall be present at all times and designated as the person responsible for appropriate supervision of the program or activity.
3. The user of any school facility must and does assume full responsibility for personal injury to participants and spectators, and for any physical damage to facilities or equipment.
4. An insurance bond on event insurance must be presented at the time of payment prior to use.
5. Any person or organization using the school facilities, including but not limited to buildings and fields, whether collecting fees or not, shall furnish in addition to names, addresses and telephone numbers, a certificate of insurance acceptable to the School Committee prior to the commencement of any use of the premises. Such certificate shall provide public liability insurance, for bodily injury and property damage and shall be filed with the Associate Superintendent for Finance

& Planning, at least one week before the use or event. The Town of Marion, Mattapoisett, Rochester, the Old Rochester Regional District School Committee, its officers, agents, employees and servants shall collectively and individually be included as an Additional Insured on the Certificate of Insurance. Said insurance shall be for not less than one million dollars and a higher limit may be required depending on the type and size of the activity. Should an injury to a participant or spectator occur, the Associate Superintendent of Finance & Planning will be notified in writing within 24 hours of the injury, giving all particulars of such injury. The user agrees to provide evidence of statutory workers compensation benefits where applicable.

6. Parking for the use of all facilities is, in general, unreserved. It is the responsibility of the user(s) to plan parking arrangements and foresee any difficulties. Requests for special arrangements can be made of the Principal/designee. Approval of such request will be solely at his/her discretion.
7. Users are responsible for all trash removal and clean up. School dumpsters are not available for shows. Arrangements for trash removal must be approved by the Principal/designee prior to the event.

D. Use of Custodial or Cafeteria Staff

1. Whenever custodial services are required, the number will be determined by the principal/designee and will meet the requirements of the School Committee's collective bargaining agreement. Payment to the custodian(s) and billing to the applicant will be at contract rates in effect at the time the service is performed. The custodian(s) arrives one-half (1/2) hour before the applicant's scheduled time to open and prepare the area. He/she stays after the organization leaves to return any equipment used, clean the area, toilets and hallways, check windows and doors, and set alarms. The billing to the applicant is for the custodian's total time and not just the time of scheduled use. Bills for custodial services will be sent to the applicant after the event and are payable upon receipt. Checks should be made payable to the "Old Rochester Regional District School Committee." The balance of the fee shall be billed after the event and is due upon receipt. Payment not received within 30 days will be subject to an interest expense of 1.5% per month and all costs of collection, including attorney's fees will be born by the applicant.
2. At no time is any organization to pay the custodian(s) directly.
3. Use of school cafeterias and/or kitchens for functions, when approved, will be under the general supervision of the Principal/designee and Supervisor of Food Services and cafeteria manager.

4. Any time bleachers, tables & chairs need to be reset, two custodians must be hired as required by the School Committee's collective bargaining agreement.

### SECTION III

#### A. Use of Media Centers by Individual Community Residents

The Media Centers shall be open to community residents at any time the facilities are open to students, provided such use in the judgment of the librarian in charge will not overcrowd the facility during the period of proposed use and provided student needs take priority. The librarian may require identification and proof of residence before admitting non-students to the Media Centers. Use of materials shall be limited to the Media Center except with special permission of the librarian.

- B. Computer rooms are available only to school users. Any exception to this regulation must be approved by the Principal, and special use conditions will apply.



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SUPERINTENDENCY UNION #55**

Marion - Mattapoisett - Rochester  
135 Marion Road  
Mattapoisett, MA 02739

**www.oldrochester.org**

**Phone: 508-758-2772**  
**Fax: 508-758-2802**

**Michael S. Nelson, M.Ed.**  
Superintendent of Schools

**Sharlene Fedorowicz, Ph.D.**  
Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, SFO, MCPPO**  
Assistant Superintendent of Finance & Operations

**Kristine Lincoln, M.Ed.**  
Interim Director of Student Services

# Memo

To: Old Rochester Regional School Committee Members

From: Michael S. Nelson, Superintendent of Schools

Date: June 12, 2024

Re: Main Stadium Field use Request

Kristine Medeiros, President of the Old Rochester Youth Football would like to request 3-4 home game days (Sundays) in the months of September and/or October on the main (all purpose) field at the high school. These game days consist of 5 games on each day.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

# OLD ROCHESTER REGIONAL HIGH SCHOOL

**STUDENT HANDBOOK  
2024-2025**



## Home of the Bulldogs

Dear Parent/Guardian/Caregiver:

To assure a positive approach to discipline and increase communication between home and school, please review the Student Handbook with your student on-line via the ORRHS website.

As a school community, the importance of a firm discipline code is something every parent, guardian, or caregiver will want to discuss with their student. Along with the importance of good habits, participation in extracurricular activities, and our Community Service program, a respectful environment at Old Rochester Regional High School is an expectation for all students.

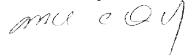
After reviewing the Student Handbook with your student, please sign the following form electronically.

We would also like to direct your attention to the Internet Acceptable Use and Safety Policy found on pages 39-41. Please review this policy with your student and electronically complete the Internet Use Agreement form found in the opening day information.

We request that prior to calling the school, you use the Student Handbook as a resource for answering most questions on policy or procedures.

Collectively as a school community, we share the goal that every student at ORR makes the most out of the fantastic opportunities available here. If you have any questions, please do not hesitate to contact the school.

Sincerely,



Michael C. Devoll, Principal

---

My signature below indicates that I have read the Old Rochester Regional High School Student Handbook which includes, but is not limited to, information on bullying, hazing, and the attendance policy.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian/Caregiver Signature

\_\_\_\_\_  
Date

## BELL SCHEDULE

Warning bell	7:25
Block 1	7:30 – 7:33 announcements 7:34 – 8:48
Block 2	8:53 – 10:08
Bulldog Block	10:12 – 10:52
Block 3	10:57 – 12:39
Block 4	12:43 – 1:58

### **1<sup>st</sup> Lunch 10:57– 11:17**

Directed Studies

Library

Mathematics

Science/Health/Technology

Unified Arts – music/art

### **Last Lunch 12:19 – 12:39**

English

World Language

Social Studies

Learning Support

Physical Education

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**OLD ROCHESTER REGIONAL HIGH SCHOOL**

**135 MARION ROAD**

**MATTAPOISETT, MASSACHUSETTS 02739**

**508-758-3745**

The School Office is open daily from 7:00 a.m. through 3:00 p.m.

Principal: Michael C. Devoll

Assistant Principal: Vanessa Harvey

Athletic Director: Christopher Carrig

Guidance Director: Lauren Millette

Guidance Counselors: Michael Janicki  
Wendy McPhee  
Lisa Shields

Registrar: Kelly Bertrand

School Nurse: Nicole Reedy

The School Nurse is available daily from 7:20 a.m. through 2:20 p.m.

## **OLD ROCHESTER REGIONAL SCHOOL DISTRICT Mattapoisett, Massachusetts**

Old Rochester Regional School District (ORRSD) is a corporation established under the provisions of Chapter 71 of the General Laws of the Commonwealth of Massachusetts and “agreement among the towns of Marion, Mattapoisett, and Rochester, with respect to the formation of a regional school district,” dated 14 January 1958 and approved by the Department of Education and the Emergency Finance Board.

The district has the responsibility of providing free appropriate public education for all students residing in the district who have completed the sixth grade and who are less than 22 years old. Students who have completed grade 8 and who live in Marion are eligible to apply for admission to Upper Cape Regional Vocational Technical High School, Bourne, Massachusetts; students living in Mattapoisett and Rochester are eligible to apply to Old Colony Regional Vocational Technical High School, Rochester, Massachusetts, upon completion of grade eight. Students outside of the district may be eligible for reimbursement of tuition and/or transportation expenses at the expense of the town in which they reside, as may be provided by current law.

### **ACCREDITATION STATEMENT**

The New England Association of Schools and Colleges, Inc., (NEASC) has accredited ORRHS. This organization is a non-governmental, nationally recognized organization, whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the NEASC indicates that the school meets or exceeds criteria for the assessment of an educational institution. Periodically, a peer group review process assesses this criterion for acceptance. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs. The school gives reasonable evidence that it will continue to do so in the near future. The ORRHS maintains its institutional integrity through accreditation.

Accreditation by the NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

### **STUDENT ADVISORY COMMITTEE**

Established by state statute, the Student Advisory Committee to the school committee is the official group that meets regularly with this latter group and the school administration. In this capacity, they speak for the student body. Please feel free to call 508-758-3745 if you have questions about policies and/or procedures that are in effect at ORRHS. Students can make any official requests to the school committee or school administration through this group. Of course, any student has the right and is welcome to speak with the administration directly about any question or concern that they may have.

Students hold elections for “SAC” each spring and students are encouraged to give serious consideration to the people they elect to this most important student group.

### **NONDISCRIMINATION NOTICE**

The ORRSD and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts, are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its program and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, sex, gender identity, sexual orientation, age, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the Principal or the Assistant Superintendent, who will take appropriate steps to attempt to resolve the situation, such as discussing it with involved persons, identifying and questioning of witnesses, and using other appropriate steps. In most cases, the Assistant Superintendent will achieve a resolution. However, if the Assistant Superintendent determines that a hearing is warranted, such hearing will be held before the Superintendent of Schools or a person that they may designate.

The goal of the above grievance procedure is to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices.

Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights or would like further information or want to obtain help in filing a complaint, you may contact the Director of Student Services at 508-758-2772 x1942. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the Director of Student Services, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights  
John W. McCormack Post Office and Courthouse  
Room 222  
Post Office Square  
Boston, MA 02109

State and federal laws forbid your school system to discriminate against its staff and students on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, pregnancy, homelessness, or disability. These mandates prohibit discrimination in school admissions, admission to courses of study, course content, guidance services, and extracurricular athletic activities.

If you have any questions or concerns regarding these laws and how they affect your student, please do not hesitate to contact the Principal or the Office of the Superintendent of Schools. Copies of the law and regulations can be obtained from:

The Bureau of Equal Educational Opportunity  
350 Main Street  
Malden, MA 02148

Or the Director of the Office of Civil rights, Region One of the U.S. Department of Health, Education and Welfare.

#### **MISSION STATEMENT**

The Old Rochester Regional community works together to educate each person in a safe, challenging environment. As we prepare students for participation in society, we foster their academic and personal growth.

#### **ORRHS CORE VALUES**

- Equity
- Growth
- Integrity
- Resiliency

## BELIEFS ABOUT LEARNING

The Old Rochester Regional High School community believes that students learn best when given the opportunity to:

- Achieve individual growth.
- Take chances, embrace challenges, face setbacks, and grow from these experiences.
- Access a broad, challenging curriculum with diverse course and extracurricular offerings.
- Enrich the greater community with their individual contributions.
- Build positive relationships.
- Construct meaning with support and guidance.

**Students at Old Rochester Regional High School will be able to:**

Academic Expectations:

- Read, analyze, and synthesize information
- Think critically
- Communicate effectively
- Use technology as a resource and a tool

Civic Expectations:

- Communicate effectively

Social Expectations:

- Collaborate and adapt
- Demonstrate cultural awareness

	Read, analyze, synthesize	Think Critically	Communicate effectively	Use Technology	Local and school communities	Collaborate and adapt	Demonstrate Cultural Awareness
Art		X					
English			X				
Family and Consumer Science			X				
Foreign Language							X
Guidance					X		
Mathematics	X						
Music						X	
Physical Education						X	
Science						X	
Social Studies	X						
Special Education	X						
Technology				X			
Transition Program					X		

## ACADEMIC RUBRICS

Students at Old Rochester Regional will be able to **read, analyze, and synthesize information**.

<u>Expectation: Read, analyze, and synthesize information.</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Read	Demonstrates a competent understanding of the material	Demonstrates a limited understanding of the material	Demonstrates little to no understanding of the material
Analyze	Justifies conclusions and evaluates materials	Reaches conclusions without sufficient justification	Demonstrates little to no ability to reach conclusions
Synthesize	Develops competent arguments and provides sufficient evidence	Develops arguments and provides limited evidence	Develops little to no ability to develop arguments and/or provides little to no evidence.

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of math, social studies, and special education.

Students at Old Rochester Regional High School will be able to **think critically**.

<u>Expectation: Critical thinking</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Define the Problem	Consistently demonstrates understanding of the problem and most of the important implications	Sometimes identifies the problem and most of the important implications	Does not yet demonstrate understanding of the problem.
Identify Background Knowledge	Consistently identifies and collects appropriate materials and evidence necessary to	Sometimes relies on limited knowledge/resources to solve the problem	Does not yet demonstrate clarity of what is needed

	solve the problem		
Develop a Plan	Consistently presents organized, accurate plans with attention to detail, differentiates between useful and extraneous information and arrives at meaningful solutions.	Sometimes presents organized plans with accurate information and attention to detail. Sometimes arrives at meaningful solutions.	Does not yet present plans that are accurate, organized and utilize information with attention to detail. Does not yet arrive at meaningful solutions.
Implement the Plan	Consistently demonstrates a coherent and efficient strategy to solve the problem. Correctly applies the strategies and methods necessary to solve the problem	Sometimes demonstrates an acceptable strategy to solve the problem. Correctly applies strategies or methods necessary to solve the problem	Does not yet demonstrate the use of a strategy to solve a problem
Interpret Data	Consistently structures and communicates a method of solution that leads to a correct conclusion in the appropriate context.	Sometimes structures and communicates a method of solution that leads to an inaccurate conclusion with minor errors	Does not yet have an accurate conclusion. Lacks support, or data which detracts from the understanding of the problem
Justify Solutions/Draw Conclusions	Consistently presents well-organized, clearly communicated solutions to the problem	Sometimes the solution is relevant but the explanation is not supported	Does not yet have a solution or the solution is not relevant

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of art.

Students at Old Rochester Regional High School will be able to **communicate effectively**.

<u>Expectation: Communicate effectively</u>				
<u>Area</u>	<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Clarity	Statement of Purpose	Expresses a clear, coherent thesis statement or statement of purpose.	Vague or inconsistent thesis statement or statement of purpose.	Unclear or no thesis or statement of purpose
	Language, Mechanics and Usage	-Variety of sentence structures and lengths -No significant errors in word usage, grammar, spelling, capitalization, punctuation, and/or pronunciation.	-Limited variety of sentence structures and lengths -Significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation.	-Limited variety of sentence structures and lengths -Significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation effects understanding.
	Subject Matter Knowledge	-Supports audience's understanding of assignment through the use of accurate and appropriate, subject-specific details, ideas and vocabulary.	-Uses some subject-specific details, and vocabulary but generalizes. -Does not consistently demonstrate subject matter knowledge that supports the clarity of the assignment.	-Limited/no knowledge of subject matter.
Focus	Organization	-Meets all requirements for what should be included in the product; -Has a clear introduction and conclusion; -No part of the product is too short or too long	-Meets most requirements for what should be included in the product; -Has an introduction and conclusion, but they are not clear, and/or - May spend too much or too little time on a topic, a/v aid, or idea	-Does not meet requirements for what should be included in the product; -Does not have an introduction and/or conclusion -Uses time poorly; the whole product, or a part of it, is too short or too long

	Supporting Evidence	<ul style="list-style-type: none"> <li>-Presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning, -</li> <li>Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience</li> <li>-Clearly and completely addresses alternative or opposing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>-Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</li> <li>-Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>-Attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>-Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting Evidence; audience cannot follow the line of Reasoning;</li> <li>-Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)</li> <li>-Does not address alternative or opposing perspectives.</li> </ul>
Consideration of Audience	Voice	<ul style="list-style-type: none"> <li>-Communicates clearly; not too quickly or slowly</li> <li>-Uses accurate pacing and word choice for a specific audience</li> <li>-Rarely uses filler words</li> <li>-Demonstrates a command of formal English when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicates clearly most of the time</li> <li>-Usually uses accurate pacing and word choice for a specific audience</li> <li>-Occasionally uses filler words</li> <li>-Attempts to adapt voice for the context and task but is unsuccessful or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not yet communicate clearly</li> <li>-Do not yet use accurate pacing and word choice for a specific audience</li> <li>-Uses filler words</li> <li>- Does not yet adapt voice for the context and task</li> </ul>
	Presentation Aids	<ul style="list-style-type: none"> <li>-Uses well-produced audio/visual aids or media to enhance understanding of findings,</li> </ul>	<ul style="list-style-type: none"> <li>-Uses audio/visual aids or media, but they may distract from or not add to the presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Does not use audio/visual aids or media</li> <li>-Attempts to use one or a few audio/visual aids or media, but they</li> </ul>

		reasoning, and evidence, and to add interest -Smoothly brings audio/visual aids or media into the presentation	-Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation	do not add to or may distract from the presentation
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“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of English and Family and Consumer Sciences.

Students at Old Rochester Regional will be able to **use technology as a resource and a tool.**

<u>Expectation: Use technology as a resource and tool</u>				
	<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Originality	Produces original content	Content is new, unique, surprising; Shows a personal touch	Had some new ideas or improvements, but some ideas are predictable or conventional	Relies on existing models, ideas, or directions; it is not new or unique
	Content is creative and innovative	May successfully break rules and conventions, or use common materials or idea in new, clever, and surprising ways	May show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas	Follows rules and conventions; uses materials and ideas in typical ways
Communication	Use of technology enhances ability to communicate main idea / message	Employed effective strategies within the use of technology to enhance the clarity and communication of main idea / message	Strategies used distracted or took away from the main idea / message	Minimal to no consideration was given to the communication of the main idea / message
Productivity	Chooses most appropriate digital tools for specific	Evaluated available options and choose the most appropriate tool for a	Chooses a digital tool that performs the task but is not the most	Chooses an inappropriate digital tool for specific task

	tasks	specific task	appropriate tool available	
	Troubleshoots digital obstacles	Completed product turned in on or before the deadline with minimal to no time spent off task	Partially completed product or product turned in after deadline due to distractibility or digital obstacles encountered.	Did not complete product due to level of distractibility or inability to troubleshoot digital obstacles.
Access, Analyze, and Synthesize Info	Accessing Information	Integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources	Attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant	Is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources
	Evaluating Information	Thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias)	Understands that the quality of information should be considered, but does not do so thoroughly	Accepts information at face value (does not evaluate its quality)
	Applying Information	Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient; Justifies choice of criteria used to evaluate ideas, product	Recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question; Evaluates and revises ideas, product prototypes or problem	Uses evidence without considering how strong it is; Relies on “gut feeling” to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria)

		prototypes or problem solutions; Revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria	solutions based on incomplete or invalid criteria	
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“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of technology and engineering.

### CIVIC EXPECTATIONS

#### Civic Rubric

Students at Old Rochester Regional will be able to **participate in the local and school communities.**

<u>Expectation: Participate in local and school communities</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Participation in the local and school communities	Actively and consistently participates in school or community based activities.	Sometimes participates in school or community based activities.	Does not yet participate in school or community based activities.

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of guidance and the transition classroom.

### SOCIAL EXPECTATIONS

#### Social Rubric

Students at Old Rochester Regional will be able to **collaborate and adapt.**

<u>Expectation: Collaborate and adapt</u>			
<u>Criteria:</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Works collaboratively to solve problems and accomplish goals in a group dynamic	Consistently contributes and is receptive to others' contributions, while	Sometimes contributes but is not always receptive of others' contributions.	Does not yet participate within the group.

	maintaining a respectful environment.		
Understands and adjusts to a variety of situations (i.e. classroom rules, workplace expectations, social situations, group interactions)	Consistently demonstrates understanding of expectations and adjusts behavior to a variety of situations	Sometimes demonstrate understanding of expectations and adjusts behavior to a variety of situations but may need an occasional prompting	Does not yet demonstrate, understanding and/or complying with expectations in a variety of situations.
Demonstrates appropriate listening, questioning, and discussion skills	Consistently listens to individual and group interactions. Respects the knowledge, opinion, and skills of members during questioning and discussing. Is an active member of group discussions.	Occasionally listens to individual and group interactions. Has some difficulty respecting the knowledge, opinion, and skills of members during questioning and discussing. Occasionally is an active member of group discussions.	Does not listen to individual and group interactions. Does not contribute to group discussions in a productive manner
Demonstrates persistence, resiliency, and self-advocacy	Consistently overcomes challenges that arise	Occasionally overcomes challenges but may require assistance or prompting	Does not yet overcome challenges that arise

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of math, physical education and science.

Students at Old Rochester Regional will demonstrate **cultural awareness**.

<u>Expectation: cultural awareness</u>			
<u>Criteria</u>	<u>Meets Standard (2)</u>	<u>Progressing (1)</u>	<u>Does Not Meet (0)</u>
Cultural appreciation	Demonstrates an understanding of other cultures and contributes to a diverse learning environment.	Sometimes demonstrates an understanding of other cultures and Sometimes contributes to a diverse learning environment.	Does not yet demonstrate an understanding of other cultures or contribute to a diverse learning environment.

“Progressing” is targeted as an acceptable level of achievement. Primary reporting responsibility of classical and modern languages.

## TESTING DATES

2024 - 2025

### College Entrance Examination Board

**SAT Exam Dates** August 24  
October 5  
November 2  
December 7  
March 8  
May 3  
June 7

**PSAT Exam Date** October 12, 2024

**For updated dates, times, and fees visit:**  
[www.collegeboard.com/student/testing/sat/calenfees.html](http://www.collegeboard.com/student/testing/sat/calenfees.html)

### MCAS Dates\*

November 8, 9	ELA Retest
November 14, 15	Math Retest
February 6, 7	Biology Retest
March 4, 6	ELA Retest
March 7, 8	Math Retest
March 26, 27	Grade 10 ELA
May 21, 22	Grade 10 Math
June 4, 5	Grade 9 Science

\*These dates may be altered by the MA Department of Elementary and Secondary Education

**Advanced Placement (AP) Exam Dates** May 6 - 17, 2025 - Waiting for CORRECT DATES

## ACADEMIC MATTERS

### GRADUATION REQUIREMENTS

**In order to graduate from ORRHS a student must:**

- Accumulate 120 total credits, as outlined below. In order to receive full credit a student must receive a passing grade of a 65 (D) or better and meet the attendance requirements.
- Full year courses are worth 5 credits each, half-year courses are worth 2.5 credits each.
- Credit will be granted upon completion of a course.
- Successfully meet the state mandated MCAS requirement.

<b>The following courses are graduation requirements</b>	
<b>English</b>	<b>Math</b>
English 9 English 10 English 11 English 12	Four years of high school Math, including Algebra 1  Please note: Math classes completed prior to high school will not satisfy this requirement
<b>Social Studies</b>	<b>Science</b>
World History US History I US History II	Two lab sciences, including Biology
<b>Health Education</b>	<b>Physical Education</b>
1 full year	4 years or 2 years with a waiver*
<b>The Arts</b>	
1 full year or 2 half years	

\* Consistent with M.G.L. c. 71, s. 3, the school will only excuse a student from participating in Physical Education on the written order of a licensed physician.

### MINIMUM STUDENT REQUIREMENTS

Students must be enrolled in the equivalent of seven (7) credit-earning courses. Students taking at least one AP course may take a minimum of six (6) credit-earning courses.

### PROMOTION

Promotion is based on number of credits earned, according to the following schedule:

Promotion to:	A Minimum of:
Grade 10	30 credits
Grade 11	60 credits
Grade 12	90 credits

### COURSE CHANGE

Academic schedules will be finalized for all students by the close of school the prior academic year. Students will not be allowed to add or drop courses following the last day of school. The only schedule changes that will be permitted will be level changes. A level refers to "level of difficulty" as in Honors and College Prep. A level change will require the authorization of the Principal. Prior to authorizing a level change, the Principal may conduct a meeting with the student, parent/guardian/caregiver(s), guidance counselor, and/or teacher to evaluate the appropriateness of the request. Level changes will not be permitted after term 1. Following the close of the previous school year, students will not be allowed to drop Advanced Placement Courses.

### AUDITING

- A course may be audited only for enrichment and only with the permission of the teacher, subject to written rules and expectations agreed upon between the student and teacher.
- Students must request audit status by the close of Term 1.
- Students may not change from Audit status to Credit status once the Audit status is defined.
- Audited courses will be graded as pass/fail and included on the final transcript.

### GRADING SYSTEM

#### Achievement Marks:

A	(93-100)	D	(65-69)
A-	(90-92)	F	(64 and below)
B+	(87-89)	INC	(Incomplete)
B	(83-86)	WD	(Withdraw)
B-	(80-82)	P	(Passing)
C+	(77-79)	ME	(Medically Excused)
C	(73-76)	WP	(Withdraw Passing)
C-	(70-72)	WF	(Withdraw Failing)

### GRADE POINT AVERAGE (GPA) / CLASS RANK

- Official GPA will be included on student's report card at the end of every academic year.
- Initial class rank, which is based on a student's GPA for the first 6 semesters of high school (grades 9-11), will be determined as soon as all class member's incomplete grades have been resolved for the term culminating junior year. The class rank will be recalculated at the end of 4<sup>th</sup> quarter senior year to reflect senior grades. This official class ranking will appear on the final report card and high school transcript.
- Year-long courses which earn 5 credits or semester courses which earn 2.5 credits are used in calculating GPA/class rank.
- ORRHS will award credit to courses taken at other institutions.
- For class rank, only courses completed at Old Rochester Regional High School will be included.
- The following courses are not included in GPA/Class rank; Independent Study, Summer School, Evening School, Teacher Aides, Community Service, classes graded pass/fail, and any online course.
- Classes in which a student passes but receives no credit due to attendance will not be included in GPA/Class rank.
- Dual Enrollment classes are included in GPA at the weight of an Advanced Placement course but not included in class rank. Dual Enrollment classes will appear on high school transcripts.
- A student must be enrolled at Old Rochester Regional High School for a minimum of two years to be considered in the class rank.
- A student's average for a grade is the arithmetic mean of the weighted grades (refer to chart) for those courses in which 2.5 credits have been earned in a semester course or 5 credits in a full year course.

**Weighted Grades** – To calculate a weighted GPA, ORRHS will convert each final grade earned in college preparatory courses (A level) to a 4-point grading scale (where A=4.0; B=3.0; C=2.0; D=1.0 and F=0.0). Full-year honors level and Advanced Placement courses will receive an extra .5 and 1.0 points on the 4-point scale, respectively.

Grade	College Prep A	Honors	Advanced Placement
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D	1.0	1.5	2.0
F	0.0	0.0	0.0

- Class rank is determined by ordering the weighted grade averages of the students in a given class in descending order, with the student having the highest grade-average being designated as first.
- A student's rank is determined by counting the number of students having a higher grade-average than that student.

#### **REPORT CARDS**

- Report cards are issued quarterly.
- Students should report errors on their report cards to the teacher and to their Guidance Counselor.
- Students will carry the report cards home and review with parent/guardian/caregiver(s).

#### **TRANSCRIPTS**

- Students will have an opportunity to annually review their transcript and report any errors to the Registrar.
- A fee will be charged for an official transcript mailed after graduation.

#### **BULLDOG BLOCK**

The goal of Bulldog Block is to provide interventions, supports, enrichment, and extensions for students during the regular school day.

- Bulldog Block time is academic time.
- Bulldog Block meets every day for 40 minutes.
- Day 1 of the academic week is a planning day when Bulldog Block mentors and students jointly determine the student's Bulldog Block schedule for the remainder of the week.
- The remaining Bulldog Blocks of the student's academic week are used for intervention, support, enrichment, or extension.
- Academic teachers will pre-schedule students for Bulldog Block as soon as they notice a student is struggling in their class. A pre-scheduled Bulldog Block will be seen as "Teacher Requested".
- Teacher requested Bulldog Block interventions will, without exception, take priority over student preferences for interventions, supports, enrichments, or extensions. Mentor and other academic teachers are unable to override pre-scheduled interventions.

#### **Student Responsibilities for Bulldog Block**

- Students are to report to their Bulldog Block mentor on the first day of each academic week and will remain there for the duration of that block.
- When a student is absent for the Bulldog Block mentor day, they are to report to their mentor for Bulldog Block on the day they return to school to schedule any remaining Bulldog Blocks that week.

- If a student needs to change their Bulldog Block location assignment, it must be changed in the scheduling software by no later than 7:30 a.m. on that day.
- In the days following a Bulldog Block mentor day, students are to report to their assigned locations. Students are only allowed to leave their assigned location with an authorized hallway pass.
- Students not reporting to their assigned location:
  - 1<sup>st</sup> Offense - Student will be assigned to their mentor during Bulldog Block the following week
  - 2<sup>nd</sup> Offense - Student will be assigned to their mentor during Bulldog Block the following week and assigned a Saturday detention.

### **ADVANCED PLACEMENT COURSES**

All students enrolled in Advanced Placement Courses are required to complete the appropriate AP exam issued by the College Board. These exams are administered at the school in May. Failure to complete the appropriate College Board AP exam will result in weighting the particular course as “Honors”, not “Advanced Placement”. Colleges will be notified if such a change occurs. Following the close of the previous school year, students will not be allowed to drop Advanced Placement Courses.

### **DUAL ENROLLMENT**

Eligible high school students may enroll in college courses and earn both high school and college credit. Please consult your guidance counselor if interested.

Eligible students:

- Have a GPA of 2.5 or higher and be recommended to take college level coursework by their high school principal and guidance counselor.
- Demonstrate the ability to benefit from college level coursework.

Should students wish to have the class appear on their high school transcript, prior course approval must be received from the Standing Committee on Graduation Requirements before enrollment in the course. Old Rochester Regional High School is not responsible for providing academic support for classes taken through Dual Enrollment.

Dual Enrollment classes are included in GPA at the weight of an Advanced Placement course, but not included in class rank. The grade earned in the Dual Enrollment class will be reflected on the high school transcript.

### **ONLINE COURSEWORK**

Old Rochester Regional High School offers online courses. Students can apply to take an online course for credit recovery, whereas they have failed a class and are looking to recover the lost credit. Students may also apply to take an online course for enrichment if the course is not offered at Old Rochester Regional High School. Applications are vetted and approved by a committee of teachers and administration.

Online courses are not included in GPA or class rank.

### **PRINCIPAL’S HONOR ROLL**

The Principal’s Honor Roll is based on accomplishments during a single term only, not an entire year. A student must be passing a minimum of 6 credit earning classes in order to be eligible. A student achieves Honor Roll according to the following categories:

- No grades lower than A is Highest Honors
- No grades lower than B- is Honors

### **NON-CUSTODIAL PARENTS RIGHTS**

As required by M.G.L. c. 71, s. 34H, a non-custodial Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their child (“non-custodial parents”). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their child, while protecting the rights and safety of all parties.

### **FINAL EXAMS**

All students are expected to take a final exam in all courses they are enrolled in on the date the final exam is scheduled. Students failing to take a final exam will receive a 0% for the exam grade. Any student tardy for a final exam will not be allowed to take the exam at the scheduled time and must take the exam during the make-up session.

In the event of an unforeseen emergency circumstance, a parent/guardian/ caregiver can communicate with the building Principal or Assistant Principal to discuss their student missing a final exam. In these situations a 0% will not be recorded in PowerSchool. These students will, however, still be expected to take their final exam during a scheduled make-up session.

### **INCOMPLETE GRADES**

- Students have two weeks from the day grades close to make up any Incomplete Grades issued by teachers, including 4<sup>th</sup> term and the summer.
- All work not completed within the specified period will be given no credit and averaged with the completed work to determine a grade.
- In the case of extenuating circumstances, any extension of this policy must be arranged with the Principal before the end of the two-week time period.

### **FAILING GRADES – MAKE-UP PROCEDURE/SUMMER SCHOOL**

- A student who fails a course during the regular school year may satisfy the requirements of the course in summer school.
- Students may take no more than 2 courses in summer school.
- Students must have a 55 final average or higher with teacher and/or administrator approval.
- ORRHS credit will not be granted or accepted for summer school, night school or on-line courses that have not been approved by the Principal prior to enrollment.
- This policy relates only to summer study to earn credit for a course failed during the preceding school year.
- The student transcript will include the grade from ORRHS as it stands for the course.
- The summer school grade will be placed on the transcript, in addition to credits earned for the course upon successful completion.
- Summer school grades are not included in GPA.

### **STANDING COMMITTEE ON GRADUATION REQUIREMENTS**

Only the Standing Committee on Graduation Requirements may grant exceptions to any of the requirements for graduation and the earning of a diploma. A petition in writing, signed by the student and, in the case of a student of less than 18 years of age, a parent/guardian/caregiver, should be addressed to the Principal, ORRHS, Mattapoisett, Massachusetts. The Standing Committee may award graduation requirements and credit toward graduation from this school.

Students must get prior approval from the Principal before enrolling in a night school course, on-line course, Dual Enrollment course, and/or summer school course.

### **SENIOR OBLIGATIONS**

Report cards and diplomas will not be issued to seniors until all graduation requirements and obligations to the school are met. To participate in commencement ceremonies, all requirements for graduation must be met. Students with report card and diploma “holds” will not participate in graduation until all outstanding obligations have been fulfilled. Seniors who participate in acts of vandalism or who carry out pranks will be subject to Category One of the discipline code and in addition may be excluded from senior activities and graduation.

### **SENIOR PRIVILEGE - DIRECTED STUDY RELEASE**

Anyone found assuming a Senior Privilege who is not on the approved Senior Privilege list will be subject to disciplinary measures.

To be eligible for senior privileges starting second quarter of senior year, a student must have:

1. Passed all courses in the previous quarter with a minimum of a C-.
2. Not exceeded 3 absences by the end of the first quarter, 6 absences by the end of the second quarter and 9 absences by the end of the third quarter.
3. Not exceeded 3 tardy arrivals to school by the end of the first quarter, 6 tardy arrivals to school by the end of the second quarter and 9 tardy arrivals to school by the end of the third quarter.
4. **Not exceeded 3 dismissals from school by the end of the first quarter, 6 dismissals from school by the end of the second quarter and 9 dismissals from school by the end of the third quarter.**
5. No administrative detentions or suspensions.
6. All school debts paid in full.

The criteria for Senior Privilege approval will be reviewed at the end of each quarter to be sure the student still qualifies, as listed above.

### **SENIOR WEEK**

Once seniors have been released from school after their final exams in May, they are not to return to school except for school business or as directed by the Principal for specific exercises. No disruption of the school will be tolerated at any time. Failure to comply may result in withholding of the diploma until after graduation.

In addition, the Principal has the right to refuse a student's participation in the graduation ceremonies and to withhold the awarding of a diploma on graduation day on the following grounds:

- Failure to participate in the graduation rehearsals as deemed necessary by the Principal.
- Refusal to wear approved academic robes (caps, tassels and gowns) and other appropriate clothing as determined by the Principal.
- Any breach of behavior or decorum, which would tend to discredit the school while the student is attending or en route to or from any of the traditional functions.

Senior "Skip Day" is not approved by the ORRSd. Any senior who participates in such an activity may be suspended in or out of school. In addition, a student may be restricted from the privilege of Senior Prom, Senior Week activities, or graduation ceremonies.

### **CHEATING AND PLAGIARISM**

ORRHS recognizes the need for all students to assume responsibility for their own schoolwork. Academic integrity must be preserved for its own sake, and in fairness to the objective evaluation of all. Cheating or plagiarism in any form will not be permitted, **including the use of Artificial Intelligence**. In a case that involves any form of cheating or plagiarism, the administration will be notified, a conference will be held to include the student, teacher, and the administration. The parent/guardian/ caregiver(s) will be notified and, if necessary, a follow-up conference will be held. The student will be subject to Category One of the discipline code. In case of a disciplinary suspension, a hearing procedure will apply.

- The student may be assigned to afterschool detention to complete make-up work related to the assignment in question. Academic credit will not be granted for this make-up work.
- If more than one person is involved in cheating, the same penalty will be assigned to all students involved.
- Students who allow their work to be copied are cheating and will be assigned the same penalty as the person who copies.
- In the case of cheating which involves classroom disruption, the administration will impose a penalty according to the discipline code.
- The theft or the attempted theft of teacher testing materials of any type will result in suspension. Any student who uses materials stolen from a teacher will be suspended.
- A student caught cheating will receive a 'zero' on the assignment.

The following actions will be taken in any case which involves plagiarism:

All plagiarism/cheating must be reported to the Assistant Principal

**1<sup>st</sup> offense:**

Grade for the assignment will be 50% of the grade earned

The student must redo the assignment

**2<sup>nd</sup> offense:** (a 1<sup>st</sup> offense might be elevated to a 2nd offense at the discretion of the Assistant Principal or teacher)

The grade for the assignment will be a 0%

The student must redo the assignment

**3<sup>rd</sup> offense:**

The grade for the assignment will be a 0%

The student must redo the assignment

The student will be suspended ~~out of school~~ in school

In the event of a questionable plagiarism offense, an impartial committee of 3 (teacher, administrator, parent/guardian/caregiver) will determine if it is an actual plagiarism case.

### **CLASS CUTS AND TRUANCY**

In accordance with the M.G.L. c. 76, s. 1, students are to attend school during the number of days required by the Board of Education.

Unnecessary absence due either to a student's willful decision or a parent/ guardian/caregiver's inability or unwillingness to ensure attendance is a violation of law and district policy. Parent/guardian/caregiver(s) who support or enable a chronic pattern of unnecessary absences for student under the age of 16 may be subject to agency or court action. Chronic truancy and excessive absenteeism will result in the filing of a CRA (Child Requiring Assistance) petition in juvenile court.

### **TARDY TO SCHOOL/CLASS**

- Students tardy to school must report to the front office as soon as they arrive. The receptionist will issue an admittance slip.
- After two unexcused tardies (arrival within the first half of the class) to a class/block, one class absence will be documented in PowerSchool.
- Upon three unexcused tardies to school per term, student will be assigned a Saturday detention.
- Upon four unexcused tardies to school per term, student will lose the driving on campus privilege for the remainder of the term. For students who do not drive to school, a parent meeting will be scheduled. In addition, community service or another appropriate Category Three consequence will be assigned.
- Students not present for 50% of the class will be considered absent.

### **~~PLANNED EARLY DISMISSALS AND PLANNED ABSENCES~~**

Students must bring dismissal notes to the front office to pick up the dismissal authorization from the receptionist ~~prior to block one (prior to 7:30 a.m.) or upon arrival to school that day~~. If a dismissal must be done over the phone, it should be for emergency purposes only. In such cases, the phone call to the school front office must be received from the student's parent/guardian/caregiver and a return phone call from the school will be made to verify the dismissal. Students leaving during the school day must sign out at the front office with the receptionist before leaving the building. Students who return to the building from dismissal during a school day must sign in at the front office.

## ATTENDANCE POLICY

### Daily Attendance

For the purposes of ORRHS policy, a daily absence refers to a student's presence in school for that day. A student must be at school, at a school-related activity (i.e. field trip) or receiving academic instruction for at least half the school day to be counted as present. At ORRHS, for daily attendance, a student arriving at 7:30 a.m. is present for a full day at 11:00 a.m. A student can also be considered present for a full day by arriving before 11:00 a.m. and remaining in school until dismissal at 1:58 p.m.

Students must check into the front office by 8:00 a.m. and stay for the remainder of the school day in order to be eligible to participate in extracurricular activities that day. On a delayed start day, students must arrive at the designated start time and stay for the remainder of the school day in order to participate in extracurricular activities that day.

### The Old Rochester School District 7-12 policy states:

#### Philosophy

Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union #55 (ORR/SU#55) will strive to meet a daily average attendance of 96% or above. The purpose of the Attendance Policy is to prioritize student attendance. At Old Rochester Regional High School, we believe that learning is an ongoing process that requires daily interaction of students with their teachers and peers. ORRHS strives to build a community of learners, and this community is hindered when students are absent. Parents/guardians/caregivers are partners with the school in assuring that students have consistent attendance and arrive at school and to class on time. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Parents/guardians/caregivers can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians/caregivers will provide a written explanation for the absence or tardiness of their child. This will be required in advance for types of absences where advance notice is possible.

#### Excused Absences

- The Commonwealth of Massachusetts G.L. c. 76, §1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session. Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in their family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.
- A child may also be excused for other exceptional reasons with approval of the Principal or designee. To have an absence excused, families should document one of the above referenced excuses and send a note to school with the student. ~~send them to school with the child upon their return. Notes of attendance excusal must be submitted to the main office.~~ Excusal notes for absences must be submitted to the main office within one week of the student's return to school. Excusal notes for tardies must be submitted upon arrival to school that day. Excusal notes for dismissals must be submitted on the day of the dismissal or the next school morning.
- ~~In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.~~
- Once a student is considered "chronically absent" (missed 10% of school days), as defined by the Massachusetts Department of Elementary and Secondary Education, a medical note of exemption will be required for any future absences to be excused.
- If tardies and/or dismissals are excessive (10% or more per term), a medical note of exemption will be required for any future tardies and/or dismissals to be excused.
- ~~A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians/caregivers can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians/caregivers will provide a written explanation for the absence or~~

~~tardiness of a child. This will be required in advance for types of absences where advance notice is possible.~~

At ORRHS, student attendance will be recorded in all assigned classes. Students will be marked with one of seven attendance codes: Absent, Absent Excused, Dismissed, Dismissed Excused, Placement, Present, School Business, Suspension, In-School Suspension, Tardy or Tardy Excused. School Business is defined as absent from school or class for a school-sponsored opportunity (i.e. field trip or school competition). For students who are hospitalized for physical or mental health needs, inpatient or outpatient, they will be coded as Placement. Placement (PL) is an absence code that assists the educational team in initiating the treatment plan for communication with teachers and staff members.

### **Student Absence Notification Program**

The school will notify a student's parent/guardian/caregiver within three (3) days of the student's absence in the event the parent/guardian/caregiver has not informed the school of the absence.

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

### **Dropout Prevention**

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

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

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

### **Class Attendance**

For the purposes of ORRHS policy, "credit" means credit earned upon completion of a course. ORRHS offers half-year courses earning 2.5 credit and full-year courses earning 5 credits. 120 credits are required for graduation. Students earn credit by earning a passing grade (65 or better) and fulfilling attendance requirements as follows:

In a year-long course, the following will apply for class credit:

- Upon the 5th unexcused absence, the student will receive an attendance warning letter.
- Upon the 9th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

In a half-year course, the following will apply for class credit:

- Upon the 3rd unexcused absence, the student will receive an attendance warning letter.
- Upon the 5th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

To receive a present attendance code for a class, students need to be present in class for 40 or more minutes. Students not in class for a minimum of 40 minutes will be designated as absent.

A student assigned to *In School Suspension* will not be recorded absent for their classes missed. An *Out of School Suspension* will be recorded as absent except for each day that they receive academic instruction from the district for more than half the school day.

**Educational services in home or hospital 603 CMR. 28.03(3)(c).** Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue their educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator of Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

Hospitalized students and/or those students receiving documented medical treatment are able to be graded at a pass/fail for one term while they remain out of school. Students will be asked to complete work to demonstrate competencies to achieve a passing grade of 65 for the term. The students passing grade will be excluded from the final grade. In the event the student was not able to work to a 65 or is unable to return to the classroom in a second term of the same school year, they will lose credit in the course.

Using pass/fail for one term, we will adjust the absence numbers based on the three graded terms.

In a year-long course, the following will apply for class credit:

- Upon the 3rd unexcused absence, the student will receive an attendance warning letter.
- Upon the 6th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

In a half-year course, the following will apply for class credit:

- Upon the 2nd unexcused absence, the student will receive an attendance warning letter.
- Upon the 4th unexcused absence, the student will receive no credit for the course. Should the student pass the course, the transcript will read a passing final grade and no credit. A failing final grade will remain on the transcript.

#### **MAKE-UP WORK – ABSENCE**

- Each student must assume responsibility for work and assignments missed because of absence.
- Students will be allowed two class meetings, for each class missed, to complete assigned work for full credit, unless prior arrangements have been made with the teacher.
- Students who are absent on the day an assignment is due are to turn in the assignment on the day they return to class, as the absence did not involve missed classroom instruction and therefore the student does not require additional time.
- Failure to make up work within the time allotted by the teacher will result in a zero (0) for that assignment.
- Upon receipt of a physician's written order verifying that any student enrolled in a public school must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical

reasons and for a period not less than fourteen school days in any school year, a student is eligible to receive educational services in that setting, temporarily, from the Old Rochester Regional School District.

- Makeup work will not be provided if the student cuts/skips class.

#### **FAMILY VACATIONS**

Parent/guardian/caregiver(s) and students are encouraged to plan vacations around the scheduled 180 school days so as not to interrupt the educational process. In cases of family situations involving extended absences, students must ask for work before they leave. The teacher is not obligated to give every specific assignment, but should give the general direction of the curriculum for the time the student is out of school. ORRHS finds that when students are out for multiple days at a time, it is extremely disruptive to their academic progress as makeup work cannot replicate missing instructional time.

#### **NATIONAL HONOR SOCIETY**

The National Association of Secondary School Principals formed the National Honor Society to recognize academic achievement. The Old Rochester Chapter is a chartered member of this organization. Criteria for membership include a minimum GPA, good attendance, and demonstrated qualities of service, leadership, and character. At Old Rochester, a student may be elected during either the junior or the senior year. Upon induction, each National Honor Society member is issued an official National Honor Society membership card. Administration, faculty, and staff recognize this card as a pass. Because membership in the National Honor Society represents character and leadership, as well as scholarship, this card allows members to use the privilege to access the library, computer room, guidance, and other studies, when the student is not in class. If the trust represented is broken, the faculty advisor and the administration may withdraw the privilege for that member. Minimum GPA will be based on National Honor Society standards.

## PROCEDURAL AND INFORMATIONAL MATTERS

### VIDEO CAMERA SYSTEM

A video camera system has been placed throughout the facility, where there is no reasonable expectation of privacy, for further security. Students identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

### VISITORS

School policy is to accept only those visitors who have legitimate business at the school. Visitors and guests must register in the front office upon entering the building. For safety reasons, all doors will be locked. All doors can open from the inside to assure emergency exit. A valid State ID must be presented by all visitors.

Outside food deliveries to students are not allowed during the school day under any circumstances.

### PROCEDURE FOR ENROLLING NEW STUDENTS

Appointments for enrolling new students must be made in advance through the registrar and the guidance secretary.

- New students will begin classes on the day following their appointment, if all required information has been submitted
- Enrollment is not complete until the student begins classes. Families who intend to move or build in the district must have the appropriate documents on file (see non-resident student policy).
- At the time of the appointment for enrollment, the parent/guardian/ caregiver must bring to ORRHS copies of the following:
  - Massachusetts transfer card
  - Birth certificate or custody agreement if pertinent
  - If pertinent, documentation of educational surrogate parent
  - Academic records: a transcript and the most recent report card
  - Discipline records or a statement from the School Principal that none exists
  - Health record with updated immunizations
  - Current program of courses
  - Special education records (if applicable)
  - Current Physical Exam (1 year)

All of the above information must be presented at the time of the enrollment appointment. Enrollment cannot be completed without proper documentation.

Students and parent/guardian/caregiver(s) may schedule an information meeting with a guidance counselor before enrollment. At this time school program, courses, activities, etc. can be discussed and students may tour the building with a designated guide. Appointments for these information visits can be made through the guidance secretary. In order for course work from another school to be considered for credit toward a diploma from ORRHS, an official transcript, must be transmitted from that school directly to the Principal, ORRHS, 135 Marion Road, Mattapoisett, Massachusetts 02739. The Standing Committee on Graduation Requirements will then evaluate the transferring student's course work and assign appropriate credit.

### TRANSFER

A student who is transferring to another school is urged to notify the guidance department as soon as the decision to move has been made. If the name of the school the student will attend is known, the student should request a transcript and test record to be furnished to the new school at once.

#### Transfer Procedure:

- The student should provide a note to the Principal signed by a parent/guardian/caregiver indicating the date of withdrawal, new residence and the name and address of the new school.

- If all this data is not available, the student should furnish as much as is known.
- The student should tell their guidance counselor of the change.
- If the move is to take place during the academic year, the counselor will, with the student's consent, contact the new school and assist in making the transfer with a minimum of wasted effort.

Under M.G.L. c. 71, s. 37L, any student transferring into a new school district must provide the new district with "a complete school record," including but not limited to, "any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act." 603 CMR 23.07(4)(g) allows a school district to release the entire student record of a transferring student to the new school without prior consent, provided that it gives notice that it forwards student records to another school in which the student seeks or intends to transfer. Students and parent/guardian/ caregiver(s) are hereby notified that ORRHS will forward all records to new school districts.

### **STUDENT RECORDS**

#### **Notification to All Students Leaving Old Rochester Regional High School MA Dept. of Education Laws and Regulations (603 CMR 23.06)**

1. The student's transcript shall be maintained by the school department and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.
2. The temporary record of any student shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school system.
3. Students have the opportunity to receive temporary records prior to their destruction, by contacting the school.

### **WITHDRAWAL FROM SCHOOL**

- A student less than 16 years of age may not withdraw from school unless they have earned a high school diploma.
- A student between the ages of 16 and 18 may only withdraw from school with the written consent of a parent/guardian/caregiver.
- A student planning to withdraw from school before graduation should discuss future plans with their guidance counselor.

### **DAILY BULLETIN**

The daily bulletin will be read aloud each morning. Every student has an obligation to acquaint themselves with all bulletin information, which can be in the form of notices read aloud and emails, including the Week Ahead notice.

Athletic Department information, emergency announcements, and cancellations will be read over the public address system when necessary during the school day.

### **DISTRIBUTION OF SCHOOL PROPERTY**

For the purpose of this policy, school property includes books, calculators, laptop computers, and all other school equipment issued to the student for use in the curriculum or in extra- curricular activities. Books will be loaned to students for use during the term of a course, subject to the following conditions:

- A student will be required to pay the full purchase price of any book not returned.
- The student is required to take proper care of every book issued and to protect it from loss and damage.
- The student should verify the identification of the book at the time it is issued. The student will sign a receipt for the book indicating its identification, number, and condition.
- If a student loses a book during the term of a course, their teacher may issue them a new book after completing "Report of Lost or Damaged Book" form and agreeing to pay the replacement cost of the book. In the event that the book is found before the end of the accounting period, June 30, and is in good condition, the administration will refund money to the student upon application.
- Bills for books or materials or damaged school property are due and payable on presentation. Collection proceedings will be instituted on bills remaining unpaid after 30 days. Freshmen, sophomores, and juniors must pay all bills before the end of the school year. Seniors must pay all bills before graduation.

- Teachers will inspect all school-owned books from time to time. If a book is damaged, lost, or missing for any reason, the student may be issued another after completing and signing a “Report of Lost or Damaged Book” form and agreeing to pay the replacement cost of the lost or damaged book.
- Beginning with the 2022-23 school year, all incoming grade 9 students will be issued an electronic device by the school and will be expected to use it for schoolwork.

#### **Replacement Fee Schedule for School Issued Technology Equipment**

Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple USB-C to lightning cable	\$25.00
Apple USB power adapter (block)	\$25.00
Case	\$50.00

#### **BEFORE SCHOOL**

Student drivers, as well as students who ride the bus, are expected to report directly to the cafeteria upon arriving to school unless prior arrangements have been made with their subject teacher. Students found loitering in the parking lot before school will be subject to disciplinary action.

Students may enter the school building no earlier than 7:00 a.m. All students who arrive between 7:00 and 7:20 a.m. will report directly to the cafeteria. No hallway use by students is allowed before 7:20 a.m., other than the direct route to the cafeteria.

#### **AFTER SCHOOL**

Students will be permitted to be in and around the building until 3:30 p.m. At 3:30 p.m., students are to either board a late bus or arrange for a ride home from school unless directly supervised by a staff member.

#### **PASSES**

- Students who are in the corridors while classes are in session must have an approved pass.
- High school students are not to go to the Junior High School without prior written authorization from the administration.

#### **HEALTH**

Students must see the school nurse if they need first aid, become ill during school hours or wish advice on a health problem. A student should secure a pass from their teacher. If the nurse is not in the office, the student should report to the front office so that the nurse may be located or notified.

State regulations require that each student have a physical examination at least every three or four years. The examination may be performed by either the student’s own physician. The school requires physical examinations for students in grades 9 and 12.

State regulations require that every grade 10 student have a hearing test and a vision test. If the test results show hearing or vision difficulties, the student’s parent/guardian/caregiver will be notified. All students participating in competitive sports must have a physical examination each school year, before participation. In case of injury, a student must have a release from their own physician before they will be permitted to resume active participation in sports.

The school nurse is not a substitute for a family physician or dentist.

### **Student Pregnancy Policy:**

If a student becomes pregnant, they and/or their family will notify the student's counselor, the Administration or the School Nurse. A meeting will be scheduled with the student and the parent/guardian/caregiver(s) to discuss the educational options and support services available to the student. The above process will follow the confidentiality policies of the Old Rochester Regional School District.

Pregnant or parenting students will be allowed to attend classes during regular school hours, use all school facilities, attend all school functions, and participate in all curricular and extracurricular activities as long as the student's physical and mental health is not endangered. Homebound educational service will be provided for the student if they are no longer able to remain in school.

The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue school. Documentation from a doctor is required for temporary exemption from physical education classes and medical excuse of days absent.

It is recommended the student seek counseling and support on pre-natal care and early childbearing.

The student must comply with all school regulations governing the general student body, unless excused by the school's Administration. The parenting student may not bring a child to school anytime during the school day unless administrative permission has been granted.

Each case will be reviewed individually on the basis of a number of factors such as the health, safety and well being of the student and the school community.

### **DISPENSING MEDICATION AT SCHOOL**

Students are not permitted to possess medications in the school building during the school day. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer all medications in school, as required by M.G.L. Parent/guardian/caregiver permission is also required. Appropriate forms are available in the nurse's office. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent/guardian/caregiver or by a school representative who has permission from the parent/guardian/caregiver.

### **ADMINISTERING MEDICATION TO STUDENTS**

The policy of the ORRSB as mandated by M.G.L. c. 71, s. 54B and the Massachusetts Department of Public Health 105CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105CMR 210.002 and written parent/guardian/caregiver consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order or parent/guardian/caregiver consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian/caregiver). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardian/caregiver. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medication shall be dispensed by a Registered Nurse (including on field trips, if the parent/guardian/caregiver is not present) with the exception of medications that may be self-administered pursuant to M.G.L. c. 71, s. 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian/caregiver consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by the Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules of Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules of Student Self-Administration of Medication.

#### **RULES FOR STUDENT SELF-ADMINISTRATION OF MEDICATION**

The school nurse may permit self-medication of prescription or over-the-counter medication by a student provided that the following requirements are met:

- The student, school nurse, and parent/guardian/caregiver enter into an agreement which specifies the condition under which the medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the medication, including information for the safe storage of the medication and provided for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the medicine; "self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent/ guardian/caregiver(s) that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the medication with the school nurse.

Legal Reference: 105CMR 210.01, et seq. and M.G.L. c. 71, s. 54B.

#### **Administrative Procedures**

To protect the health and safety of all students in the building, the following disciplinary action will be imposed on students who violate the medication policy; Students who bring prescription or over-the-counter medication into school will be subject to the following discipline procedures:

- 1<sup>st</sup> offense
  - The medication will be confiscated immediately.
  - The parent/guardian/caregiver will be contacted immediately and the medication will be returned to the parent/guardian/caregiver.
  - The parent/guardian/caregiver and students will discuss the medication policy with the school nurse.
- 2<sup>nd</sup> offense
  - The student may be suspended from school.
- 3<sup>rd</sup> offense
  - The student may be suspended from school for ten days and face possible expulsion procedures.
  - Any student who distributes, sells, or otherwise makes available prescription or over-the-counter medication to others may be suspended from school for ten days and face possible expulsion procedures.

## INFORMATION REGARDING USE OF ALCOHOL AND DRUGS

- **Students suspected of being under the influence of alcohol or drugs** - Any student who appears to be under the influence of alcohol or drugs on or off school property must immediately be reported to the school administration. If the administration concludes that the student is under the influence, the school will attempt to contact the student's parent/guardian/caregiver(s) and to arrange a conference between school officials and the parent/guardian/caregiver(s) to discuss resources that are available to help. The student will be sent home for the remainder of the day, or referred for further medical evaluation to a crisis center or hospital emergency room.
- **Students who use alcohol or drugs on school property, who are in possession of drugs or alcohol on school property, or who buy, sell, or distribute or attempt to buy, sell, or distribute, alcohol or drugs on or off school property, or who are under the influence of alcohol or drugs.**  
These are very serious offenses and are subject to discipline under Category One of the Discipline Code. Specifically, the school may take any or all four actions:
  1. The student may be subject to expulsion
  2. The student may be suspended or referred to the Superintendent for more stringent disciplinary measures
  3. The student's parent/guardian/caregiver(s) will be notified by phone
  4. Police officials may be notified

## LOST AND FOUND

Any textbooks, notebooks, or school materials that are found should be turned in to the front office. An attempt will be made to return textbooks and other materials such as notebooks. Notebooks and materials for which ownership cannot be established will be discarded after 14 days. Valuables/money should be given to the front office for safekeeping.

## LOCKS AND LOCKERS

Although students are assigned the use of a locker for the school year, all lockers remain the property of the school. School officials hold master keys and combinations. No items that are in violation of school rules, health regulations, or public statutes, are permitted to be stored in a school locker. The school may inspect lockers and their contents. No personal locks are allowed on any school locker. Students are not permitted to deface the lockers in any way (i.e. writing, stickers, etc.).

At no time does the ORRSB relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

Students are advised not to carry large sums of money to school or to leave valuable property in a locker. If it is necessary to bring a substantial sum of money or valuable jewelry to school, it may be left in the school safe at the risk of the owner. Neither the School Committee nor any of its employees can accept any financial responsibility for losses of private property on district property.

## FIRE DRILL

### Fire Drill Procedures:

- Teachers and students should be aware of the location of fire extinguishers, fire alarms, and evacuation plan.
- When the fire alarm sounds all students and school personnel must leave the building.
- Students should walk rapidly to the nearest exit. Do not run.
- If a fire alarm sounds during a change of classes, students should use the nearest exit.
- If an exit is blocked, the students normally using this exit are to leave by the next closest exit.
- Unless the safety of the student makes it inappropriate, the first student reaching a closed exit door will hold it open until all students in the group have passed through.

- Windows and all doors to the corridor should be closed.
- Students will exit to pre-assigned locations where their homeroom teacher will take attendance.
- Students are to maintain silence throughout the drill.
- After the drill is over, the students will return to classrooms by the route used to vacate the building.
- The drill is to be treated as a real emergency by all concerned. This is essential to the safety of everyone.
- Students who need assistance will be directed to a safe zone and will receive assistance from staff members at that location.

### **LOCK DOWN**

All students, staff, and support personnel have been trained in the new enhanced lockdown protocol. This protocol should be followed in the event of a lockdown.

#### **Lock Down Procedures:**

“LOCKDOWN” – Isolates building occupants from violence.

- Gather students, staff and visitors from the immediate hallway.
- Lock and close all doors
- Turn off all lights and computers
- Hide all occupants from view
- Gather attendance material for your class and add those that you took into your class before closing and locking door. Remember during a lockdown, once you close and lock the door DO NOT OPEN THE DOOR for anyone.
- In the event any person evacuates the building during a lockdown, they should report to one of the predetermined “rally” points.
- Students should remain quiet and listen for direction at all times.

“UNLOCK” Procedure-Lockdown only

- Stay hidden
- No such thing as an “ALL CLEAR” from school intercom.
- Police will unlock door and give further instructions.
- Stay with your students and others that you have gathered.
- Follow instructions of officials supervision evacuation regardless of agency.

#### **Stay In Place/Hold Passing Procedures:**

“STAY IN PLACE”

- Gather students, staff and visitors from immediate hallway.
- Lock and close the door.
- Keep teaching.
- Make sure no student is using electronic device.
- Wait for and follow instructions given out on the intercom
- Do not dismiss your class unless instructed to do so.
  - Not to next class.
  - Not to buses.
  - Not to bathroom, office or guidance.
  - Not for any other reason.
- Could change to ‘LOCKDOWN’ if initial assessment changes  
Not an escalation in response but change in condition.

“HOLD PASSING”

Instructions over the intercom, to hold passing for a period of time

“STAY INSIDE”

- Keep doing what you normally would do.
- No one is allowed out of school.

## **TRAFFIC REGULATIONS**

- All traffic will yield to school buses and operate in a safe manner.
- When school buses are loading, unloading or waiting, no vehicle is permitted to enter or use the roadways adjoining the northerly and westerly sides of the building.
- Students, staff, and visitors are only permitted to use the main road from the street and the north parking lot during such periods; this rule does not apply to maintenance vehicles.
- Students are not allowed to exit or enter the road adjacent to the Superintendent's building.
- No motor vehicle may pass a standing school bus showing flashing red lights on either the front or the rear.
- Each student who drives to school must complete a Student Parking Registration form in the Assistant Principal's office and obtain and display a parking tag on their car. Due to space limitations, parking tags are given on a first come, first serve basis to junior and senior students only.
- Students are only permitted to park in the area designated for student parking.
- Permission to drive a car to school is a student privilege which may be withdrawn if school rules are violated or if poor driving habits are displayed.
- Reckless or careless driving which is reported by a teacher, police, or any other responsible person while on school grounds or on a roadway within thirty minutes prior to the start of the school day or within thirty minutes after the end of the school day will result in that student's parking privileges being suspended or revoked as follows. Traffic citations reported by the police will also result in suspension or revoking of that student's parking privileges as follows.

1<sup>st</sup> Offense: Parking on school grounds suspended 1 school day

2<sup>nd</sup> Offense: Parking on school grounds suspended 2 school days

3<sup>rd</sup> Offense: Parking on school grounds suspended 5 school days

More than three reported offenses, school administrators may revoke the student's parking privilege for the remainder of the school year.

- Cars not registered in the Assistant Principal's office or cars with revoked privileges will not be permitted to park on school grounds during normal school hours and are subject to be towed at the owner's expense.
- Students whose parking privileges have been revoked must forfeit their parking tag to the Assistant Principal's office.
- Students who drive to school are expected to arrive on time and be in first block by 7:30 a.m.
- Any student being picked up during or after school, must be picked up in the front of the building at the main entrance.
- The school and its administration will not accept the responsibility for any damage to or theft of any vehicle or its contents brought to school by a student. Further, the administration will not conduct any investigation or search for any vehicle, or its missing or damaged contents, which has been parked on school grounds.
- Students who drive to school are expected to arrive on time as well as display their parking sticker on the rear driver-side window. Failure to do so may result in disciplinary action, such as their driving privilege being revoked.

## **SPEED LIMIT**

The speed limit on school property should not exceed ten (10) miles per hour. Students who violate the speed limit may lose the privilege of bringing an automobile to school.

## **LIBRARY CODE OF CONDUCT**

- Be responsibly self-governing
- The library will maintain an atmosphere conducive to reading and research.
- Talking will be kept to a minimum and at a low whisper.
- Students must be actively engaged in research or independent reading that is school related.
- Only water is allowed in the library.
- There are no food or drink allowed in the computer alcove.
- A limit of 4 students to a table.

### **Overdue Policy**

- Books are loaned for 2 weeks.
- Students with over-dues will not be able to check out additional books.
- Students who lose or damage books will be responsible for the price of replacement prior to the end of the school year.

### **INTERNET ACCEPTABLE USE AND SAFETY POLICY**

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Our Internet Service Provider uses Child Internet Protection Act (CIPA) certified upstream filtering to block many sites that have no educational value. While student use of the internet is monitored, monitoring of all internet use by staff members, administrators and students is neither feasible nor possible. Therefore, it is the purpose of these guidelines and the agreement for Internet use to ensure that all who use this valuable resource do so in an appropriate manner.

The ORRS/D/Massachusetts School Superintendency Union No. 55, along with other organizations sponsoring this Internet connection, will not be liable for the actions of anyone connecting to the Internet through this hook-up. Therefore, all users shall assume full liability, legal, financial, or otherwise for their actions.

Violations of any of these guidelines may result in loss of access and/or additional disciplinary action as deemed appropriate. When applicable, law enforcement agencies may be involved.

The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

### **Internet -- Terms and Conditions of Use**

**1) Acceptable Use** - The primary purpose of the ORRS/D/Massachusetts School Superintendency Union No. 55 Internet connection is to support the educational objectives of the district. No user shall use this Internet link for commercial purposes or to perform any illegal or inappropriate act, such as the use of the link to gain unauthorized access to other systems on the network.

**2) Privileges** - The use of the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student must sign a Internet Acceptable Use and Safety Policy. The network administrators will determine what is inappropriate use and their decision is final. Also, the network administrators may close an account at any time as required. The administration, faculty, and staff of ORRS/D/Massachusetts School Superintendency Union No. 55 may request the system administrator to deny, revoke, or suspend specific user accounts.

**3) Network Etiquette** - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Obscenity is prohibited. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number, or that of other students or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information of other users accessible via the network should be assumed to be private property.

### **4) Parent/Guardian/Caregiver/Student Communications Policy**

- All ORRS faculty and staff are assigned an email account and that is often the ideal way to communicate with teachers. Other avenues of communication with teachers include but are not limited to, in-person conferences, telephone conversations, and voice mail.

- A reasonable response time from faculty and staff is 48 hours during normal business hours unless otherwise noted.
- Issues regarding homework, classroom expectations, test results or a specific class are valid reasons for teacher communication.
- Questions or concerns that are not of an academic nature are best addressed by counselors, coordinators and/or administrators. For example, an administrator would best address issues dealing with the broader scope of school policies. Curricular concerns or questions regarding course selection and placement may best be addressed by a guidance counselor.

## 5) PowerSchool Acceptable Use Policy

### STUDENT

PowerSchool provides convenient access to your academic progress and attendance at Old Rochester Regional High School and is considered another form of communication with your teachers.

#### **Please read the following Acceptable Use Guidelines:**

- Username and passwords are confidential. Do not disclose or share username/password with anyone.
  - The district is not responsible for stolen, given or shared usernames and passwords.
- Technical concerns should be addressed to John Ashley by email at [johnashley@oldrochester.org](mailto:johnashley@oldrochester.org)
- All student access to PowerSchool is monitored.
- PowerSchool is available 24 hours a day/7 days a week, however checking your progress and/or grades during class time is unacceptable.
- Teachers will post their grades within 10 school days of the assignment due date. Although some assignments may take longer to grade. Please be patient, **do not contact teachers requesting a grade sooner than 10 school days.**
- Grade averages at the beginning of a quarter may seem low. As more grades are entered the quarter average will be reflective of the final grade. Missing assignments and assignments not yet entered into the gradebook may not accurately reflect your progress. Please take this into consideration when monitoring your progress.

### PARENT/GUARDIAN/CAREGIVER

PowerSchool provides convenient access to your student's academic progress and attendance at Old Rochester Regional High School and is considered another form of communication with teachers and administrators.

#### **Please read the following Acceptable Use Guidelines:**

- Username and passwords are to be kept confidential. The district is not responsible for stolen, given or shared usernames and passwords.
- Technical concerns should be addressed to John Ashley by email at [johnashley@oldrochester.org](mailto:johnashley@oldrochester.org)
- All parent/guardian/caregiver access to PowerSchool is monitored.
- Teachers will post their grades within 10 school days of the assignment due date, although some assignments may take longer to grade. Please be patient, **do not contact teachers requesting a grade sooner than 10 school days.**
- Follow the steps below before contacting any teacher about concerns regarding your student's progress and/or grades:
  - Speak with your student.
  - Have your student talk to their teacher for clarification.
  - Check teacher's grading policy.
  - Parent/guardian/caregiver(s) may send an email or call the teacher. A response within 48 hours can be expected during normal school hours.
  - Parent/guardian/caregiver(s) may request a meeting through the Guidance Department.
  - After all of the above, parent/guardian/caregiver(s) may contact school administration by phone or email.

**6) ORRSB/Massachusetts School Superintendency Union No. 55 makes no warranties of any kind, whether expressed or implied, for the service it is providing.** ORRSB/ Massachusetts School Superintendency Union No. 55 will not be responsible for any damages you suffer, including the loss of data resulting from delays, non deliveries, mis-deliveries, or service interruptions caused by the school district's own or your own negligence, or by the school district's or your errors or omissions.

Use of any information obtained via the internet is at your own risk. ORRSB/ Massachusetts School Superintendency Union No. 55 specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**7) Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or your ORR District Internet Coordinator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log on to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet. Proxy servers are also prohibited.

**8) Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the internet backbones. This includes, but is not limited to, the uploading or creation of computer viruses.

#### **PRIVACY AND RIGHT OF ACCESS TO STUDENT RECORDS**

The privacy of student records and right of access to those records is governed by regulations of the Massachusetts Department of Education, promulgated under M.G.L c. 71, s. 34D.

Each student and their parent/guardian/caregiver(s) have a right of access to the student's entire record. They also have a right to a copy of that record. The fee charged for the copy is the cost of reproduction. If the student or their parent/ guardian/caregiver requests it, an appropriate school official will meet with them to interpret the record. A student or their parent/guardian/caregiver may add information or other relevant material to the student's record. Any request for deletion or amendment of material contained in a student's record must be made in writing or at a conference with the Principal or their designee. If the request is in writing, it should include a statement of the reasons for the request. The administration will then notify the parent/guardian/caregiver of their decision.

Authorized school personnel also have access to student records when such access is required by their official duties.

With the following exceptions, the school will not otherwise release information concerning a student without the specific, informed written consent of the student or, in the case of a student under the age of 18, their parent/guardian/caregiver:

- The school may release for publication the student's name, class, participation in officially recognized activities and sports, degrees, honors and awards, unless the student or their parent/guardian/ caregiver notifies the school not to release that information without prior consent.
- The school will release information in response to a court order or a lawfully issued subpoena or in response to an appropriate request by a federal, state, or local official, such as an official of the Department of Public Health, the Department of Education, or the Department of Youth Services.
- The school will provide authorized school personnel of a school to which a student transfers access to the student transfer card. The school will also provide the officials of such school access to the student's transcript, discipline, and health records and, in the case of a student receiving special education services, the education plan and assessments pertinent to it. Before releasing such information, other than the transfer card, the school will notify the student and their parent/guardian/caregiver.
- The school may release anonymous statistical data to appropriate persons.
- Any request for release of information to a third party or access by a third party to a student's record must be in writing and signed by the student or, if the student is less than 18 years of age, by their parent/guardian/caregiver. The request must specify the parts of the student's record to be released, the

reason for the release, and the party to whom the record is to be released. The student or their parent/guardian/caregiver may also request a copy of the records released.

#### **USE OF THE ELEVATOR**

There is an elevator at ORR capable of carrying students in need. Use of the elevator is limited to students who have specific permission from the administration. Unauthorized use of the elevator may result in disciplinary action.

#### **EXCHANGE STUDENT POLICY**

The School Committee authorizes the enrollment on a tuition-waived basis of students sponsored by the American Field Service. In a given school year, the committee will accept not more than five (5) students on a tuition-waived basis. Tuition may be waived for other foreign students if their numbers do not affect class ratios or require additional class sections. Persons proposing to enroll an exchange student at the high school must notify the Principal of the high school sixty (60) days prior to the student's projected starting date.

ORRHS accepts international students as an auditing student and as a regular credit student. As an auditing student, they are graded on a pass or fail basis. At the year's end, the student receives a certificate of attendance. As a regular credit student, they must fulfill all course requirements and will be graded in the usual manner (A-F). Regular credit students will be eligible for an ORRHS diploma if all requirements are met. Student transcripts (written in English) must be submitted before a student is enrolled in the regular credit program.

#### **SEXUAL HARASSMENT POLICY**

All persons associated with the Old Rochester Regional School District including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Old Rochester Regional School Committee and the School Committees of Superintendency Union #55 takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

#### **Sexual Harassment Prohibited**

"Sexual harassment" is defined as unwelcome conduct of a sexual nature. It includes sexual advances, requests for sexual favors, and verbal, non-verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.
- Sexual harassment includes acts of sexual violence, including without limitation, physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol, or is unable to give consent due to an intellectual impairment or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.
- Under the definition stated above, direct or implied requests by a teacher, supervisor or any individual in a position of work or school authority for sexual favors in exchange for actual or promised job or school

benefits such as favorable reviews, salary increases, promotions, increased benefits, continued employment, better grades, recommendations or other advantages constitutes sexual harassment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that are inappropriate and that, if unwelcome, may constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female, or nonbinary students or employees also may constitute discrimination, harassment and/or sexual harassment.

#### **The Grievance Officer: Superintendent of Schools and/or Designee**

The committee will annually appoint a grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the local grievance procedures. Please direct all complaints of sexual harassment to the following:

Michael S. Nelson, Grievance Officer and/or Designee  
Superintendent of Schools  
135 Marion Road, Mattapoisett, MA 02739  
Phone: 508-758-2772

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; and Massachusetts General Laws, Chapter 151B.

#### **Legal References**

Title VII, Section 703, Civil Rights Act of 1964 as amended 45  
Federal Regulation 74676 issued by EEO Commission Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)  
Board of Education 603 CMR 26:00

### **GRIEVANCE PROCEDURES**

The Old Rochester Regional School District & Massachusetts Superintendency Union #55 utilizes the procedures outlined in this policy to investigate and resolve reports of alleged violations of the district's Nondiscrimination Policy (AC). The policy and procedures are intended to be interpreted and enforced as an integrated document. These procedures are designed to facilitate a prompt and effective internal review and resolution of allegations of bias-based conduct, discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness.

#### **Reporting Complaints of Discrimination and Harassment**

If any Old Rochester Regional School District or Massachusetts Superintendency Union #55 ("District") student, parent/guardian/caregiver of the student, or employee believes that the student or employee has been subjected to sexual harassment or any other form of harassment or discrimination by an employee, other student(s) or third party, the student, parent/guardian/caregiver of the student, or employee has a right to file a complaint with the appropriate District as outlined. This may be done informally or formally, and verbally or in writing. District employees who observe incidents of harassment involving students, shall report such complaints or incidents immediately to the

student's Principal or to the Grievance Officer. Administrators aware of harassment involving any employee shall report such incidents to the Grievance Officer or to the Superintendent.

Employee Complaints of Discrimination and Harassment:

Employees may report complaints of discrimination and harassment to their supervisor, the Grievance Officer or the Superintendent.

Student Reports of Discrimination and Harassment:

Students and/or parent/guardian/caregiver(s) may report complaints of discrimination and harassment to the student's teacher, Principal, Guidance Counselor, the Grievance Officer or the Superintendent.

### **Complaint Investigation**

When the District receives a complaint of discrimination or harassment, it will investigate the allegation in a reliable, impartial and timely manner. If the complaint involves conduct that occurred off school grounds, outside of a school's education program or activity, the District will, as part of its investigation, consider the effects of the off-school grounds conduct when evaluating whether there is a hostile environment on school grounds. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. If the individual filing the complaint of discrimination or harassment is under eighteen (18), the school will notify the parent/guardian/caregiver(s) of the student before beginning the investigation.

The investigation may include an interview with the person filing the complaint and also may include interviews with witnesses or other individuals who the District believes would be useful to the investigation. The District also will interview the person alleged to have committed the discrimination or harassment. When the District has concluded its investigation, the District will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of the investigation.

These complaint investigation procedures cover complaints alleging discrimination or harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness. The procedures are designed to promote the sensitive handling of employee and student issues, the thorough investigation of complaints, and to facilitate a prompt and expeditious internal review and a fair and equitable resolution of complaints alleging discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or homelessness.

Please note that while these procedures relate to the Old Rochester Regional School District and Massachusetts Superintendency Union #55's policy of promoting a workplace and educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the District's authority to discipline or take remedial action for workplace and educational conduct which the District deems unacceptable.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 will take steps to prevent the recurrence of any harassment and to correct any discriminatory effects on the complainant and others, if appropriate.

### **General Policies**

1. No reprisals or retaliation shall be invoked against any employee, student, parent/guardian/caregiver, or any third party for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.
2. No reprisals or retaliation shall be invoked against any employee, any student, parent/guardian/caregiver, or any third party, who, in good faith, has testified, assisted or participated in any manner in any investigation, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.
3. The District will work with an individual who files a complaint of discrimination or harassment, including conducting an investigation and holding conferences, in order to fairly, impartially and expeditiously resolve the complaint.
4. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.

### **Procedures**

#### **Informal Resolution of Discrimination and Harassment Concerns (Informal Complaint Process)**

1. Before initiating the formal complaint process, the student, parent/guardian/caregiver of the student, or employee may resolve any complaint regarding an alleged discriminatory practice on an informal basis.
2. The student or parent/guardian/caregiver can bring an informal complaint to a teacher, Principal, Guidance Counselor, the Grievance Officer, or the Superintendent.
3. When an informal complaint is made verbally, the person who first receives the complaint will assist the student or parent/guardian/ caregiver with creating a statement of the concerns in writing.
4. The employee can bring an informal complaint to either their supervisor or to the Office of the Superintendent.

Old Rochester Regional School District  
Office of the Superintendent  
135 Marion Road  
Mattapoisett, MA 02739  
508-758-2772

The appropriate department or school administrators shall attempt, within their authority, to work with the individual to resolve the complaint fairly and expeditiously within ten (10) working days of receiving the complaint. Attempts will be made to resolve the matter to the satisfaction of the employee or student or parent/guardian/caregiver who has made the complaint. If the employee or student or parent/guardian/caregiver is not satisfied with the resolution of an informal complaint, or if the employee or student or parent/guardian/caregiver does not choose informal resolution, then the employee or student or parent/guardian/caregiver can begin the formal complaint process.

#### **Formal Resolution of Discrimination and Harassment Concerns (Formal Complaint Process)**

Employees, students, parent/guardian/caregiver(s) and third parties are encouraged to direct their complaint to the designated Grievance Officer, who has been designated by the Superintendent to handle such claims, or directly to the Superintendent.

Susana Cunningham, Human Resources  
135 Marion Road  
Mattapoisett, MA 02739  
Phone: 508-758-2772 x1939

Michael S. Nelson, M.Ed.  
Superintendent of Schools  
135 Marion Road  
Mattapoisett, MA 02739  
Phone: 508-758-2772 x1956

Employees may also file a formal complaint with their supervisor who will, within 24 hours of receipt, forward a written record of the complaint to the Grievance Officer.

Students or parent/guardian/caregiver(s) may also file a formal complaint with a teacher, Principal or Guidance Counselor who will, within 24 hours of receipt, forward a written record of the complaint to the Grievance Officer. Employees and students or parent/guardian/caregiver(s) are encouraged to file their complaint no later than twenty (20) working days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted. (The District will accept complaints filed later on a case-by-case basis.) The employee or student or parent/guardian/caregiver will be asked to fill out a reporting form that will state the name of the individual(s) who engaged in discrimination or harassment, and the location of the school/department where the alleged discriminatory practice or policy occurred, the basis for the complaint and the corrective action the employee or student or parent/guardian/caregiver is seeking. The employee or student or parent/guardian/caregiver will have the opportunity to present witnesses and other evidence.

After filing the formal written complaint, the Grievance Officer shall promptly give written notification to the appropriate school/department identified in the complaint. This written notification shall be a copy of the complaint

filed. The Grievance Officer will conduct the necessary investigation promptly after receiving the complaint. In the course of its investigation, the Grievance Officer shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant, the complainant's parent/guardian/caregiver if the complainant is under the age of 18, and the person against whom the complaint was filed and/or the Principal or appropriate authority involved. The complainant and, if applicable, the subject of the complaint, will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. The investigation will also include a review of any documents or other information relevant to the complaint.

The Grievance Officer will make sure that the complaint is resolved as quickly as is feasible and will strive to complete the investigation within thirty (30) working days after the complaint is filed. When more than thirty (30) working days is required for the investigation, the Grievance Officer shall inform the employee or student or parent/guardian/caregiver who filed the complaint, in writing, that the investigation is still ongoing and will provide, to the extent appropriate, the reason for the delay. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the employees or students that are involved in the complaint are not immediately available.

If the Grievance Officer finds that there is reasonable cause, based upon a preponderance of the evidence (i.e., more likely than not), for believing that a discriminatory or harassing practice has occurred, the Grievance Officer will refer the matter to the Superintendent of Schools for appropriate action, up to and including termination for employees or expulsion for students.

The Grievance Officer will notify, in writing, the complainant and, where applicable, the individual against whom the complaint was filed, of the outcome of the investigation. Notification of the outcome will be completed within ten (10) working days of the termination of the investigation.

If no satisfactory resolution can be reached through either the informal or formal resolution procedures detailed above, the student or parent/guardian/ caregiver or employee has the right to take the complaint to an appropriate state or federal agency. Moreover, it should be noted that using the Old Rochester Regional School District and Massachusetts Superintendency Union #55's complaint process does not prohibit an employee or student or parent/guardian/ caregiver from filing a complaint with these agencies (contact information provided below).

### **Disciplinary Action**

For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Such action may include suspension, expulsion, or other action deemed appropriate under the circumstances. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include written warning, suspension from employment, employment termination, or another action deemed appropriate under the circumstances.

In addition to discipline as outlined above, the District may also address concerns regarding discrimination/harassment by applying such approaches as alternate dispute resolution, restorative justice, professional development, training, or coaching. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment in the future and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and sexual harassment of a student may constitute child abuse under Massachusetts law. The District will comply with all legal requirements governing the reporting of suspected cases of child abuse.

### **State and Federal Remedies**

Nothing in this policy or procedure shall be deemed to affect a complainant's right to pursue other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination (“MCAD”)  
One Ashburton Place, Room 601  
Boston, MA 02108  
617-727-3990

The U.S. Department of Education, Office for Civil Rights (“OCR”)  
5 Post Office Square 8th Floor  
Boston, MA 02109-3921  
617-289-0111

Massachusetts Department of Education  
75 Pleasant Street  
Malden, MA 02148  
781-388-3300

The U.S. Equal Employment Opportunity Commission (“EEOC”)  
One Congress Street - 10th Floor  
Boston, MA 02114  
617-565-3200

### **SEX EDUCATION POLICY**

In accordance with M.G.L. c. 71, s. 32A, it is the policy of the school district that the School Principal shall notify the parent/guardian/caregiver of each student who is to be enrolled in a course or program whose curriculum primarily involves human sexual education or human sexuality, and shall afford parent/guardian/caregiver(s) the flexibility to exempt their student from any portion of said curriculum through written notification to the School Principal. No student so exempted shall be penalized by reason of such exemption.

To the extent practicable, the School Principal shall make program instruction materials for said curricula reasonably accessible to parent/guardian/ caregiver(s), educators, school administrators and others for inspection and review.

### **CHILD ABUSE POLICY**

In accordance with M.G.L. c. 119, s. 51A, any physician, medical intern, medical examiner, dentist, nurse, public or private school teacher, educational administrator, guidance or family counselor, probation officer, social worker or policeman, who, in their professional capacity shall have reasonable cause to believe that a child is under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon them including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the Department of Social Services (DSS) by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, they shall immediately either notify the DSS or notify the person’s designated agent, whereupon such person in charge of their said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is subject of such report without the consent of the child’s parent/guardian/caregiver(s). All such photographs or copies thereof shall be sent to the DSS with such report.

### **PROCEDURES FOR REPORTING CASES OF CHILD ABUSE**

The purpose of this procedure is to facilitate and assist in the appropriate reporting of neglect or abuse.

- Any staff member who suspects that a child has been abused or neglected shall report this as soon as possible to the Principal or the Superintendent on the day of the observation.
- The Principal will review the report and school information with appropriate staff members (School Adjustment Counselor, Nurse, Assistant Principal, Guidance Counselor, and Teacher) as soon as possible, and within two days of the referral. Reasonable cause must be determined before informing the DSS. There does not need to be incontrovertible proof of abuse or neglect, but there needs to be sufficient facts to establish “reason to believe” that there is abuse or neglect.

- The school Principal or their designee shall call the DSS in New Bedford (508-997-3361 or the DSS Hotline number) and notify them of the alleged child abuse.
  - The school may request that the caseworker maintain contact with a specific school staff member.
  - The specific identity of the reporter can remain confidential.
- Parent/guardian/caregiver notification will be at the discretion of the Principal.
- Within forty-eight (48) hours of making the oral report to the DSS, the School Principal or their designee shall submit a written report (Form 51A) to DSS. The 51A form is to be sent by CERTIFIED MAIL. A photocopy of the report is to be forwarded to the Superintendent of Schools.
- School authorities are obligated under Massachusetts law to report sexual abuse to DSS.

### **BULLYING PREVENTION AND INTERVENTION (Secondary 7-12 Version)**

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that is important for students and parent/guardian/caregiver(s) to know are described below.

These requirements are included in the Old Rochester, Marion, Mattapoisett and Rochester School District's Bullying Prevention and Intervention Plan. The Plan will include the requirements of the new law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs.

**You may not engage in any form of bullying or cyberbullying. (see below for definitions from state law).**

**Why?** It is against the law. It is also common decency, and everyone has a right to feel safe in and out of school.

**What Happens?** Every reported act of bullying or harassment will be investigated. Parent/guardian/caregiver(s) of offenders and victims will be contacted in cases of confirmed bullying. The consequences of bullying may range from detention to expulsion. The police may also be contacted.

### **BULLYING AND CYBERBULLYING**

Students may not engage in bullying or cyberbullying. Massachusetts law gives school officials the power to investigate and discipline bullying that occurs **on or off school grounds** (e.g., cyberbullying from a home computer) if that bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

Targets of bullying should seek the help of an adult in the school community whom they trust. That adult will immediately inform the administration. Students who bully other students can expect a full investigation by administration, parent/guardian/caregiver contact, and (depending on the severity of the bullying) remediation and disciplinary action ranging from warnings and behavior agreements to expulsion and police notification.

**Definition of Bullying:** Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (must include at least one of the following)

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to themselves or damage to their property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school;
- involves an imbalance of perceived or real physical or social power between victim and perpetrator(s);
- involves retaliation from reporting of previous incident

## Definitions

- **Perpetrator** is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.
- **Bullying** is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.
- **Cyberbullying** is bullying through the use of technology or any electronic communication which shall include, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligences of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person real or fictitious or (ii) the knowing impersonation of another person as the author of the posted content and messages, if the creation or impersonation creates any of the conditions for the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution creates any of the conditions that define bullying.
- **Hostile environment** is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.
- **Target** is a student against whom bullying, cyberbullying, or retaliation is directed.
- **Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

## Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Prohibition Against Retaliation: Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying: Anyone, including a parent/guardian/caregiver, student, or staff member, can report bullying or retaliation. Reports can be made in writing or orally to the Principal or another staff member, or reports may be made anonymously. A bully reporting link is available on the ORRHS website. Please note: According to law, "no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report".

Staff members must report immediately to the Principal or their designee if they witness or become aware of bullying or retaliation. Staff include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors to an extracurricular activity, or paraprofessionals.

When the School Principal or their designee receives a report, they shall promptly conduct an investigation. If the School Principal or designee determines that bullying or retaliation has occurred, they shall (i) notify the parent/guardian/caregiver(s) of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parent/guardian/caregiver(s) of an perpetrator; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the School Principal or designee believes that criminal charges may be pursued against the perpetrator.

Schools must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

Outside of the school day report to the police.

The on-line bullying report form is located on the ORRHS website under the Families and Students tab. It can also be accessed by using this link: <https://forms.gle/VGw89o5BdqB6ij388>

You may **report anonymously** from the website, **no** disciplinary action can be taken solely on the basis of an anonymous report.

**False Reports of Bullying** If the Principal determines that a student has knowingly made a false report of bullying, that student will be subject to disciplinary action under Category One. If the Principal determines that a student has knowingly made a false report of bullying, that student will be subject to disciplinary action under Category One.

The Old Rochester Regional High School community is committed to providing a safe environment to every student. The following is a statement of rights and responsibilities afforded to all students at ORRHS.

All students will feel free and safe:

- to come to a safe school environment every day. Areas including locker rooms, hallways, bathrooms, the gymnasium, sports fields, and extracurricular events will be safe and accessible to all students.
- to report incidents of harassment or bullying safely to a staff member.
- to access the school social worker, guidance counselors, the school nurse or other trusted staff member
- to the security of person and property as well as personal space
- to explore positive, healthy relationships
- to express own opinions and be respected
- to have the responsibility to demonstrate respect towards all staff members, including teachers, paraprofessionals, custodians, librarians, nurses, secretaries, and administrators. Students should also expect the same level of respect from all professional staff at ORRHS.

#### DISCIPLINING BULLIES AND REHABILITATION/REMEDICATION

ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

• **Tier 1** is a first-time offense of bullying. The Assistant Principal based on the nature of the offense will discipline the student based upon how falls within the student handbook guidelines. If the Assistant Principal views the situation as a case of bullying (as defined by anti-bullying policy) then the student is placed within the remediation program. The student will be referred to and participate in a mandatory remediation program. The bully's teachers and relevant school staff members will be notified of their behavior and made aware of a potential conflict with the target. The Assistant Principal will follow-up with both the bully and the target in subsequent weeks to assess the effectiveness of remediation and intervention.

• **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be

made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.

- **Tier 3** is a third offense and will be viewed as a category 1 offense within the student handbook.

The Assistant Principal reserves the right to elevate a first or second offense to the third tier based on the severity of the offense. Any student entering tier 2 or 3 will be mandated to participate in the school remediation program.

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## **RULES AND REGULATIONS**

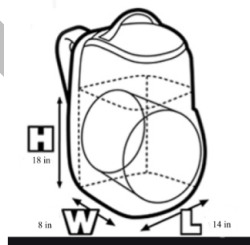
### **STUDENT DRESS AND APPEARANCE**

For reasons of health, safety, cleanliness, and security, students are not permitted to wear outdoor clothing to any class. This includes, but is not limited to, coats or jackets. Outdoor clothing should be removed and secured in lockers for the duration of the school day.

- Students must wear clothing including both a shirt with pants/skirt/shorts, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and back, as well as on the sides.
- Backs and stomachs should be covered without pulling or tugging clothing.
- Clothing must cover undergarments and cannot be see-through.
- Hoods cannot be worn during the school day. If a hat or head adornment is being worn, ears must be visible at all times.
- Clothing, jewelry, and/or accessories may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing, jewelry, and/or accessories may not depict pornography, nudity, or sexual acts.
- Clothing, jewelry, and/or accessories may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing or other attire that may be perceived as a gang-related symbol cannot be worn to school.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress code violation will be consistent with discipline policies for similar violations.

### **BACKPACK POLICY**

Students are required to use their assigned locker to store their backpacks during the hours of 7:25 AM to 1:58 PM. Students may only carry bags between the hours of 7:25 and 1:58 that do not exceed 18 inches in height, 14 inches in length, and 8 inches in width (from front to back) when completely filled. Most drawstring backpacks and small messenger bags are permitted only if they fit within the stated measurements. These bags will only be permitted if they are stored on the hooks on all classroom desks and can be hung on the hook by the straps without touching the floor. In the absence of a hook, a classroom will have a dedicated area for bags. If teachers and/or faculty question whether a student's bag meets these requirements, the student must bring their bag to the Assistant Principal's office; their bag must be able to fit in a box of such measurements. Please see diagram for guidelines.



## **ELECTRONIC MEDIA AND COMMUNICATION DEVICES**

Students bringing electronic devices to school do so at their own risk. The school and its administration will not accept the responsibility for any loss, theft, or damage of any personal electronic device brought to school by any student. Further, the administration will not conduct any investigation or search for any electronic items missing or stolen from any student in school.

Students will adhere to the following guidelines:

- All cell phones are to be locked in a locker from 7:25 a.m. to 1:58 p.m.
- Over the ear headphones are prohibited at ORRHS. Earbud use is allowed in classrooms and the library at the discretion of the classroom teacher provided they are producing sound at a volume deemed reasonable to staff members and are not connected to a cellular phone. Earbuds must be connected to a visible device on the desktop. Earbuds are prohibited in hallways and bathrooms at all times. It is a reasonable request of a staff member to ask a student to remove earbuds.
- Smart watch devices can be worn in classrooms at the discretion of the classroom teacher.
- Students may charge electronic devices in school at the discretion of the classroom teacher.
- In the event a student forgets their laptop and needs a school-issued one for the school day, the student will trade their cell phone for the school electronic device in the Guidance Office. They will receive their cell phone back upon return of the school-issued laptop.

School-issued or personal devices (tablets, chromebooks, laptops) are to be used for educational purposes only. Electronic devices are not to be used for playing games, watching media, or personal communication (i.e. text messaging). A student may not use an electronic device for recording, videotaping, or taking pictures. Students found in violation of this policy will face the following consequences:

- **First offense:** Student will be sent to the Assistant Principal's office to turn over the electronic device. Device will be returned at 1:58.
- **Second offense:** Student will be sent to the Assistant Principal's office to turn over the electronic device. Device will be returned at 1:58. A parent/guardian/caregiver will be notified.
- **Third offense:** Student will be sent to the Assistant Principal's office to turn over the electronic device. Device will be returned at 1:58. Following that school day, the student will be required to leave the device home or to turn it in to the Assistant Principal's office for an extended period of time. A parent/guardian/caregiver will be notified. Third and subsequent offenses will be considered a Category Two Offense (insubordination).

## **DESTRUCTION OF PUBLIC PROPERTY**

A person who neglects, misuses, or loses district property will be held financially liable for the losses to the district arising from such neglect, misuse, or loss. Including, but not limited to:

- A student who marks a desk will be expected to pay for the refinishing of the desk.
- A student who marks a book will be expected to pay for the book at its replacement cost to the district.
- The student is responsible for all equipment issued to them and must reimburse the school for items that are lost, broken, or damaged.

## **NO SMOKING POLICY**

In accordance with M.G.L. c.71, smoking is prohibited in the school building, on school grounds and on school buses. The disciplinary procedure for the law against smoking may include assignment to in-school suspension, suspension out of school for up to five days and/or loss of student privileges. Furthermore, the possession of tobacco, tobacco products, or electronic cigarettes is prohibited and punishable by the standards of Category One discipline violations.

## **RESTRICTED AREAS**

### **Kitchen, Custodial, Shipping and Receiving Areas**

Considerations of public health and safety and protection of district property require that traffic in the kitchen and custodial areas be restricted to those persons having proper business there. This prohibition does not extend to the serving line area, but does extend to all other areas. Students who violate this regulation will be subject to disciplinary action.

## **BUS TRANSPORTATION**

While the School Committee firmly believes all students should be provided transportation free of charge, it reserves the right to institute a fee-based amendment to its transportation policy should the need arise. The School District in coordination develops bus stops and routes with the bus contractors. All students are to get on and off at their own designated bus stop. If a student is to ride another bus, walk home or travel to a friend's house, or be picked up by a parent/guardian/caregiver or friend they must bring in a note indicating so and submit to the front office. Verbal permission will not be accepted unless an emergency exists. Students must have a pass to board the late bus.

### **STUDENT CONDUCT ON A BUS**

It is expected that students having the privilege to ride a school bus to and from school will cooperate completely with the bus driver to ensure the safety of all passengers, the driver, pedestrians, and other drivers and their passengers. Student misbehavior causing danger or unnecessary delay will not be tolerated. Any student reported for misbehavior on a school bus, going to or from a school bus, or at a school bus stop will receive appropriate consequences.

- It is essential that each pupil cooperate with the driver for the safety of all concerned.
- Students will stand back from the roadway while awaiting arrival of the bus. They will refrain from throwing objects or acting disorderly at a bus stop.
- Students will be picked up and dropped off at regularly scheduled stops only.
- Students will enter the bus in an orderly fashion, go directly to a seat and remain seated until the destination is reached.

### **Extracurricular Trips**

The above rules and regulations will apply to any trip with school sponsorship. Pupils shall obey the instructions of the chaperones appointed by the school.

## **VIDEOTAPING ON SCHOOL BUSES**

Parent/guardian/caregiver(s) and students are advised that school buses are equipped with videotaping equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

## **BUS DISCIPLINE POLICY**

Violation of bus rules will be reported promptly by the driver in writing to the administration and the student's parent/guardian/caregiver(s), with a copy to the offending student. Violations may result in the loss of bus privileges, in addition to disciplinary consequences up to and including suspension from school.

In general, loss of bus privileges will be applied in progressive steps:

1 <sup>st</sup> Offense	Warning
2 <sup>nd</sup> Offense	3-day bus suspension
3 <sup>rd</sup> Offense	10-day bus suspension

Additional Offense(s): Exclusion from the bus for an extended period of time, up to and including permanent exclusion. The nature of the offense and the particular circumstances will determine whether all of the above steps are followed in sequence. For example, a first offense of sufficient seriousness may result in permanent exclusion from the bus.

## **FIGHTING**

Fighting is not tolerated at any time at ORRHS. The penalties for fighting may include, but are not limited to, the following:

- 1<sup>st</sup> fight – suspension of three (3) or more days with possible recommendation for an expulsion hearing.
- 2<sup>nd</sup> fight – suspension of five (5) or more days with possible recommendation for an expulsion hearing.
- 3<sup>rd</sup> and subsequent fights – suspension of ten (10) or more days with possible recommendation for an expulsion hearing.

## **THE DISCIPLINE CODE**

It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules and regulations. The purpose of disciplinary measures short of expulsion is corrective, to encourage students to improve their conduct. The ultimate goal of the discipline code of the school is to guarantee students' respect for the person and property of themselves and others.

ORRHS rules and regulations are based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the administrator may consider all relevant factors, including but not limited to the following:

- The student's previous disciplinary record.
- The severity of disruption of the educational process.
- The degree of danger to self, others, and the school in general.
- The degree to which the student is willing to change their inappropriate behavior.

## **CATEGORY ONE OFFENSES**

1. Use, possession, distribution, purchase or sale, or attempt to use, possess, distribute, buy or sell, alcohol, or any substance purported to be alcohol (M.G.L. c. 272, s. 40A)
2. Physical violence, including fighting
3. Vandalism or malicious destruction of or damage to public or private property
4. Theft
5. Assault
6. Sexual harassment (M.G.L. c. 157, s. 1)
7. Intimidation, that is, threatening or putting a person in fear for their safety
8. Any criminal acts, whether a misdemeanor or felony
9. Possession of a weapon or a hoax device or a facsimile of a weapon or any unauthorized object such as a laser pointer that could be injurious to health or safety or could damage the school facility (M.G.L. c. 266, s. 102A 1/2)
10. Intentional or reckless actions which create a reasonable likelihood that the health, safety, or well being of students, faculty, or others may be endangered
11. Under the influence of drugs and/or alcohol
12. Possession of any object that may be used as drug paraphernalia
13. Participation in any form of hazing (M.G.L. c. 269, s. 17-19)
14. Possession of fireworks
15. Unauthorized purchase or sale of any item
16. Cheating or Plagiarism
17. Falsely activating a fire alarm, setting a fire, making a bomb threat or any other threats or actions that place any person or the school in harm (M.G.L. c. 269, s. 13)
18. Misuse of computer hardware or software or copy machines
19. Use of vulgar, profane, disrespectful acts or language to any staff member or student or at any time in school
20. Disturbance of school or public assembly (M.G.L. c. 272, s. 40)
21. Civil rights violations or hate crimes (This range of behavior extends to graffiti to threats to actual assaults and is directed to an individual (or group) because of the individual's race, color, creed, religion, national origin, ethnic background, disability, sex, gender identity, or sexual orientation)

22. Smoking, including the use or possession of any tobacco, smokeless tobacco products, or electronic cigarettes; possession of cigarette lighters, matches or other types of flammable igniters is also prohibited, and such materials will be subject to confiscation
23. Videotaping of any person, including students and teachers, without their permission
24. Possession of any form of pornography (sexting is considered a form of pornography according to Massachusetts Law)

### **CATEGORY ONE CONSEQUENCES**

Discipline imposed for Category One violations may include one or more of the following:

- Suspension out of school for up to ten (10) days.
- Loss of student privileges, including participating in school activities.
- Referral to the Superintendent of Schools for review and possible imposition of more stringent sanctions.
- Assignment to in-school suspension. Restitution or restoration will be required of the student when deemed appropriate by the school. The student's parent/guardian/caregiver(s) will be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools, the School Committee, and the police may also be notified for a violation of any of the above. Any violation of category one offenses, but not limited to category one offenses, suspected to be criminal in nature, will immediately be reported to the police.
- Saturday School
- If the student commits a second offense within this category, they may be referred to the Superintendent for a hearing and possible permanent expulsion.

### **CATEGORY TWO OFFENSES**

1. Insubordination (refusal to cooperate)
2. Refusal to do school work
3. Throwing food
4. Disruption of a class, detention, or any other school activity to the point of being sent from that class or activity
5. Disruption or other disorderly conduct while assigned to in-school suspension
6. Unexcused absence from school or class
7. Leaving classes or school grounds without permission
8. Repeated (three or more) violations of school rules, regulations, or procedures otherwise subject to Category Three discipline
9. Participation in a walkout
10. Failure to attend detention
11. Throwing snowballs or any object on the school property
12. Receiving five detentions in one term or eight detentions in one academic year
13. Forging signatures, notes, or official documents, but not limited to report cards, field trip permission forms, dismissal notes, tardy notes, bus notes, and passes
14. Truancy
15. Bus Conduct Referrals
16. Being in an unauthorized area or using school property equipment without permission
17. Multiple students in one bathroom stall or in an unsupervised space

### **CATEGORY TWO CONSEQUENCES**

Discipline imposed for Category Two violations may include one or more of the following:

- Suspension out of school for up to five (5) days.
- Loss of student privileges, including the privilege of participating in school activities (such as Prom, athletic events, dances).
- Assignment to in-school suspension. Restitution or restoration will be required of the student when deemed appropriate by the school. The student may be referred to guidance. The student's parent/guardian/caregiver(s) may be notified and a parent/guardian/ caregiver conference held. The Superintendent of Schools may also be notified.
- Saturday School

For any subsequent offense within this category, the student is subject to more severe discipline, including Category One consequences.

### **CATEGORY THREE OFFENSES**

1. Tardiness to school more than three (3) times in a marking period
2. Failure to follow one's schedule as published
3. Failure to follow rules and procedures regarding tardiness, absences, or dismissal not otherwise subject to discipline under Category One or Two
4. Failure to pay for athletic equipment broken or not returned
5. Use of electronic media and communication devices
6. Failure to sign in when arriving tardy to school
7. Card playing
8. Failure to follow any other rule, regulation or procedure set forth in the handbook or published in the daily bulletin whose violation is not otherwise identified as a Category One or Category Two offense
9. Behavior that interferes with the smooth, orderly, and efficient running of the school which is not otherwise subject to Category One or Category Two offense
10. Possession of a water pistol or the like
11. Unauthorized use of the elevator
12. Gum chewing
13. Eating food or consuming anything other than water in the classroom or bathroom
14. Having a vehicle without a school parking tag on school property
15. Failing to sign in to study, library or computer rooms
16. Misuse of a graphing or any other calculator
17. Failure to return school-issued materials, i.e. textbooks, library books, etc.
18. Wearing backpack in school without administration approval

### **CATEGORY THREE CONSEQUENCES**

Discipline imposed for Category Three violations may include one or more of the following:

- A warning.
- Loss of student privileges, including the privilege of participating in school activities.
- Assignment to one or more after-school detention sessions.
- Assignment to in-school suspension.
- Pass restriction. Tardiness to school more than three (3) times in a marking period or any subsequent tardiness in a marking period may result in pass restriction.
- Restitution or restoration will be required of the student when deemed appropriate by the school.

Subsequent violations within this category will subject the student to more severe discipline, including Category Two sanctions. If violations continue after Category Two consequences have been imposed, the student may be subject to Category One consequences.

## **DUE PROCESS**

The Discipline Code at ORRHS is administered within the guidelines set forth by the U.S. Supreme Court with regards to due process for students.

The Supreme Court held that the Due Process clause of the Fourteenth Amendment to the United States Constitution requires that a student facing temporary (up to ten days) suspension from a public school be given oral and/or written notice of the charge(s) against them, explanation of the basis for accusation(s), and an opportunity to present their version of the facts. In addition, the court held that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process", the hearing must precede rather than follow their suspension.

The court pointed out that due process does not require that hearings in conjunction with suspensions be trial-like in nature. Therefore, school officials are not required to give the student an opportunity to secure counsel, to confront and cross examine witnesses supporting the charges or to call their other supporting witnesses.

Before a student is suspended from school, they are first given an informal hearing by an administrator who will attempt to contact a parent/guardian/ caregiver. If a student is assigned to in-school suspension and the current work is given to the student, the work must be done. During the time of out-of-school suspension, a student may not participate in any extracurricular activities.

## **THE APPEAL PROCESS**

The Discipline Code holds students, parent/guardian/caregiver(s), and the school accountable for appropriate school behavior. It is not the intent of the Discipline Code to be unreasonable punitive toward students for unusual or extenuating circumstances. Therefore, an appeal process has been developed for those extraordinary situations.

The parent/guardian/caregiver must write a letter to the Building Principal. This letter will request a review of the circumstances. Parent/guardian/ caregiver(s) must submit their letter of appeal within 48 hours from the time of suspension. Upon receiving the appeal letter, the Principal will set up an appeals meeting to review the facts of the case. A response by the Principal will be rendered within 24 hours of the appeals meeting.

## **POLICIES PROHIBITING WEAPONS AND DRUGS** **M.G.L. c. 71, s. 37H**

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- (b) Any student who assaults a Principal, Assistant Principal, teacher, paraprofessional or other staff on school premises or at school-sponsored or school-related events, may be subject to expulsion from the school or school district by the Principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) As of April 4, 1994, when a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said

student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

M.G.L. c. 71, s. 37H, as amended by s. 36 of c. 71 of the Acts of 1993 (the Education Reform Act), and further amended by s. 1 of c. 380 of the Acts of 1993.

## **POLICIES GOVERNING SUSPENSIONS**

### **M.G.L. c. 71, s. 37H $\frac{3}{4}$**

**Consequence:** May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.

Consequences other than suspension may draw from evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.

No student may be suspended for more than 90 school days in a school year.

**Due Process:** Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent/guardian/caregiver, and the opportunity for a meeting/hearing with the Principal before suspension takes effect.

Principal must make and document reasonable efforts to include the parent/ guardian/caregiver in meeting/hearing with the student.

Principal must audiotape the hearing if requested by the parent/guardian/ caregiver and all those attending the hearing must be informed of the taping.

Following hearing, Principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent/guardian/caregiver in writing of the right to appeal to the Superintendent and the process to be followed.

**Appeal from Principal's Decision:** Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent/guardian/caregiver can request extension for up to 7 calendar days, which must be granted.

The Superintendent must hold hearing within 3 calendar days of the parent/guardian/caregiver's request for a hearing. The student or parent/ guardian/caregiver may request up to 7 additional calendar days. If so, the Superintendent must allow the extension. The Superintendent may have the hearing without the parent/guardian/ caregiver if the Superintendent has made a good faith effort to include the parent/guardian/caregiver.

The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at their expense at the hearing.

The Superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.

The Superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the Principal decided. A written decision is due within 5 calendar days of the hearing.

## **SEARCH AND SEIZURE**

School officials need not obtain a warrant or meet the legal standard of "probable cause" (applicable to police and law enforcement officials), before searching a student who is under their authority. The legality of a search of a student should depend simply on the reasonableness of the search. A search of a student will be justified when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

School administrators maintain the right to seize items in a student's possession and to search school property assigned to a student and the student's vehicle parked on school property under the following guidelines:

- There is reasonable suspicion to believe that the items in possession are illegal or in violation of school rules, or constitute a hazard to health and safety of the student or others, or disrupts the educational process.
- Lockers remain the property of ORRHS and we maintain the right to open any locker at any time for inspection purposes. This may be done, if possible, in the presence of the student and shall be done under the direction of a school administrator.
- All searches will be conducted with respect to all safety considerations and with the least disruption, and intrusion possible.
- In the event that students are found in possession of an illegal item, the parent/guardian/caregiver will be notified immediately.

Students who are suspected to be in possession of, or under the influence of, any controlled substance or are suspected to be in possession of any materials dangerous to the student or other students, may be asked to empty their pockets and/or possessions.

It is not the intention of the School District to violate individual liberties; however, the obligation of the school is to provide a safe environment conducive to learning for all students.

#### **CHAPTER 380 - AN ACT RELATIVE TO SAFETY IN THE PUBLIC SCHOOLS**

Chapter 380 authorizes the School Principal to suspend a student charged with a felony, or who is the subject of a felony delinquency complaint, and to expel a student so convicted, whether the offense occurs on or off school property and regardless of whether the offense is or is not school-related. (Effective Date: 4/4/94)

##### **The Gun-Free Schools Act**

In addition to M.G.L c. 71, s. 37H, the school is covered by the federal Gun-Free Schools Act. In accordance with that Act, the school will expel for one year any student who is determined to have brought a firearm to school, unless the Superintendent determines, on a case-by-case basis, that a lesser punishment is warranted. A student accused of having brought a firearm to school shall be entitled to the same notice of charges, hearing and appeal process as is provided under M.G.L c.71, s. 37H, as described above.

Under M.G.L c. 71, s. 37L, when a student uses or possesses a dangerous weapon on school premises, school officials are required to report the incident in writing to the Superintendent. The Superintendent must provide a copy of the report to the local police, DSS and the School Committee. Assessment and counseling may be required, in addition to any disciplinary action taken.

##### **Drug-Free Schools and Communities Act**

The federal Drug-Free Schools and Communities Act requires all schools to adopt and implement a program to prevent the use of illegal drugs and the abuse of alcohol by students as a condition of the school receiving federal funds or any other form of financial assistance under any federal program. The school in compliance with the requirements of that Act is issuing this policy. Compliance with this policy is mandatory. Students of the school and their parent/guardian/caregiver(s), as well as school employees, are reminded annually of the requirements of this policy.

#### **FACULTY AUTHORITY**

Teachers are required to report to the administration the name of a student:

- Who engages in any conduct prohibited by law, including, but not limited to, use, possession, purchase or sale of drugs or alcohol, vandalism, theft, forgery, assault, or any other act of violence, whether actual or threatened, against the person or another, or
- Who engages in any conduct that violates school rules, regulations or procedures, including, but not limited to, smoking, unexcused absence from an assigned area or activity, presence in an unauthorized area or loss of or failure to return any document addressed to the student's parent/guardian/caregiver.

### **PASS RESTRICTION**

The use of a pass is a privilege. Any person who abuses this privilege will be placed on pass restriction.

- First Offense: Pass Restriction for 2 weeks
- Second Offense: Pass Restriction for one month.
- Third Offense: Indefinite Pass Restriction and loss of student privileges, including participating in school activities.

Violating Pass Restriction will result in a Saturday detention and an increase in consequences.

### **AFTERSCHOOL DETENTION**

**Classroom Detention:** the student in the classroom of that teacher will serve any detentions which have been assigned by a classroom teacher. Students who skip a teacher detention will be required to serve the teacher detention and will be given an additional administrative detention.

**Administrative Detention:** Students will be assigned to the administrative detention by the administration. Detention is from 2:05 p.m. to 3:05 p.m. on Tuesday and Thursday. Students who do not arrive on time and/or fail to bring academic work will be assigned an additional detention. Students must be quiet at all times. All detentions must be served on the day that they are assigned unless the administration approves in advance a 24-hour delay due to extenuating circumstances. Students may not postpone a detention to participate in school activities. A Suspension assignment given for cutting detention does replace the detention. Students are not permitted to listen to music during administrative detention. Students who skip an administrative detention will be given an additional detention on the first offense. The second offense and every additional offense will result in a Saturday Detention.

### **REMOVAL FROM CLASS**

Students are to report directly to the Assistant Principal's office when sent out of a class by the teacher or staff member. In the event no one is available in the Assistant Principal's office upon arrival, the student is to report to the main office.

### **IN-SCHOOL SUSPENSION**

Although the administration reserves the right to suspend students out-of-school, the preferred place to serve a suspension is in in-school suspension.

- The authority of the Principal, or their designee, to suspend a student from school derives from authority delegated by the Superintendent of Schools.
- The school will attempt to notify the student's parent/guardian/ caregiver by telephone at the time it is determined that the student will be suspended.
- A copy of the written disciplinary report may be supplied to parent/guardian/caregiver.
- A suspension may be imposed for violation of school rules and regulations, as set forth in the Discipline Code.
- All in-school suspensions will take place in a location designated by the Assistant Principal.
- Loitering or visiting other areas of the school is strictly prohibited.
- Violation of this regulation may result in extension of the suspension or other disciplinary action.
- A suspended student may not participate in any school activity or athletic event.

### **OUT-OF-SCHOOL SUSPENSION**

Suspension from school is used as a disciplinary measure when students violate the Discipline Code to various degrees and when the student poses a danger to self or others.

- A student suspension of 10 days or less is an unexcused absence.
- Students who are suspended from school will be allowed to make up all work missed for full credit, while under suspension.
- All assignments and assessments must be made up by the second class meeting, regardless of the length of suspension
- It is the student's responsibility to collect missed assignments while out on suspension.

- A suspended student may not participate in or attend any school activity or athletic event.
- Students are to remain home during school hours while under suspension.

### **SATURDAY SCHOOL**

Saturday School is used to help address behavior, academic and attendance issues. The purpose of the program is to provide a supervised alternative to in or out-of-school suspension for the following offenses:

- Skipping school
- Leaving school without authorization
- Chronic disruptive behavior
- Excessive tardiness to school
- Cutting class
- Cutting detention
- Three or more Administrative detentions
- Other infractions as determined by the school administration
- Academic support

### **SATURDAY SCHOOL REGULATIONS**

Saturday School may be an alternative to after-school detention, out-of-school suspension and/or in-school suspension. A two-hour assignment or a four-hour assignment on a Saturday may be assigned in lieu of after-school detention, out-of-school suspension or in-school suspension. While in Saturday School, students must perform academic work.

Student must arrive at Saturday School with books, assignments, and other appropriate materials, as each session is to be dedicated to academic work. Students must bring enough materials to work for the entire assigned time.

Any student who is late to Saturday School, who reports without materials, is dismissed for inappropriate behavior or does not attend an assigned session, will be assigned an additional two-hour Saturday detention.

Students will not be excused from Saturday School for athletic events, work, or family events. Failure to serve a Saturday School will result in an additional 2 hour. One Saturday detention is the equivalent of three after-school detentions.

### **GANG INVOLVEMENT/ACTIVITY**

A gang is defined as “any group not sponsored by the school, possibly of secret and/or exclusive membership whose purpose or practices include the commission of illegal act, violations of school rules, establishment of territory or “turf”, or any actions that threaten the safety or welfare of others.” Students who violate any of the provisions noted herein will be subject to disciplinary action including suspension and possible recommendation for expulsion. Students who engage in gang activities may be criminally prosecuted. A student shall not:

- Participate in gang-related activities.
- Appear with or wear gang identifications such as attire colors, clothing or jewelry
- Designate boundaries or turf, or belong to any group that designates boundaries or turf.
- Participate in hazing, initiation, or recruitment activities.
- Deface property with graffiti.

### **REFERRAL TO SUPERINTENDENT**

If a student is suspended out of school more than three times, they may be referred to the Superintendent. Referral may be made at an earlier point if the nature and severity of the student’s offense so warrants.

The Superintendent of Schools may, following a hearing, impose an in-school or out-of-school suspension of as much as twenty (20) days for violation of school rules. The Superintendent may also withdraw all after-school privileges from the student for as long as one calendar year.

The Superintendent, at their discretion, may refer the student to the School Committee.

#### **DISCIPLINE OF STUDENTS WITH DISABILITIES**

A student with disabilities may be suspended for up to ten cumulative school days during a school year. If a suspension of more than ten days is proposed, or if a shorter suspension would result in more than ten cumulative days of suspension, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a previously developed behavioral intervention plan, consistent with a functional behavioral assessment of the student. Following this, the TEAM must review the relationship between the student's disability and the behavior that is the subject of the disciplinary action. If the TEAM determines that the student's misconduct is a manifestation of the student's disabilities, or results from an inappropriate special education program or placement, or from an IEP that was not fully implemented, the long-term suspension or expulsion may not be imposed. Instead, the student's IEP must be amended to include appropriate goals, services or placement.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things, the TEAM must offer placement in an interim alternative setting that will: (1) enable the student to continue to participate in the general curriculum; (2) enable the student to receive the services listed in the last agreed upon IEP; and (3) include any services or modifications designed to address the student's behavior.

The parent/guardian/caregiver(s) have the right to request an expedited hearing before the Bureau of Special Education Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parent/guardian/ caregiver(s) request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed-upon educational placement while the proceedings are pending before the BSEA. This right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, school personnel may remove the student to an interim alternative setting without parent/guardian/caregiver consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parent/guardian/caregiver consent.

#### **PROCEDURAL REQUIREMENTS APPLIED TO STUDENTS NOT YET DETERMINED TO BE ELIGIBLE FOR SPECIAL EDUCATION**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent/guardian/caregiver had expressed concern in writing; or
  - b. The parent/guardian/caregiver had requested an evaluation; or
  - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent/guardian/caregiver has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent/guardian/caregiver requests an

evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

#### **FALSE ALARMS**

M.G.L. c. 269, s. 13 - Any student turning in a false fire alarm or a bomb threat will be turned over to the police for prosecution. The student is subject to Category One consequences. Students should be aware that they may be assessed the full value for bringing the fire apparatus to the school.

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## ACTIVITIES

Participation in all school activities, including athletics, is a privilege that can and will be revoked for failure to follow school rules.

### EVENING ACTIVITIES

All school activities will end no later than 9:30 p.m. with the following exceptions:

- Drama rehearsals will end no later than 10:00 p.m. during the week preceding the first performance of the show.
- All school dances will be from 7:00 to 10:00 p.m. Students must make arrangements to be promptly picked up at the conclusion of the dance or by 10:15 p.m. at the latest.

Any variation from this schedule must be approved in writing by the Principal.

### SOCIAL ACTIVITIES

#### Senior Prom

- A prom location not within the State of Massachusetts must have approval of the School Committee.
- ~~Students attending the prom are expected to be in school the day of the prom and the day after the prom for the full day.~~
- Underclassman attending the senior prom must be in school by 8:00 a.m. the day of the event and stay for three (3) entire class blocks.
- All prom attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances.

#### School Dances

The following rules apply to all school-sponsored dances:

- All school dance attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances.
- A school administrator is in charge of the dance, whoever the chaperones may be, and is solely responsible for issuing instructions to the chaperones, the police officer, and the custodian (if employed by the dance committee).
- School dances are open only to students of ORRHS and their guest. Junior high school students are not allowed to attend high school dances. Students wishing to invite a guest not attending Old Rochester Regional need to submit a completed Permission to Attend an Old Rochester Regional High School Function form at least one week before ticket purchase to receive administrative approval prior to purchasing tickets. Any guest not attending high school or over age 18 must complete and pass a CORI check prior to administrative approval.
- All guests of ORRHS students must be under the age of 21 (No exceptions). If your guest does not attend ORRHS, proof of age will be required in the form of a driver's license or school photo ID, a copy of which is to be attached to the completed permission form.
- A student wishing to bring a guest must register their guest including name, address, and telephone number (via a previously approved permission form) when purchasing their tickets and must accompany the guest to the dance.
- The faculty advisor will obtain and keep at the dance admissions desk a current roster of all students of ORRHS signed up for the dance and the number of their assigned ticket. Only students on this list and their guest are eligible for admission to the dance.
- No one will be admitted to a dance after 8:00 p.m. unless prior arrangements have been made with the faculty advisor.
- Students are to inform their guest of the school rules prohibiting the use or possession of alcohol and drugs on school premises. These rules will be strictly enforced. In accordance with state law, no smoking is allowed by anyone on school grounds at any time. This includes the use of smokeless tobacco.

- Persons bringing alcoholic beverages, drugs or any substances purported to be drugs onto school property will turn them over to the police and will then be escorted from the property. A written report of the incident will be made to the Principal, who will take appropriate disciplinary action.
- At least ten (10) approved chaperones must be present throughout the entire dance.
- Adequate lighting will be maintained in the dance hall at all times.
- Students and their guests are forbidden to enter any part of the building not made available on the “Use of Building” form.
- Restrooms will be inspected frequently.
- Students may not go to an automobile unless they have signed out to leave the dance. Anyone leaving the dance must promptly leave the school premises.
- No person who was absent on the day of the dance will be allowed to attend. No person will be allowed to leave the dance early without parent/guardian/caregiver permission.
- Inappropriate displays of affection must be avoided. Students who manifest this type of behavior may be asked to leave the dance and parent/guardian/caregiver(s) may be called.
- If fewer than 100 tickets are sold, the dance will be cancelled and refunds will be issued. No refunds will be issued for unused tickets and no tickets will be sold at the door.

### **HAZING**

The practice of hazing is prohibited both by Massachusetts law and by school rules. A student who is an organizer or participant in a hazing is subject to Category One sanctions as well as criminal prosecution.

The Massachusetts statute, which prohibits hazing, is M.G.L., c. 269, s. 17-19.

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

### **DUTY TO REPORT HAZING**

Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

### **FIELD TRIPS**

- All participating students must submit a signed parent/guardian/ caregiver permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.
- Because field trips are an extension of the classroom, all school rules apply.
- Students must be in good standing to participate in field trips.

### **STUDENT GOVERNMENT**

#### **Class Cabinet and Time of Elections**

Each class will have a president, vice president, secretary, and treasurer. All class cabinets of grades 9, 10, and 11 will be elected in May with incoming 9<sup>th</sup> grade elections in the second week of September.

#### **Eligibility**

Student nominees for class office cannot be under administrative discipline at the time of election or during the term preceding election. The student nominee must have maintained a passing grade in 30 credits of course work during the term preceding election. (Please note that this is the same eligibility requirement imposed by the Athletic Department.)

### **Procedures for Nominations and Elections**

- Nomination papers may be obtained prior to the elections. Each nomination paper must have the signatures of 25 members of the class and the signature of an advisor. Advisors are to discuss fully with the nominee the pros and cons of their candidacy.
- The deadline for completion of nomination papers is one week before the election. Papers are then to be presented to the Principal for their signature, to confirm that the candidate has fulfilled the eligibility requirements.
- Candidates may campaign and use posters where permitted in the school building, but posters must be approved by the Principal or their representative. Candidates may speak at assemblies or over the intercom with prior approval.
- On Election Day, voting will take place during first block. Arrangements and the distribution and counting of ballots are the responsibility of the Student Council advisor.
- If a president cannot complete their term of office, the vice president will succeed them. If the vice president cannot complete the term of office as president, the Executive Board will appoint a president to fill the vacancy. Vacancies occurring in other offices will be filled by appointment by the Executive Board.
- Class meetings may be held at any time at the discretion of the advisor as approved by the administration

### **Available Positions**

- Class President
- Class Vice President
- Class Secretary
- Class Treasurer
- Student Council Representative (3 per class)
- Yearbook Representative
- Class Photographer/Historian
- Class Officers

### **Student Advisory Council**

**Membership:** One and one alternate for a total of two. Both students elected to this council shall attend all student council meetings and be subject to all student council by-laws as full members of the board.

**Duties:** Attend Regional School Committee Meetings; Attend monthly Executive Council

**Meetings:** Attend monthly SAC meetings; Attend annual SAC convention and other regional sessions; Present monthly reports to Student Council.

The SAC representative having received the largest number of votes in a school-wide election will serve on the ORR School Committee as a non-voting member. (Board of Education Guideline)

### **Student Council**

The voting members of student council will be comprised of the following: Class vice presidents (from each class), 3 student council representatives (from each class), and designated members of ORRHS club/organizations/and athletic teams. Only the newly elected class vice presidents and 3 student council representatives from each class are eligible to run for the student council officer positions.

### **Available Positions**

- President
- Vice President
- Secretary
- Treasurer

**Student Council Members:**

- Must attend monthly meetings. If a student council member misses more than one meeting, their voting privileges may be taken away.
- Act as the liaison between the student body and the administration.
- Work with the student council advisors to participate in the organization, preparation, and facilitation of all student council fundraising, community service, and social events.
- In all matters not specifically covered by these By-Laws, the parliamentary authority shall be “Robert’s Rules of Order.”
- The following standing committees shall be appointed each year when necessary by the student body president: Constitution, election, social event planning, community service projects, publicity, student involvement, and Homecoming. Membership in these committees is not limited to the Student Council.

**ORRHS ACTIVITIES, CLUBS, AND ORGANIZATIONS**

A-Cappella Club	DECA	Math Team
American Field Service (AFS)	D&D Club	Mock Trial
AmbassadOR Club	Esports	Model UN
Art Club	Environmental Club	National Honor Society
Chorus	GRIT (marathon running)	Paw Prints Newspaper
Community Service Learning	Gender Sexuality Alliance	Writing Club
Concert Band	Hack Club	Sci-Fi Club
Cooking Club	Jazz Band	Student Government
Dance Team	Knitting Club	Tea Talks
Debate Team	Latin Club	Yearbook Club
Drama Club		

**FUNDRAISING**

All fundraising must have prior approval of the Principal. Fundraising (selling an item for a profit) without authorization will be subject to Category One of the discipline code.

## ATHLETICS

*It is an honor and privilege to participate in high school sports. While you are often called student/athletes, it must be remembered you are a student first. Each student/athlete is expected to act in a dignified and mature fashion, on and off the field. You must wear your school colors with pride, win with class and lose with dignity. You will come to respect your peers, coaches and officials. Remember that you not only represent yourself but also your teammates, coaches, team and school.*

### **Interscholastic Sports Programs**

*Offered at Old Rochester Regional High School*

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Varsity Football	Varsity Ice Hockey	Varsity Softball
J.V. Football	J.V. Ice Hockey	J.V. Softball
Freshmen Football	Boys Varsity Basketball	Varsity Baseball
Varsity Volleyball	Boys J.V Basketball	J.V. Baseball
J.V. Volleyball	Boys Frosh Basketball	Boys Spring Track
Golf	Girls Varsity Basketball	Girls Spring Track
Varsity Fieldhockey	Girls J.V. Basketball	Varsity Boys Tennis
J.V. Fieldhockey	Girls Frosh Basketball	Varsity Girls Tennis
Freshmen Fieldhockey	Boys Indoor Track	Varsity Boys Lacrosse
Boys Varsity Soccer	Girls Indoor Track	J.V. Boys Lacrosse
Boys J.V. Soccer	Cheerleading	Varsity Girls Lacrosse
Girls Varsity Soccer	Swimming	J.V. Girls Lacrosse
Girls J.V. Soccer		Sailing
Boys Cross Country		
Girls Cross Country		
Cheerleading		
Dance Team <i>fall-winter</i>		

*It takes great commitment to be part of an athletic team. Before a student makes that commitment, the student and their parent/guardian/caregiver(s) must read and understand this handbook. The rules listed are a combination of policies from the Massachusetts Interscholastic Athletic Association, the O.R.R. School Committee and the O.R.R. High School Administration. They have been established so that all those who choose to participate in athletics at O.R.R. will have a positive educational experience.*

**All Sport Schedules can be found at: <https://www.arbiterlive.com>**

It is the intent of our athletic program to:

- Facilitate development of a strong sense of commitment to student, team and school
- Place a premium on the values that accrue from fair play
- Teach respect and consideration for opponents as either the guests or hosts of the game
- Cultivate respect for the authority of school personnel, coaches and game officials
- Develop self-control, self-direction and sound judgment

- Demonstrate that the rules of the game are by mutual agreement and are to be honored in spirit as well as in letter
- Recognize that athletics really aim to promote the mental, social and moral welfare, as well as the physical well being, of the participant
- Promote the game for the players - and as a game only – not as a matter of life and death, of the lasting glory in victory or of the disgrace of defeat

### Athletic Policies

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is \$275 per student per sport with an individual cap of \$700 and a family cap of \$975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- A student who is absent from school may not participate or attend any extracurricular activities including practices without prior approval by administration for extenuating circumstances.
- A suspended student may not participate in or attend any athletic event during the term of their suspension
- A student who is suspended may be removed from their captaincy or leadership position
- A student may not participate or attend any athletic event on days they have been assigned to in-school suspension
- Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Student athletes that are late for practice or games for any reason, i.e.: extra help, meeting with athletic trainer or club meetings, will require a note to the coach. An athlete must be marked present on the school attendance sheet to be able to participate
- Serving a detention takes precedence over any practice or game
- Sub Varsity teams are developmental in nature; there is an expectation that all team members in good standing will participate in every game
- Varsity teams are competitive athletic situations. Playing times and positions are dictated by the coach
- After the tryout period and before the first contest, no student listed on a specific sport roster may switch from that athletic activity to another without the consent of the coaches and the athletic director. After the first contest, a waiver from the MIAA is necessary in order to switch sports
- The rules from each coach are in writing and approved by the athletic director. Violations of team rules, such as failure to follow the instructions or training rules of the coach, or behavior that in any manner interferes with the smooth and orderly conduct of a team, will result in the imposition of disciplinary measures by the coach. These disciplinary measures may supersede those of the school and state association and include training assignments, suspension from one or more games or, in severe cases, expulsion from the team
- Each player is required to wear the appropriate protective equipment/gear (during practice and competition) as specified by the M.I.A.A. for their particular sport. In addition, each player is required to wear the protective equipment in the proper, unaltered intended fashion
- No spikes or cleats will be worn in the building

- We do ask that you address any questions, concerns, or issues with your student/athlete's coach as soon as possible. Please do so by making an appointment in advance. If you do not have a contact phone number for the coach, please contact the athletic office at 508-758-3745 ext. 1823. Note: Approaching the coach just prior to a game, following a game or during a practice or game may be an inappropriate time.
- The use of athletic facilities for other than school purposes must be approved by a 'Use of Building' form from the front office.
- The Principal of Old Rochester Regional High School is ultimately responsible for the management, personnel and property of the athletic department. Their designated representative for such matters is the athletic director.

#### **Interscholastic Athletic Eligibility Requirements**

- To be eligible for athletics, a student must be passing six (6) courses at the end of the preceding academic term.
- To be eligible for fall athletics, a student must have passed six (6) full-year course equivalents in the prior academic year.
- Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to all parent/guardian/caregiver(s) of all students within a particular class

#### ***The South Coast Conference***

*Old Rochester Regional is a member of the South Coast Conference (SCC). The league is governed by the MIAA and its own constitution. The league schedules most of the games played by Old Rochester Regional, at all levels of its competition. The SCC consists of:*

*Aponequet  
Dighton Rehoboth  
Old Rochester  
West Bridgewater*

*Bourne  
Fairhaven  
Seekonk*

*Case  
GNBVTHS  
Somerset Berkley*

**O.R.R. is a proud member school of the Massachusetts Interscholastic Athletic Association (hereafter referred to as the M.I.A.A.) which:**

- Is the governing body of high school athletics within the state of Massachusetts
- Board of Directors is made up of Principals from various districts throughout the state
- Board of Directors and its various sub-committees establish policies for all member schools
- "is an organization of 368 high schools, who sponsor athletic activities in 33 sports. More than 200,000 young men and women compete annually in approximately 100,000 competitions among MIAA member schools." Per MIAA

**The MIAA Home Page can be found at [www.miaa.net](http://www.miaa.net). It is a web site full of information pertaining to high school interscholastic athletics. The information includes the complete Blue Book which contains rules, regulations and guidelines.**

#### **Especially pertinent Student-Athlete Policies:**

- Most not miss a high school practice or competition in order to participate in a non-school activity/event in any sport recognized by the MIAA. The penalty is ineligibility for two (2) weeks or two (2) games, whichever is greater, and the athletes are ineligible for state tournament contests
- "Captain's practices" are not in any way sanctioned, encouraged or condoned. Students are not to organize or compete in them.
- Incomplete grades may not be counted towards eligibility
- A student who repeats work upon which they have already received credit cannot count that subject a second time for eligibility
- A student cannot count for eligibility any subject taken during the summer vacation unless that subject has been previously pursued and failed

### **Time Allowed for Participation:**

- A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.
- In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons. In special cases where a student has been absent from school because of an accident or illness, the executive director, or their designee, shall have the authority to extend the student's eligibility upon presentation of a doctor's certificate on the student's behalf and a letter from the Principal attesting to the inability of the student to attend school during a specific period because of an accident or illness. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student's accident/illness prevented participation.

### **Age Limits:**

- A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that their 19th birthday occurs on or after September 1 of that year. For Freshman competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year.

### **Graduation:**

A student must be an undergraduate: i.e., they shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:

- An early graduate of a high school may represent their school in athletics until the end of the sport season in which they are participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.
- A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if they continue to take at least the equivalent of four traditional year long major English courses.

### **Chemical Health:**

*From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest),* a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product including e-cigarettes; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer". It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by their doctor.

This MIAA statewide minimum standard is not intended to render "guilt by association", e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

### *Minimum PENALTIES:*

- **First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.
- **Second and subsequent violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events *provided the student was fully*

*engaged in the program throughout that penalty period. The High School Principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.*

*Revised 2/13/08*

Penalties shall be cumulative each academic year, **but serving the penalty could carry over for one year. Or**, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. *(e.g. A student plays only football: they violate the rule in winter and/or the spring of same academic year: the would serve the penalty [ies] during the fall season of the next academic year).*

#### **1st Offense - 25%**

# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

#### **2nd Offense - 60%**

# of Events / Season Penalty	# of Events /
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

#### **2nd Offense w/Dependency Program - 40% if in the program throughout the penalty period.**

# of Events / Season Penalty	# of Events /
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

- During practice or competition, a coach shall not use any tobacco product (**penalty: same as students' – see chart above**).

**Steroid Use** - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to

prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that their success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

*Revised 2/13/08*

### **Good Citizen Rule**

- Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

### **Sportsmanship: Taunting**

- Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, sex, gender identity, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics. Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing their skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.
- In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.
- At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

### **Hazing**

The practice of hazing is prohibited both by Massachusetts law and school rules. A student who is an organizer or participant in a hazing is subject to Category one sanctions as well as criminal prosecution. The Massachusetts statute, which prohibits hazing, is **Massachusetts General Law, Chapter 269, Sections 17 through 19.**

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, forced physical activity which is likely to adversely affect the physical health or extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

### **Duty to report hazing**

- Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

## Anti-Bullying Policy

Old Rochester Regional High School Staff defines bullying as characterized by an imbalance of power between target and bully; intent to harm; the threat of further aggression, and/or the creation of a hostile environment for one or more students.

Examples of bullying include but are not limited to:

**Physical attacks:** hitting, touching, intimidating, hazing, ganging up on someone, and other unwanted physical contact in violation of one's personal space and property.

**Verbal attacks:** taunting, spreading rumors, name-calling, exclusion, hazing, lack of respect for differences and cyber bullying.

Cyber bullying can occur in blogging, instant messaging, emails, chat rooms, text messages, Facebook, Myspace or other sites of that nature.

The Old Rochester Regional High School community is committed to providing a safe environment to every student. The following is a statement of rights and responsibilities afforded to all students at ORRHS.

All students will feel free and safe

- to come to a safe school environment every day. Areas including locker rooms, hallways, bathrooms, the gymnasium, sports fields, and extracurricular events will be safe and accessible to all students.
- to report incidents of harassment or bullying safely to a staff member.
- to access the school social worker, guidance counselors, the school nurse or other trusted staff member
- to the security of person and property as well as personal space
- to explore positive, healthy relationships
- to express own opinions and be respected
- to have the responsibility to demonstrate respect towards all staff members, including teachers, paraprofessionals, custodians, librarians, nurses, secretaries, and administrators.

## DISCIPLINING BULLIES AND REHABILITATION/REMEDIATION

ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

- **Tier 1** is a first-time offense of bullying. The Assistant Principal based on the nature of the offense will discipline the student based upon how falls within the student handbook guidelines. If the Assistant Principal views the situation as a case of bullying (as defined by anti-bullying policy) then the student is placed within the remediation program. The student has displayed antisocial tendencies and the ORRHS community feels that the behavior needs to be changed. The student will be referred to and participate in a mandatory remediation program. The bully's teachers and relevant school staff members will be notified of their behavior and made aware of a potential conflict with the target. The Assistant Principal will follow-up with both the bully and the target in subsequent weeks to assess the effectiveness of remediation and intervention.
- **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.
- **Tier 3** is a third offense and will be viewed as a category 1 offense within the student handbook.

The Assistant Principal reserves the right to elevate a first or second offense to the third tier based on the severity of the offense. Any student entering tier 2 or 3 will be mandated to participate in the school remediation program.

## ATHLETIC CONCUSSION INFORMATION

The following information will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. They also include instruction to coaches, volunteers, and parent/guardian/caregiver(s) in

preventing the occurrence of head injuries and concussions in extracurricular activities directed at discouraging and prohibiting a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon will be enforced as penalties, including but not limited to personnel sanctions, for failure to comply with the provisions of the district's policy.

### **What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury.

Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

### **Mechanism of Injury:**

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type.

Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

### **Signs and Symptoms:**

#### **Signs (what you see):**

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

#### **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness

- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate health professional.

### **Post Concussion Syndrome:**

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms.

Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

### **Second Impact Syndrome:**

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

## **ATHLETIC CONCUSSION PROCEDURES**

Any suspected or incurred head injury during a practice, game or school related extracurricular activity must be immediately reported to school medical personnel, Nurse, Certified athletic trainer or school/team physician. The

parent/guardian/caregiver of the injured student **must** be notified and advised to seek out necessary medical care for appropriate evaluation and treatment.

Any student athlete sustaining a concussion or head injury, under referral from the student's primary care physician and request of parent/guardian/ caregiver(s), may seek out assistance of a school based care team consisting of athletic and academic personnel, for purpose of a graduated re- entry accommodation plan to school activities and academic course work as indicated. The school based care team should include all personnel who are responsible for the successful return to academic requirements and provide a safe return to athletic activities.

#### Pre-Participation Requirements for Students and Parent/Guardian/Caregiver(s)

##### A. Education and Training

1. Each year at the pre-season meeting for every season, a school shall provide current approved materials to all students who plan to participate in extracurricular athletic activities and their parent/guardian/caregiver(s) in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long-term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent/guardian/caregiver shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic activities either (a) a certification of completion for an approved on-line course or (b) a signed acknowledgment as to their receipt of approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

##### B. Documentation of Head Injury and Concussion History

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the Athletic Director a current Pre-participation Form, signed by both the student and the parent/guardian/caregiver, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
  - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
  - Distribute copies of forms which indicate a history of head injury to the athletic trainer, school nurse and/or school physician.
3. If a student sustains a head injury or concussion during the season, the Head Injury During Sports Season Form must be completed (a) by the athletic trainer, coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent/guardian/caregiver if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

#### Suspected Concussion Exclusion from Play

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach or certified athletic trainer shall communicate the nature of the injury directly to the parent/guardian/caregiver in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The certified athletic trainer or coach also must provide this information to the parent/guardian/caregiver in writing in a timely manner.

4. The certified athletic trainer, coach or their designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
  - The academic plan shall be developed by the student's teachers, school nurse, parent/guardian/caregiver, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
  - The return to athletic participation plan will be developed by the certified athletic trainer and /or coach in consultation with the student's directing physician. The plan will be administered and documented by the certified athletic trainer or coach until completed and a full return to extracurricular athletic activities is possible.
  - The written plan shall include but not be limited to:
    - Physical and cognitive rest as appropriate;
    - Graduated return to classroom studies as appropriate;
    - Estimated time intervals for resumption of activities;
    - Frequent assessments by the school nurse as appropriate; and
    - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
  - The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

#### Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parent/guardian/ caregiver(s), the school nurse and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

#### Parent/Guardian/Caregiver Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
- Watch for changes in your student/athlete that may indicate that your student/athlete does have a concussion or that your student/athlete's concussion may be worsening. Report to a physician:
  - Loss of consciousness
  - Headache
  - Dizziness
  - Lethargy
  - Difficulty concentrating
  - Balance problems
  - Answering questions slowly
  - Difficulty recalling events
  - Repeating questions

Irritability  
Sadness  
Emotionality  
Nervousness  
Difficulty with sleeping

- Encourage your student/athlete to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Observe and monitor your student/athlete for any physical or emotional changes.
- Recognize that your student/athlete will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Student and Student Athlete Responsibilities:

- Report all symptoms to athletic trainer and/ or school nurse.
- Follow recovery plan.
- **REST.**
- **NO ATHLETICS.**
- **BE HONEST!**
- Keep strict limits on screen time and electronics.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork.
- See the athletic trainer and/or school nurse for pain management.
- Return to sports only when cleared by physician and the athletic trainer.
- Follow Gradual Return to Play Guidelines.
- Report any symptoms to the athletic trainer and/or school nurse and parent/guardian/caregiver(s) if any occur after return to play.
- Return medical clearance form to athletic trainer prior to return to play.
- Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

**Use and Care of Athletic Uniforms and Equipment**

Each student is responsible for the care of any uniforms and equipment issued to them. The student must reimburse the school for the cost of any item that is lost, stolen or broken. Failure to do so may result in disciplinary action as well as loss of athletic eligibility.

**Athletic Awards Policy**

The first year an athlete earns their letter in any varsity sport at Old Rochester Regional High School, they will receive the standard ORR letter award. A letter award will be given on each occasion than an athlete first letters in any sport. In the event that an athlete qualifies more than once in a sport, they will receive a certificate and service bar for each additional year of qualification.

Eligibility for athletic awards, i.e. letter awards, is determined by the head coach of each sport. These guidelines will be distributed at the preseason meetings.

- Eligibility for athletic awards is contingent upon the successful completion of the season. (i.e. A student who becomes academically ineligible prior to the end of the season would not be eligible for an award)
- An athlete who would normally qualify for an award but is prevented from doing so by accident, illness or other extenuating circumstances may receive an award
- No privately funded awards may be given in the name of the school without the express written consent of the school committee

**Fundraising**

All fundraising must have prior approval of the Principal. Fundraising (selling an item for a profit) without authorization of the Principal will be subject to Category One of the discipline code.

The ORR Athletic Booster Club (ORRABC) is the official fundraising vehicle for ORR athletics. No gifts of any kind may be given to ORR students, coaches or teams without the written approval of the Principal, working in conjunction with the athletic director and ORR ABC.

#### **Captains Duties**

- Serve as a role model for all to follow both in and out of the athletic program
- Assist the coach as required
- Encourage team members to live up to the athletic code
- Serve as a spokesperson for the team
- Keep the team informed of practices
- Conduct practice duties under the supervision of the coach
- Assist in the season ending banquet

#### **Contact info:**

Christopher Carrig  
Athletic Director ORRHS  
508-758-3745 ext 1825  
christophercarrig@oldrochester.org

Lynette Lord  
Athletic Director Secretary ORRHS  
508-758-3745 ext 1823  
lynettelord@oldrochester.org

**schedule website:** <https://www.arbiterlive.com>

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**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
SCHOOL CALENDAR 2023-2024**

July M T W T F	August M T W T F	September M T W T F
3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31 7/4 - Independence Day	7 8 9 10 11 14 15 16 17 18 21 22 23 24 NT 25 28 TM 29 TM 30 @ 31 NT - New Teacher Orientation TM - Teachers Meeting @ OPENING DAY - ALL SCHOOLS 2 days	1E 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 X 28 29 E - Early Dismissal for Students & Teachers 9/4 - Labor Day X - Prof. Dev. All Schools Early Release 20 days 22 days accrued
October M T W T F	November M T W T F	December M T W T F
2 3 4 5 6 9 10 11 12 13 16 17 18 19 P 20 P 23 24 25 26 27 30 31 10/9 - Columbus Day P - Early Dismissal Parent Conf. MATT., ROCH. AND MARION K-6 21 days 43 days accrued	1 2 3 6 [7] 8 9 10 13 14 15 16 17 20 21 22 E 23 24 27 28 29 30 [ ] - Prof. Dev. Day 11/10 - Veterans' Day E - Early Dismissal for Students & Teachers Vacation 11/23 Thanksgiving 18 days 61 days accrued	1 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 E 25 26 27 28 29 12/25 - Christmas E - Early Dismissal for Students & Teachers Vacation 16 days 77 days accrued
January M T W T F	February M T W T F	March M T W T F
1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31 X 1/1 - New Year's Day 1/15 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release 21 days 98 days accrued	1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 Vacation 2/19 - Presidents' Day 16 days 114 days accrued	1 4 5 6 X 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29 X - Prof. Dev. All Schools Early Release 21 days 135 days accrued
April M T W T F	May M T W T F	June M T W T F
1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 Vacation 4/15 - Patriots' Day 17 days 152 days accrued	1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 5/27 - Memorial Day 22 days 174 days accrued	3 4 5 X 6 7 10* 11 12 13 14 17** 18 19 20 21 24 25 26 27 28 X - Prof. Dev. All Schools Early Release * 180th Day 6/19 - Juneteenth ** 185th Day 6 days 180 days accrued
<b>Holidays - No School for Students and Teachers</b> 7/4 - Independence Day 9/4 - Labor Day 10/9 - Columbus Day 11/10 - Veterans' Day (Observed) 11/23 - Thanksgiving Day 12/25 - Christmas Day 1/1 - New Year's Day 1/15 - Martin Luther King, Jr. Day 2/19 - Presidents' Day 4/15 - Patriots' Day 5/27 - Memorial Day 6/19 - Juneteenth		<b>Early Dismissal Times (CODES X E P)</b> ORR Jr. High & Sr. High School 11:30 a.m. Center & Old Hammondtown Schools 12:20 p.m. Sippican School 12:20 p.m. Rochester Memorial School 12:30 p.m. <b>Telephone Numbers</b> Superintendent's Office 508-758-2772 Old Rochester Regional High School 508-758-3745 Old Rochester Regional Junior High School 508-758-4928 Sippican School 508-748-0100 Center School 508-758-2521 Old Hammondtown 508-758-6241 Rochester Memorial School 508-763-2049 <a href="http://www.olderochester.org">www.olderochester.org</a>
Start & End Times: ORR Jr. High School 7:20 a.m. to 2:04 p.m. ORR High School : 7:30 to 2:03 p.m. Center School & OHS : 8:30 a.m. to 2:45 p.m. Sippican School: 8:40 a.m. to 2:57 p.m. Rochester Memorial School: 8:40 a.m. to 3:00 p.m.		
Approved by the Joint School Committee 01.19.2023		

# Old Rochester Regional High School

## PROPOSED HANDBOOK REVISIONS 2024-2025

### SENIOR PRIVILEGE- **DIRECTED STUDY RELEASE (P.25)**

To be eligible for senior privileges starting second quarter of senior year, a student must have:

1. Passed all courses in the previous quarter with a minimum of a C-.
2. Not exceeded 3 absences by the end of the first quarter, 6 absences by the end of the second quarter and 9 absences by the end of the third quarter.
3. Not exceeded 3 tardy arrivals to school by the end of the first quarter, 6 tardy arrivals to school by the end of the second quarter and 9 tardy arrivals to school by the end of the third quarter.
4. Not exceeded 3 dismissals from school by the end of the first quarter, 6 dismissals from school by the end of the second quarter and 9 dismissals from school by the end of the third quarter.
5. No administrative detentions or suspensions.
6. All school debts paid in full.

The criteria for Senior Privilege approval will be reviewed at the end of each quarter to be sure the student still qualifies, as listed above.

### CHEATING AND PLAGIARISM (P.25)

ORRHS recognizes the need for all students to assume responsibility for their own schoolwork. Academic integrity must be preserved for its own sake, and in fairness to the objective evaluation of all. Cheating or plagiarism in any form will not be permitted, **including the use of Artificial Intelligence**. In a case that involves any form of cheating or plagiarism, the administration will be notified, a conference will be held to include the student, teacher, and the administration. The parent/guardian/caregiver(s) will be notified and, if necessary, a follow-up conference will be held. The student will be subject to Category One of the discipline code. In case of a disciplinary suspension, a hearing procedure will apply.

All plagiarism/cheating must be reported to the Assistant Principal

#### **1st offense:**

Grade for the assignment will be 50% of the grade earned  
The student must redo the assignment

**2nd offense:** (a 1st offense might be elevated to a 2nd offense at the discretion of the Assistant Principal or teacher)

The grade for the assignment will be a 0%  
The student must redo the assignment

#### **3rd offense:**

The grade for the assignment will be a 0%  
The student must redo the assignment

**The student will be suspended out of school in school**

In the event of a questionable plagiarism offense, an impartial committee of 3 (teacher, administrator, parent/guardian/caregiver) will determine if it is an actual plagiarism case.

### **PLANNED EARLY DISMISSALS AND PLANNED ABSENCES (P.26)**

Students must bring dismissal notes to the front office to pick up the dismissal authorization from the receptionist **prior to block one (prior to 7:30) or upon arrival to school that day**. If a dismissal must be done over the phone, it should be for emergency purposes only. In such cases, the phone call to the

school front office must be received from the student's parent/guardian/caregiver and a return phone call from the school will be made to verify the dismissal. Students authorized to leave during the school day must sign out at the front office with the receptionist before leaving the building. Students who return to the building after a dismissal during a school day must sign in at the front office.

## **ATTENDANCE POLICY (P.27)**

### **Excused Absences**

The Commonwealth of Massachusetts G.L. c. 76, §1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session. Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in their family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee. To have an absence excused, families should document one of the above referenced excuses and send a note to school with the student. ~~send them to school with the child upon their return. Notes of attendance excusal must be submitted to the main office.~~ Excusal notes for absences must be submitted to the main office within one week of the student's return to school. Excusal notes for tardies must be submitted upon arrival to school that day. Excusal notes for dismissals must be submitted on the day of the dismissal or the next school morning.

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

Once a student is considered "chronically absent" (missed 10% of school days), as defined by the Massachusetts Department of Elementary and Secondary Education, a medical note of exemption will be required for any future absences to be excused.

If tardies and/or dismissals are excessive (10% or more per term), a medical note of exemption will be required for any future tardies and/or dismissals to be excused.

~~A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians/caregivers can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians/caregivers will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.~~

## **SOCIAL ACTIVITIES: SENIOR PROM (P.65)**

- A prom location not within the State of Massachusetts must have approval of the School Committee.
- ~~Students attending the prom are expected to be in school the day of the prom and the day after the prom for the full day.~~
- Underclassmen attending the senior prom must be in school by 8:00 a.m. the day of the event and stay for three (3) entire class blocks.
- All prom attendees may be subjected to pass a breathalyzer test and a search and/or bag check. Only small bags are allowed at school dances

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION NO. 55  
Marion, Mattapoisett, and Rochester, Massachusetts**

**NON-DISCRIMINATION NOTICE**

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts, are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform the principal or the superintendent of schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a designated person of the superintendent's choice.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with non discriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x 1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the Superintendent of Schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights  
John W. McCormack Post Office and Courthouse  
Room 222  
Post Office Square  
Boston, MA 02109

LEGAL REF: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  
Executive Order 11246, as amended by E.O. 11375  
Equal Pay Act, as amended by the Education Amendments of 1972  
Title IX, Education Amendments of 1972

## **DRAFT 24-25 ORRJHS Student Handbook**

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5, Amended 2011

M.G.L. 76:16

BESE regulations 603CMR 26.00 Amended 2012

BESE regulations 603CMR 28:00

CROSS REFS.: ACA-ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

IB, Equal Educational Opportunities

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## **Section I -Academic Matters**

### ***Core Subjects***

Language Arts	Math
Science	World Language
Reading	Social Studies
Computer Science	

### ***Exploratory Subjects***

Band/Chorus	Physical Education
Art	General Music
Health	Music & Technology
Technology & Engineering	

### ***Marking System and Achievement Grades***

The symbols A, B, C, D, and F are used to indicate achievement. Plus (+) and Minus (-) reflecting "high" and "low" may be used in conjunction with all grades EXCEPT "D" and "F".

A	Excellent	A+	(97-100)
		A	(93-96)
		A-	(90-92)
		B+	(87-89)
B	Good	B	(83-86)
		B-	(80-82)
		C+	(77-79)
		C	(73-76)
C	Average	C-	(70-72)
		D	(65-69)
D	Passing But Unsatisfactory		
F	Failing	F	(0-64)
Inc.	Incomplete		

INC – Incompletes must be resolved within two weeks from the date term grades close, unless an extension is granted from administration.

Some teachers use a Standards-Based grading system. They will inform parents/guardians/caregivers and students regarding this at the beginning of their course.

### ***Exploratory Area Grades***

Please note that the Physical Education Department uses “Fitness Gram” instead of the marking system.

### ***Report Cards***

Report Cards are issued after the end of each quarter for quarter long courses, semester for semester long courses and trimester for year long courses. The marking system used here at O.R.R.J.H.S. is clearly stated on the card itself, as well as in the "Marking System" section of this handbook. At the end of the second trimester, a "potential failure" list will be submitted to the principal, and letters will be sent home to parents/guardians/caregivers.

## DRAFT 24-25 ORRJHS Student Handbook

### *Awards*

At the end of the school year several awards are made to deserving students. Some of these include:

***Alice Ryder Book Award*** - Presented annually by the Sippican Women's Club to an eighth grade Marion student with the highest average in Language Arts.

***"Ellie Award"*** - This award is given annually to a student who, in the opinion of the guidance personnel, demonstrates the most "extraordinary, and laudatory learning, improvement, and effort."

***Mahoney Award*** - This award is presented to the 8th grade student who has maintained the highest academic standing during their two years at ORRJHS.

***Principal's Award*** – The principal will select a grade 8 student for this award based on unselfish service to our school, leadership, and overall excellence.

***E.A.S.P. Award*** - The "Exploratory Areas Special Person Award" is presented to two students who are outstanding in ALL exploratory areas (art, physical education, technology education, music, computer science and health.) in terms of cooperation, attitude, and achievement.

***Washburn Award*** - This award will be presented to a Marion student who displays the characteristics of good citizenship at school and in the community.

***Richard J. Mello "Spirit of Art" Award*** - Presented to a student who demonstrates a love for art that reflects through their artwork and actions a positive attitude, exemplary work ethic, sense of responsibility and respect for others. The recipient of this award will have their name on a plaque to hang in the junior high school office.

***Robert A. Johnson "Humanitarian Award"***- This award was created and endowed by Mr. Robert A. Johnson, a long-time teacher and administrator at the junior high. The recipient, chosen by our grade 8 staff, is a grade 8 student who most genuinely "reaches out" to fellow students – with a sensitivity, compassion, and awareness of their individual needs and feelings. The recipient of this award will have their name on a plaque to hang in the junior high school office.

***Joshua Garcia Award*** - This award is given in the memory of Joshua Garcia, a former ORRJHS student will be presented to an exceptional student pursuing a technical career by attending Upper Cape Cod Regional Technical High School. A committee will select the student based on qualities of outstanding work ethics and genuine sensitivity to classmates, traits exemplified by Joshua himself.

***James Farmer*** - Funded by FORM (Friends of Old Rochester Music), this is "Presented to an 8th-grade band member who is a consistent role model of dedication, positive attitude and musicianship." The recipient will receive a gift certificate from the Symphony Music Shop and have their name on a plaque displayed in the Music Dept. trophy case.

### ***Grouping***

All students are grouped heterogeneously in all subjects. The only exception is Grade 7 Accelerated Math and Grade 8 Algebra. The Old Rochester Regional School District schools are philosophically supportive of the inclusion initiative.

### ***Guidelines for Promotion***

An academic promotion will be awarded to students who pass their major subjects. Major subjects include English, Math, Science and Social Studies. It is the policy of Old Rochester Regional Junior High School that students pass four out of four major subjects to be promoted\*. Students failing one or two subjects are eligible to attend summer school and/or receive tutoring from a certified teacher approved by the principal. Students failing three or more subjects will be retained. (\*For students taking Algebra 1, the minimum percent for promotion is 55%. For any student who receives less than 70%, it is highly recommended that the student repeat Algebra 1 in high school.)

### ***Physical Education Requirements***

Our coeducational physical education program is a planned sequence of physical activities designed to meet our primary goal of demonstrated student improvement in aerobic capacity/endurance, flexibility, abdominal region strength and endurance and pectoral girdle strength and endurance.

All junior high school students are obliged to regularly participate in the Physical Education Program. The only students excused will be those who provide:

1. Certification in writing from a physician in good standing who specifically states that in their opinion, physical education exercise would be injurious to the child.
2. A written request signed by a parent/guardian/caregiver to be reviewed by the school nurse or administration.

Student athletes participating in the Junior High School Intramural and Interscholastic Program are required to participate in their regularly scheduled physical education class on game or practice days in order to be eligible to participate in said game or practice.

Shower facilities are provided in each locker room. Locks and lockers are available for student use. In addition, the following clothing is recommended: T-shirt or sweatshirt, shorts or sweatpants. The proper footwear is required. No sandals, flip-flops, slippers, or dress shoes. Improper attire will result in a warning. The second offense will be a detention.

## **Section II - Discipline Policy**

### **Discipline Code**

#### **Introduction**

Rules of behavior are necessary to protect the educational rights and privileges of all students. It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules. The purpose of the Old Rochester Regional Junior High School discipline policy is corrective; it is to encourage students to improve their conduct. The ultimate goal of the school's discipline code is to assist students to show respect for others and their property, as well as for themselves.

At ORRJHS, the core of behavior expectations center around our motto “**Operate Responsibly and Respectfully.**” We ask our students to take a look at themselves and their actions. Being responsible is defined by such things as being prepared for class, having materials, keeping the hallways clean, etc.

## **DRAFT 24-25 ORRJHS Student Handbook**

Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals through posters that hang in the hallways, discussions with teachers, and as a topic of the advisory program.

Students are expected to comply with school rules and accept the leadership of teachers and school staff. Students should fully understand that any staff member in the building has the authority to correct misconduct at any time. Students must adhere to school rules not only on school grounds, but also on the way to and from school, on school buses, during extracurricular activities, field trips and any other time when they are under school supervision. All students must also comply with state and federal laws as they apply to the conduct of minors and juveniles.

In general, the school identifies three categories of misconduct, with Category One encompassing the most serious offenses. Below, under each of the three categories, are examples of misconduct, which fall within that category. Although most punishable offenses are included within those examples, it must be recognized that these lists cannot be exhaustive. In the case of certain offenses, particular disciplinary action is noted after the offense. At the end of each category is a description of the range of discipline, which may be imposed for violations within that category, where specific disciplinary action has not already been noted. While the school's determination of whether or not misconduct has occurred is based solely on the facts of the incident in question, its determination of the appropriate response to misconduct is based on several factors, including the severity of the offense, the student's past disciplinary record and any other mitigating or aggravating circumstances that are relevant. The school reserves the right to impose different penalties than those noted based upon the circumstances of the offense. *Note:* There is no academic penalty for students who receive a suspension.

### **Detention**

Detention is a time when the student is assigned to stay after school for infractions of unacceptable student behavior. Students should fully understand that any staff member in the building has the authority to correct misconduct at any time. Therefore, it is possible that one of them might assign a detention to a student who is not a member of their "team." During detention, there will be complete silence except during emergencies. Students assigned to a detention should bring suitable work or reading material in order to keep occupied. If a student does not report to detention with suitable work or reading, an additional detention may be assigned. If for some legitimate reason the student cannot remain after school for a detention on the assigned day, it is the student's responsibility to see the assistant principal prior to leaving in order to reschedule the detention. Failure to report to a detention will result in the assignment of additional detention sessions.

### **Disciplinary Sanctions For Harassment, Discrimination, And Hate Crimes**

This section of the student discipline policy has been adopted from the Attorney General's Safe School initiatives.

### **Glossary of Terms Related to Harassment, Discrimination, And Hate Crimes**

*Discrimination:* Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). A person may not be subjected to

discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of membership in a protected class.

*Harassment:* Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

*Retaliation:* Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

*Hate Crime:* A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of their actual or perceived race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status). A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

### **Disciplinary Policy Regarding Civil Rights Issues**

Old Rochester Regional Junior High School prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).

The Old Rochester Regional Junior High School also prohibits bullying, as defined below. This school will also not tolerate retaliation against persons who take action consistent with this disciplinary policy. The prohibition against harassment, discrimination, hate crimes, bullying and retaliation applies to all students on all sites and activities the district supervises, controls, or where it has jurisdiction under the law, including on school premises and school-sponsored functions, events or activities, including field trips, athletic activities and school-related transportation. Reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime may be filed, and will be investigated.

### **Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes**

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

1. A written warning
2. Parent/Guardian/Caregiver conferences
3. Classroom transfer
4. Limiting or denying student access to a part or area of a school
5. Adult supervision on school premises

6. Exclusion from participation in school-sponsored functions, after-school programs, and /or extracurricular activities
7. Short-term or long-term suspensions
8. Exclusion, expulsion, or discharge from school
9. An apology to the victim
10. Awareness training (to help students understand the impact of their behavior)
11. Participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs
12. Mandatory counseling or
13. Any other action authorized by and consistent with the disciplinary code.

### **False Charges**

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective actions(s) detailed above.

### **Student Responsibilities**

Students are responsible for:

1. Ensuring that they do not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).
2. Ensuring that they do not bully another person on school grounds or in a school-related function, event or activity
3. Ensuring that they do not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime, and
4. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

### **Protection Against Retaliation**

The school will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of the District's Discipline Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, exclusion or expulsion.

### **Bullying Prevention and Intervention**

On May 3, 2010, Governor Patrick signed An Act Relative to Bullying in Schools. This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the (M.G.L. c. 71 § 370) that are important for students and parents/guardians/caregivers to know are described below.

These requirements are included in the Old Rochester, Marion, Mattapoisett and Rochester School District's Bullying Prevention and Intervention Plan. The Plan will include the requirements of the law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs.

You may not engage in any form of bullying or cyberbullying. See below for definitions from state law. Why? It is against the law. It is also common decency, and everyone has a right to feel safe in and out of school. What happens? Every reported act of bullying or harassment will be investigated. Parents/Guardians/Caregivers of offenders and victims will be contacted in cases of confirmed bullying. The consequences of bullying may range from detention to expulsion. The police may also be contacted.

### **Bullying and Cyberbullying**

Students may not engage in bullying or cyberbullying. Massachusetts's law gives school officials the power to investigate and discipline bullying that occurs on or off school grounds (e.g., cyberbullying from a home computer) if that bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators. Targets of bullying should seek help from an adult in the school community whom they trust. That adult will immediately inform the administration. Students who bully other students can expect a full investigation by administration, parental contact, and, depending on the severity of the bullying, remediation and disciplinary action ranging from warnings and behavior agreements to expulsion and police notification.

### **Definition of Bullying:**

The repeated use by one or more students [aggressor(s)] of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of requirements related to this law, bullying shall include cyber-bullying.

### **Glossary of Terms Related to Bullying**

*Perpetrator* is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.

*Cyberbullying* is bullying through the use of technology or any electronic communication which shall include but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligences of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo optical system, including but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person real or fictitious or (ii) the knowing impersonation of another person as the author of the posted content and messages, if the creation or impersonation creates any of the conditions for the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution creates any of the conditions that define bullying.

*Hostile environment* is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

*Target* is a student against whom bullying, cyberbullying, or retaliation is directed.

*Retaliation* is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

### **Prohibition of Bullying**

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet).
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process of the orderly operation of a school.

### **Prohibition Against Retaliation**

Retaliation against a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying is prohibited.

### **Reporting Bullying**

Anyone, including a parent/guardian/caregiver, student, or staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. A “bully box” is located outside the front office and a bully reporting link is available on the ORRJHS website. Please note: According to law, “no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.”

School staff members must report immediately to the principal or the principal’s designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals. When the school principal or principal’s designee receives a report, an investigation will be conducted. If the school principal or designee determines that bullying or retaliation has occurred, the following will take place: (i) notify the parents/guardians/caregivers of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents/guardians/caregivers of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor. Schools and districts must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

### **Sexual Harassment**

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of their participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If students or employees believes that they have been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that they have witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable.

A complaint of sexual harassment by a student, or by a parent/guardian/caregiver on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment may be shared and the accused may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

### **Use Of Detection Dogs On School Property**

Old Rochester Regional Junior High School Administration is committed to providing students with a safe environment that is free of drugs and other contraband. To ensure a safe environment for all students and staff and reinforce the message that drugs and other contraband will not be tolerated in school, the junior high school principal and assistant principal may conduct searches of the building for such items using the assistance of the Mattapoissett Police Department, the Sheriff's Office, Massachusetts State Police, and canines (K-9's) trained for such searches. The school administration will rely on the Mattapoissett Police Department or other law enforcement agencies to provide canines for searches. If canines from other agencies/organizations are used, steps will be taken to ensure that their reliability and accuracy have been established.

**Search Procedures:**

1. Each canine will be accompanied at all times by a qualified and authorized trainer who will be responsible for the dog's actions. One or more administrative staff members will be assigned to accompany the canine units.
2. Just prior to the beginning of the search, the administration will institute a "stay in place" order. Teachers should close their doors and keep students inside rooms until further notice. If a student needs to leave for an emergency, an administrator will escort them away from the area.
3. Canines and handlers will only work in the area designated by the principal. No variations will be permitted. If during the search the canine detects drugs and/or other contraband in a locker area or backpack or other particular area, administrators will mark the item and record time and place.
4. When a locker or backpack has been indicated, an administrator will make every effort to keep it under supervision until the search is completed.
5. If contraband is not found where a canine has indicated, the parent/guardian/caregiver and student will be so notified. If contraband is found, the student will be afforded due process as provided by the Student Handbook prior to any disciplinary action.
6. School officials will refer students suspected of criminal activity to the police.

The above considerations and procedures are designed to serve merely as guidelines when conducting canine searches at the junior high school. Whether or not set forth in the guidelines, the principal/designee is authorized to take the steps necessary to effectively respond to circumstances as they may arise, so long as the steps comply with basic legal principles governing the search of students and their belongings in a school setting.

**1. Category One Offenses (Major)**

NOTE: Police may be notified in the event a student commits a Category One offense, and personal items may be handed over to the police.

- A. Use, possession, purchase, sale or other transfer or distribution, or the attempt to use, possess, buy, sell, transfer or distribute, any alcoholic beverages as defined in Massachusetts General Laws Chapter 138 or any illegal drug. See also letter J below.
- B. Physical violence, including but not limited to fighting.
- C. Vandalism or malicious destruction of or damage to public or private property.
- D. Theft.
- E. Bullying/Harassment, including but not limited to sexual harassment. (See Sexual Harassment Policy page 14-15.) (See Bullying policy page 14.)
- F. Assault or intimidation, which threatens or puts a person in fear for their safety.
- G. Any criminal acts, whether a misdemeanor or felony.
- H. Possession of a weapon or a hoax device or a facsimile of a weapon and any unauthorized object that could be injurious to health or safety or could damage the school facility. The local police will be notified of such possession.
- I. Any intentional or reckless action, which creates a reasonable likelihood that the health, safety or well being of any student, faculty member or other individual may be endangered.
- J. Possession of any object that may be used as drug paraphernalia.
- K. Possession of fireworks. Possession and/or use of a cigarette lighter or matches in school or on school property.
- L. Falsely activating a fire alarm, setting a fire, making a bomb threat or any other threats or taking any action that places any person or the school at risk of harm.

M. Use or possession of any tobacco product, including smoking tobacco or chewing a smokeless tobacco product. This includes any vaping product as well, with or without the use of tobacco. A 1<sup>st</sup> offense will receive a 1-day planning room; or out of school suspension; any subsequent offense will receive at least a 2-day suspension.

N. Insubordination.

O. Use of vulgar or profane or otherwise disrespectful language or actions to any faculty or staff member or student.

P. Disruption or other disorderly conduct while within the planning room program.

Q. Misuse of computer hardware and/or software.

R. Civil rights violations or hate crimes. This range of behavior extends to graffiti, to threats, to actual assaults and is directed to an individual (or group) because of the individual's race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability (i.e., protected status).

S. Possession of any form of pornography.

(Note: Currently in the Commonwealth of Massachusetts, a minor caught sexting images of other minors or images of themselves could be prosecuted under Massachusetts' child pornography laws.)

### **Category One Consequences**

Except as otherwise provided as above, discipline imposed for Category One violations may include one or more of the following: 1) suspension in and/or out of school; 2) loss of student privileges, including the privilege of participating in school activities; 3) referral to the Superintendent of Schools for review and possible imposition of more stringent sanctions; 4) assignment to the Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student may also be referred to Guidance. The student's parents/guardians/caregivers will be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools, the School Committee and the police may also be notified.

If students commit a second offense within this category, they may be referred to the School Committee for a hearing and possible permanent expulsion. The School reserves the right to refer students to the School Committee for disciplinary action on the first offense for any Category One infraction that, because of its circumstances, is determined by the School to be serious enough to warrant such action.

### **Statutory Offenses Included in Category One**

*A. Massachusetts General Laws Chapter 71, Section 37H.* In accordance with MGL Chapter 71, Section 37H, the following is incorporated into Category One of the disciplinary code:

**(a)** Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or a knife, or a controlled substance as defined in Chapter 94C, including but not limited to marijuana, cocaine and heroin, may be subject to expulsion from the school or school district by the principal.

**(b)** Any student who assaults a principal, assistant principal, teacher, teacher's assistant or other staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

**(c)** Any student who is charged with a violation of either paragraph (a) or (b) above shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) As of April 4, 1994, when a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

*B. Massachusetts General Laws, Chapter 71, Section 37H1/2: MGL Chapter 71, Section 37H1/2* authorizes the school principal to suspend a student who is charged with a felony or who is the subject of a felony delinquency complaint if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school.

The principal is authorized to expel a student, who is convicted or pleads guilty to a felony or felony delinquency, if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. Expulsion may be imposed whether the offense occurs on or off school property and regardless of whether the offense is or is not school-related.

The student suspended or expelled may appeal to the superintendent, provided it is done in writing within five calendar days following the effective date of the suspension or expulsion. The superintendent will hold a hearing at which the student has the right to counsel and at which the student may present testimony on their own behalf.

(In addition, under MGL Chapter 71, Section 37L, when a student uses or possesses a dangerous weapon on school premises, school officials are required to report the incident in writing to the Superintendent. The Superintendent must provide a copy of the report to the local chief of police, the Massachusetts Department of Social Services, the Office of Student Services, or the equivalent, and the School Committee. Assessment and counseling may be required, in addition to any disciplinary action taken.)

*C. Massachusetts General Laws, Chapter 71, Section 37H3/4:*

Offenses: Any offense that is not addressed in 37H or 37H ½.

Consequence: May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.

Consequences other than suspension may draw from evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.

No student may be suspended for more than 90 school days in a school year.

Due Process: Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent/guardian/caregiver, and the opportunity for a meeting/hearing with the principal is required before suspension takes effect.

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Principal must make and document reasonable efforts to include the parent/guardian/caregiver in meeting/hearing with the student.

Principal must audiotape the hearing if requested by the parent/guardian/caregiver and all those attending the hearing must be informed of the taping.

Following a hearing, the principal must provide a written decision; and if a long-term suspension is imposed, must inform the student and parent/guardian/caregiver in writing of the right to appeal to the superintendent and the process to be followed.

Appeal from Principal's Decision: Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent/guardian/caregiver can request extension for up to 7 calendar days, which must be granted.

The superintendent must hold a hearing within 3 calendar days of the parent's/guardian's/caregiver's request for a hearing. The student or parent/guardian/caregiver may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent/guardian/caregiver if the superintendent has made a good faith effort to include the parent/guardian/caregiver.

The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at their expense at the hearing.

The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.

The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the principal decided. A written decision is due within 5 calendar days of the hearing.

### *D. The Federal Gun-Free Schools Act*

In accordance with the federal Gun-Free Schools Act, the School will expel for one year any student who is determined to have brought a firearm to school, unless the superintendent determines, on a case-by-case basis, that a lesser punishment is warranted.

### *E. Drug-Free School and Communities Act*

The federal Drug Free Schools and Communities Act requires all schools to adopt and implement a program to prevent the use of illegal drugs and the abuse of alcohol by students and employees as a condition of the school receiving federal funds or any other form of financial assistance under any federal program. The school in compliance with the requirements of that Act is issuing this policy. Compliance with this policy is mandatory. Students of the school and their parents/guardians/caregivers, as well as school employees, are reminded of the requirements of this policy annually.

Old Rochester Regional Junior High School strives to provide a safe and healthy environment in which to work and study.

We believe that both students and employees share that goal. We also believe that drugs and alcohol have a harmful effect on academic and job performance, safety, productivity and relationships with family and friends.

(a) Prohibitions: The School prohibits the unlawful possession, use or distribution of illegal drugs and alcohol by any student or employee of the School while on School premises, while performing any work

for the School, on or off its premises, or while otherwise participating in any School activity, on or off School premises.

In addition, students are prohibited from participating in any School activity, on or off School premises, while under the influence of alcohol or illegal drugs. Employees are prohibited from reporting to work or performing job-related activities, on or off School premises, while under the influence of alcohol or illegal drugs.

(b) Definitions: For purposes of this policy, the term "illegal drugs" is defined as controlled substances that cannot be obtained legally or that, although available legally, have been obtained illegally. "Illegal drugs" include not only "street" drugs, but also prescription drugs that have not been lawfully prescribed for the individual.

"Controlled substances" are those substances listed on Schedules I through V of the federal Controlled Substances Act. Controlled substances include, for example, narcotics such as codeine and heroin, depressants such as barbiturates, stimulants such as cocaine and amphetamines, hallucinogens such as LSD and phencyclidine or "PCP" and cannabis (marijuana).

For purposes of this policy, "distribution" of alcohol or an illegal drug includes any purchase sale or other transfer of the substance in any amount.

This policy does not prohibit use by an employee or student of a prescription drug prescribed for the employee or student by a licensed physician, provided that the drug is used in accordance with the physician's instructions and in a therapeutic dosage.

(c) Sanctions for Non-Compliance: Employees and students are required to abide by all requirements of the Drug-Free Schools and Communities Act and this policy.

A student who violates any provision of this policy is subject to disciplinary action, up to and including expulsion from the School. An employee who violates any provision of this policy is also subject to disciplinary action, up to and including immediate dismissal.

Also, in appropriate circumstances, as determined by the School, law enforcement may be notified. Unlawful possession, use or distribution of drugs or alcohol may subject an employee or student to criminal penalties. A listing of criminal penalties, under federal law, for drug trafficking and a summary of sanctions under federal, state and local laws for illegal drug and alcohol activities are available.

For sanctions imposed on students for first and subsequent offenses, consult Rule D above and Category One Consequences, below.

(d) Rehabilitation: The use of illegal drugs and the abuse of alcohol may have serious effects on the health and safety of an employee or student. It can also seriously interfere with the individual's judgment and with their job or academic performance. A summary of the uses and effects of some of the more common drugs of abuse and of alcohol is available.

The School strongly encourages employees and students to seek assistance for problems of drug and alcohol abuse before a violation of this policy and disciplinary action occurs. A number of counseling and rehabilitation programs are available to individuals, on a confidential basis, to provide education, counseling and coordination with available community resources to address drug and alcohol abuse problems. A list of local programs is available.

#### *F. Anti-Hazing Laws- Massachusetts General Laws, Chapter 269, Sections 17 and 18 & 19.*

MGL Chapter 269 Sections 17 and 18 prohibits hazing. Section 17 provides: "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental

health of any student or other person. Such conduct shall include whipping, beating, branding, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action."

Section 18 provides: "Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such a crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars."

Section 19 provides. "Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report."

A student who is an organizer or participant in hazing is subject to Category I sanctions as well as criminal prosecution.

## **II. Category Two Offenses (Major)**

- A. Disruption of a class, detention or any other school activity to the point of being sent from that class or activity.
- B. Unexcused absence from school or class.
- C. Leaving class or school grounds without permission.
- D. Failure to attend detention. The detention must still be served and a second detention will be assigned.
- E. Forging signatures, notes or official documents, including but not limited to report cards, field trip permission forms, dismissal notes, tardy notes, bus notes and passes.
- F. Truancy. (For a 1st offense, 5 days of detention; for a 2nd offense, a two-day assignment to the Planning Room will be made.)
- G. Bus Conduct Referrals. (See Transportation Policy.)
- H. Being in an unauthorized area and/or using school property or equipment without permission.
- I. Cheating and/or plagiarism.
- J. Misuse of computer hardware and/or software or any violation of the computer/internet agreement.
- K. Being tardy to class five or more times in one term.
- L. Repeated (3 or more) violations of any school rules, regulations or procedures otherwise subject to Category Three discipline.
- M. Refusal to do school work.
- N. Receiving five detentions in one term or eight detentions in one academic year.
- O. Inappropriate physical contact.
- P. False bullying reports.
- Q. Lying/misrepresenting the truth.

### **Category Two Consequences**

Discipline imposed for Category II violations may include one or more of the following: 1) suspension in and/or out of school for up to five (5) days; 2) loss of student privileges, including the privilege of participating in school activities; 3) assignment to the Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student may be referred to guidance. The student's parents/guardians/caregivers may be notified and a parent/guardian/caregiver conference held. The Superintendent of Schools may also be notified.

For any subsequent offense within this Category, the student is subject to more severe discipline, including Category One sanctions.

## **III. Category Three Offenses (Minor)**

- A. Tardiness to school more than three (3) times in a marking period or a subsequent tardiness in a marking period.
- B. Failure to follow one's schedule as published.
- C. Failure to follow rules and procedures regarding tardiness, absences or dismissal not otherwise subject to discipline under Category One or Two.
- D. Unauthorized purchase or sale of any item.
- E. Throwing food.
- F. Violation of pass restriction.
- G. Failure to pay for athletic equipment, library books, textbooks or other school property damaged or not returned.

- H. Possession and use of the following during the school day (7:10am – 2:04pm): electronic equipment, including but not limited to: audio, video and communication devices unless approved by administration and/or team for educational use only - see BYOT section of the handbook.
- I. Failure to sign in when arriving late to school.
- J. Possession of a water pistol or the like.
- K. Unauthorized use of the elevator.
- L. Gum chewing.
- M. Failure to bring work materials to class (e.g., pencils, notebooks, books)
- N. The wearing of a vulgar or suggestive tee shirt, a hat, or any other article prohibited in this handbook or other school publication.
- O. Behavior that interferes with the smooth, orderly and efficient running of the School, which is not otherwise identified as a Category One or Category Two offense.
- P. Inappropriate public displays of affection in school or on the school bus.
- Q. Inappropriate use of a laser pointer.
- R. Failure to follow any other rule, regulation or procedure set forth in this handbook or published in the daily bulletin that is not otherwise identified as a Category One or Category Two offense.

### **Category Three Consequences**

Discipline imposed for Category Three violations may include one or more of the following: 1) a warning; 2) loss of student privileges, including the privilege of participating in school activities; 3) Assignment to one or more lunch detentions; 4) assignment to one or more after-school detentions; 5) assignment to the Planning Room. Restitution and/or restoration will be required of the student when deemed appropriate by the School. The student's parents/guardians/caregivers may be notified.

Subsequent violations within this Category may subject the student to more severe discipline, including Category Two sanctions. If violations continue after Category Two sanctions have been imposed, the student may be subject to Category One sanctions.

## **Section III - Disciplinary Procedures**

### **I. General Disciplinary Process**

In administering this discipline code, the School strives for fairness and consistency. In dealing with disciplinary issues, the School generally follows the following steps:

#### *Teacher and Team Process*

1. Reprimand - Warning
2. Teacher-assigned detention
3. Referral to Guidance
4. Referral to Office to initiate Administrative Process.

In general, a student's parents/guardians/caregivers will be notified when discipline is necessary after an initial reprimand. If discipline continues to be necessary after a teacher-assigned detention, the team may require a meeting with the student and/or the student's parent(s)/guardian(s)/caregiver(s).

#### *Administrative Process*

1. Reprimand/Silent Lunch
2. Assigned office detention
3. Suspension warning

#### **4. Planning Room or Suspension**

The administrative process generally is begun with parent/guardian/caregiver contact. The nature of the offense and the particular circumstances determine whether or not all the steps in the above sequences are followed. Disciplinary steps may be omitted or repeated as the School determines appropriate. In the case of minor offenses, the disciplinary process generally begins with the Teacher and Team Process. More serious offenses may be referred immediately to the office. When appropriate, as determined by the School, law enforcement agencies may be notified. Such circumstances may include, for example, theft or an offense involving alcoholic beverages or an illegal drug.

### **II. Procedure for Suspension of a Student for Ten Days or Less.**

Generally, notice and a hearing will precede removal of a student from School, subject to the exception noted below. Except as otherwise provided under Category One, Rule D above for disciplinary issues arising under MGL Chapter 71, Section 37H, the notice and hearing procedure will be as follows:

A. The designated disciplinarian will give the student oral notice of the charges against them and if the student denies the charges, an explanation of the evidence and an opportunity to present their version of the facts.

B. If the designated disciplinarian, after the informal notice and hearing described in paragraph A directly above, decides to suspend the student, s/he will inform the student of the length of the suspension which will not exceed ten days. The student with their parent/guardian/caregiver has the right to an appeal.

C. *Exception.* If a student's presence poses a continuing danger to persons or property, or is an ongoing threat of disrupting the academic process, that student may be immediately removed from school. Within 72 hours of the student's removal from school, the student will be given notice of the charges against them and a hearing as provided in paragraph B directly above.

### **III. Procedures for Suspension in Excess of Ten Days**

The student shall be given written notice of a hearing stating the charges against them. The student shall have the right to be represented by an attorney at no cost to the school, and shall have the right to present any evidence that the student wants the official hearing the case to consider. After the close of the hearing, the official hearing the case shall render a written decision.

### **IV. Referral to the Superintendent**

Students who are suspended more than three times, may be referred to the Superintendent. Referral may be made at an earlier point if the nature and severity of the student's offense so warrants.

Following a hearing, the Superintendent of Schools may impose an in-school or out-of-school suspension for as much as twenty days for violation of school rules or regulations. The Superintendent, at his/her/their discretion, may refer the student to the School Committee.

### **V. Procedure for Discipline For Students with Disabilities**

If a suspension of more than ten days is proposed of a student with a disability, the School must convene a TEAM meeting before the expiration of the ten-day period. At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/placement, or from an IEP that was not fully implemented, the long term suspension or

expulsion may not be imposed. If the team concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will (1) enable the student to continue to participate in the general curriculum, (2) enable the student to receive services listed in the last agreed upon IEP; and (3) include any services and modifications designed to address the student's behavior.

The parents/guardians/caregivers have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination of the alternative program. If the parents/guardians/caregivers request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. This right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.

## **VI. Planning Room**

The Planning Room is a discipline-triggered, structured, counseling session where students sort out needs and feelings when they get into trouble. The experience continues until the student grows in self-awareness, identifies useful and acceptable behavior alternatives, and makes a positive commitment and plan for the future.

An assignment to the Planning Room is not intended as a denial of regular or special educational services, but rather as an individually appropriate enhancement of the student's current educational program. The program is intended to develop improved writing, listening, and thinking. It seizes the opportunity to use mistakes to grow intellectually and emotionally. Problem solving with less relevant issues teaches less effectively.

Appropriate special education support and modifications in the Planning Room are provided as needed for students with IEP's. Modifications have included a reduction in writing requirements, a computerized package, a tutor to help the student get ideas on paper, intermittent counseling and breaks from the task at hand, as needed.

For both regular education support and special education youngsters assigned to the Planning Room, in-house staff with connections to that student are programmed into the Planning Room to counsel, advise, bolster the student's sense of belonging and continued connection with the school community. Whenever it is appropriate, the Planning Room process will be used in lieu of suspension. However, should a suspension be deemed necessary, the student's return to the school community will be channeled through the Planning Room. *The Planning Room is a shared resource with the high school.*

## **VII. Community Service**

With the approval and cooperation of a parent/guardian/caregiver with school administration, a possible disciplinary consequence is community service hours. Community service hours can be done in school or out in the community. The parent/guardian/caregiver will assume full responsibility for any community service performed in the community. A note signed by the supervisor of the service hours, stating the nature of the community service, the organization they represent, and the amount of hours completed is required for proof of hours completed.

### **VIII. Saturday Detention**

Saturday detention may be an alternative to after school detention, suspensions, or planning room. Saturday detention runs from 8:00 a.m. - 12:00 p.m. Students will know prior to serving a Saturday detention if they will be assigned to serve all four hours or just a portion of that time. While in Saturday detention, the student must perform academic work. Students must arrive at Saturday detention with books, assignments, and appropriate materials to get their schoolwork done. Students are expected to work on schoolwork until all their current assignments and all make-up assignments are completed. When the work is completed students may read.

Any student who is late to Saturday detention, reports without work or materials needed, or is dismissed for inappropriate behavior, will be assigned an additional two hour Saturday detention.

Students will not be excused from Saturday detention for athletic events, work or family events. Failure to serve a Saturday detention will result in having to make-up that Saturday detention and you will be assigned two additional hours of Saturday detention.

*Saturday detention is done in conjunction with the high school.*

### **Section IV - Other Policies**

#### **Accidents, Illness, and Health Services**

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school, must be reported immediately to the person in charge and to the nurse. The school will attempt to inform the parents/guardians/caregivers of any accident or illness occurring at school that may need care or observation at home. However, no student will be sent home unless a responsible adult is there to receive that student. Parents/guardians/caregivers can assure their child's effectiveness in school by providing good nutrition, adequate rest, cleanliness, and medical and dental care. Although a physical examination for each student is not required before entering school each year, it is desirable. It is also imperative that your child's immunizations be kept up to date as recommended by your family physician. Periodic examinations, including hearing, vision, and scoliosis are conducted here at school. Should any irregularities be noted, they will be communicated to the parent/guardian/caregiver.

#### **Addressing Parent/Guardian/Caregiver or Student Concerns**

Old Rochester Regional Junior High School promotes a "Mutual Respect" environment and believes that questions or concerns are best received and resolved on a person-to-person basis as close to the origin of the question or concern as possible. If a parent/guardian/caregiver or student has a concern about a classroom policy or grade, or if a student feels they have been treated with disrespect, the parent/guardian/caregiver or student has a right to discuss or appeal the issue according to an appropriate procedure. The parent/guardian/caregiver or student should discuss the issue first with the teacher, then with the assistant principal, and finally with the principal, in a sincere attempt to clarify and rectify the issue. Guidance counselors are available to offer "resolution skills" assistance to any student.

#### **Advisory**

Our advisory period occurs twice a week for 20 minutes per period. An advisory group is made up of a teacher and approximately 16 students. The purpose of advisory is to build relationships and to create community and self-awareness in a supportive environment. This is done through ice breakers, games, discussions around issues and themes, community service, and friendly competitions.

### **Attendance, Tardiness & Work Makeup Policy**

#### **School Attendance**

Full day attendance is essential to the learning process. The Old Rochester Regional School District and Superintendency Union #55 (ORR/Supt. Union #55) will strive to meet a daily average attendance of 96% or above.

The Commonwealth of Massachusetts G. L. c. 76 § 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school during the time when public schools are in session.

The State no longer distinguishes between excused and unexcused absences. Chronic absence is defined at 10% of the days that a student has been enrolled in the school.

5 days of consecutive absence for illness require submission of a physician's note. All District schools will send notification upon the student's 6th absence and each consecutive accumulation of 6 days thereafter.

At ORRJHS, school attendance will be recorded in homeroom. Students will be marked with one of four attendance codes: Absent, Present, School Business, Tardy. School Business is considered present and does not count as an absence; the student is participating in a school-sponsored activity, such as a field trip or school meeting.

Under G. L. c. 76 § 8, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

The Old Rochester Regional Junior High School community has defined one aspect of "Operating Responsibly" as coming to school and being on time.

Parents/guardians/caregivers must advise the school by telephone when students are to be absent for any reason. Calls may be left on the answering machine at 508/758-4928 anytime between 6:00am and 7:00am.

If a parent/guardian/caregiver does not give prior notification by phone on the day of the absence, the school will call home on that day to verify. In all cases a note, signed by the parent/guardian/caregiver for students under the age of 18, stating the reason for the student's absence should be sent to school upon the return of the student.

A child who does not attend school is not permitted to take part in intramurals, or after school/evening activities, if the student was absent from school that day. Students will be provided an opportunity to make-up missed work.

For purposes of afterschool activities, an absence must be excused in advance by an administrator to be eligible to participate that day. The following are considered excused absences for afterschool activities only:

- Bereavement
- Court or legal commitment

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- Obligatory religious holidays
- Medical appointment substantiated by a note from a doctor/physician

If the student's absences or continued tardiness occur on a regular basis, the school, as a mandated reporter, must consider filing (CRA or 51A) report with the Department of Children and Families. The principal, or designee, will educate the parent/guardian/caregiver about this process before filing such a report.

Some chronic absenteeism occurs because families take vacations during school time. This is strongly discouraged by school authorities. Teachers are not expected to provide assignments prior to vacation taken during school time. After students return they should be aware of missed assignments, making them up per school makeup policy. Missed assignments are factored into students' grades.

Teachers are available for extra help daily during *RTI* time. Students who have any difficulty meeting with a given teacher for any reason are asked to make this known to the principal in writing. Typically, a portion of a student's quarterly mark is based upon their participation in the class. It is necessary, therefore, to maintain consistent daily attendance habits in order to achieve good marks.

### **Absences Due to Illness**

If your child is absent due to illness, please notify the school daily. We need to be kept informed so that we can alert other parents/guardians/caregivers of infectious conditions. If your child is contagious, please keep your child at home until your doctor has cleared them for return to school. Additionally, to keep the spread of germs to a minimum, the school nurse asks that you follow these guidelines for sending students to school:

- Students being treated for strep throat must be kept home a minimum of 24 hours after treatment begins.
- Students who vomit in the night or in the morning before school, due to illness, should not be sent to school that day. Students should be able to hold down some food before returning to school.
- Students with an illness that produces a fever (temperature 100 degrees or higher) should be free of fever, without the use of fever reducing medication, for 24 hours before returning to school.

For personal safety reasons, please call the school to report absences or anticipated tardiness due to illness prior to 8:00 am at 508-758-4928, and send in a note with the child the day they return to school.

### **Arrival, Tardies & Make-up Policy**

If a student arrives to school before 7:10 am they are to remain in the gym foyer until the 7:10 am bell rings. After 7:10, students are expected to go to their lockers and then report to their homeroom. Students should not be socializing in the hallway between 7:10 am and 7:25 am, they should be in their homeroom. Students may get breakfast from the cart or cafeteria as they enter the building. Morning announcements are made at 7:25 am. Students are considered late if they are not in homeroom by 7:25am. If a student is not able to report to homeroom by 7:25am, or chooses not to report to homeroom by 7:25am, then they must report to the front office to sign in and get a pass.

Students are allowed three (3) tardies per term. On the fourth and each subsequent tardy the student will receive a lunch detention. (The student starts fresh each term.) Chronic tardiness may involve further action on the part of the administration including **make-up** sessions. Students who have missed class due to tardiness or absence are responsible for seeing the teacher for missed work. Teachers are

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available for extra help during *RTI* time and one day a week after school. Teachers are not required to provide assignments before absences. Make-up work not completed by the end of the term will affect the grade a student achieves. Please refer to Category III - A. Tardiness and Category III Consequences.

The following will not count toward consequences for being tardy: Bereavement, court or legal commitment, obligatory religious observation, medical appointment substantiated by a note from a doctor/physician.

### **Assemblies**

Assemblies are an important part of the curriculum and are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television or movies, the performers are very conscious of their audience. Talking, whispering, whistling, stamping of feet and booing are discourteous. Show your appreciation by applauding.

**Athletics** – see Intramurals

### **Band and Chorus**

Any interested student may choose to participate in Band or Chorus at the Junior High. Joining either group implies a commitment through the duration of the course. Students will be expected to maintain a high standard of conduct in the group, to practice outside of school as needed and to attend all scheduled performances.

### **Bicycles**

Students may ride bicycles to school. Bicycles must be parked in the racks in front of the building and should be locked when not in use. Please notify the office if you plan to ride yours.

### **Book Bags**

Students are allowed to transport books and belongings to and from school in backpacks. During the course of the school day, however, these may not be carried from class to class. Students are allowed to go to their lockers at determined times during the day to store and obtain learning materials and belongings. Space limitations, security, as well as health and safety concerns make this policy necessary.

### **Breakfast**

Breakfast is available in the cafeteria from 7:10 am to 7:25 am. Students who participate in the breakfast program are still required to be in homeroom by 7:25 am, or they will be marked tardy.

### **Personal Electronic Devices**

(Please also see Cell Phone information below.)

Use of personal electronic devices is allowed before and after school and during the school day with teacher permission for educational purposes.

Students will adhere to the following guidelines:

- Headphones, AirPods, iPads, etc..., are to be locked in a locker from 7:10 a.m. to 2:04 p.m, unless teacher permission is granted for educational purposes.
- Students may not charge electronic devices in school.

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School issued Chromebooks or personal devices (tablets, chromebooks, laptops) are to be used for educational purposes only. Devices are not to be used for playing games, watching media or personal communication (i.e. text messaging). A student may not use a device for personal recording, videotaping or taking pictures.

Students found in violation of the policy will face the following consequences:

*First offense:* Students will be sent to the Assistant Principal's office to hand in their device. The device will be returned at dismissal.

*Second offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve a silent lunch the same day or the next day. The student's parent/guardian/caregiver will be notified. The device will be returned at dismissal.

*Third offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve an after school detention. The student's parent/guardian/caregiver will be notified and will have to pick up the device from the school.

Repeated offenses will result in the student not being allowed to have their device in school for a duration designated by the Assistant Principal or Principal up to the remainder of the school year. These subsequent offenses will be considered a category two offense.

The use of personal technology to provide educational material is not a necessity, it is a privilege. A student does not have the "right" to use their personal digital device while at school. However, if permission is granted by a teacher and a student abuses that privilege, it will be taken away. When respected, the privileges will be used to benefit the learning environment.

Students bringing in personal electronic devices must adhere to all ORR District policies and the ORR Internet Acceptable Use & Safety Policy.

Additionally:

- Students bringing electronic devices to school do so at their own risk. The school and its administration will not accept the responsibility for any loss, theft, or damage of any personal electronic device brought to school by any student. Further, the administration will not conduct any investigation or search for any electronic items missing or stolen from any student in school.
- Personal use is allowed before and after school only. The devices must be turned off between 7:10 am - 2:04 pm, unless the student is using the device as an education tool with the permission of their teacher inside the "classroom". Personal technology should not be used during passing time. Staff will confiscate a device for suspected or blatant misuse.
- Students must turn off the device when told to do so by a faculty or staff member.

Students acknowledge and agree that:

- The school's network filters should not be circumvented.
- The school district may collect and examine any device at any time for the purpose of enforcing the terms as stated in this handbook, investigating student discipline issues, or for any other school-related purpose.
- Personal technology must be charged prior to bringing it to school and the device must run off its own

battery while at school.

Failure to abide by these guidelines may result in the loss of district network and device privileges as well as other disciplinary action. Staff will confiscate a device for suspected or blatant misuse.

### **Cafeteria**

Although a free breakfast and free lunch is available to every student each day, additional breakfasts, hot lunches, milk, and snacks may be purchased at the approved rates to students. Students are expected to behave in a courteous and orderly manner in our cafeteria. It is expected that students will keep their area clean, talk quietly, and stay in seats until dismissed. Unmannerly behavior will not be tolerated in our dining room any more than it would be at home. After eating and before being dismissed, students are expected to put trash in the proper receptacles.

### **Care of Text and Library Books**

All textbooks shall be covered to prevent soiling. Books must not be defaced, marred, or jammed with papers, which will force the bindings. Library books must be returned within the specified time. Full payment must be made for any lost book or any book defaced beyond repair. It shall be the responsibility of parents/guardians/caregivers to provide restitution for any books so treated.

### **Cell Phones**

Students will adhere to the following guidelines:

- Cell phones are to be powered off and secured in ~~their assigned YONDR pouch~~ the student's locker during the school day. (7:10am - 2:04pm - between arrival and dismissal)
- ~~Upon arrival at school students will power down their phones and secure them in their YONDR pouch.~~
- ~~Students will display their cell phone secured in its pouch to staff monitoring the entrances of the school.~~
- If a student ~~forgets their YONDR pouch~~ does not want to store their cell phone in their locker, then they will store their cell phone in the front office for the day.
- ~~Students may not damage their YONDR pouch, nor another student's YONDR pouch.~~
- Students may not ~~take another student's YONDR pouch~~ store their cell phone in another student's locker.
- ~~The student's full name is to be written legibly on the YONDR pouch with permanent marker.~~

Students found in violation of the guidelines will face the following consequences:

*First offense:* Students will be sent to the Assistant Principal's office to hand in their device. The cell phone will be returned at dismissal.

*Second offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve a silent lunch the same day or the next day. The student's parent/guardian/caregiver will be notified. The cell phone will be returned at dismissal.

*Third offense:* Students will be sent to the Assistant Principal's office to hand in their device. The student will serve an after school detention. The student's parent/guardian/caregiver will be notified and will have to pick up the phone from the school.

Repeated offenses will result in the student not being allowed to have their cell phone in school for a duration designated by the Assistant Principal or Principal up to the remainder of the school year. These subsequent offenses will be considered a category two offense.

~~If it is determined that the student's pouch was intentionally damaged in an attempt to circumvent its intended purpose, the offense will be considered a category 2 offense.~~

Students with a medical requirement for cell phone access will be exempted from a locking pouch.

### **Change of Address or Telephone #**

If at any time during the year you:

- a. move to another house within the tri-town area
- b. have your home, business or cell phone number changed, please update the information on Powerschool and notify the office by phone.

### **Commercial Activities**

Staff or students in the school shall not participate in commercial activities (i.e. buying, selling, bartering, or trading merchandise) without prior written approval of the Principal, who shall report these activities to the Superintendent and the School Committee. This includes, but is not limited to, sale of articles, chances, foodstuffs, or tickets to events.

### **Computer Education**

The technology staff, in concert with the academic teachers, will provide support in learning computer skills on school computers and will present the importance of Internet safety. In addition, students agree to comply with the Internet protocol policy of the junior high.

### **Conferences - Pupil/Teacher/Parent, Guardian, Caregiver**

At no time should parents, guardians, caregivers/students be in doubt regarding student progress. Parents/guardians/caregivers are notified of student effort and achievement through *on-going* Powerschool updates, a midterm Powerschool update with comments and the trimester report card. If there are still questions or feel a possible misunderstanding, please speak to the guidance office for an appointment with the teacher or guidance counselor. Students who wish to talk with a teacher about any problem should request a conference with the teacher before or after school, or at a time convenient to both during the day. Teachers may also request conferences with a student in order to give or arrange individual help, or to clear up misunderstandings.

### **Courtesy**

Being courteous to teachers, school employees, other students and visitors is a tradition at our school. Each of us should strive to be considerate of others at all times and each of you should respect the judgment of your teachers. They are not only your teachers and adults, but in some situations may be considered to be taking the place of your parents/guardians/caregivers during the school day. Treat all adult employees of the school, including custodians, cafeteria workers, and office personnel, with courtesy and follow requests or directives given by them. Rudeness or insubordination will result in disciplinary action.

## **Dances**

Because dances are a privileged activity, students who have not maintained regular attendance or adhered to school policies, may not be allowed to attend. Note: While in attendance at school dances, students are expected to be appropriately dressed. Students who are determined to be inappropriate in their attire will be sent home. School dances are scheduled in advance with a start and end time. It is expected that students will be picked up at the scheduled end time.

## **Dinner Dance for Grade Eight**

The administration and grade eight teams will review the student's overall conduct for participation in the 8th grade Dinner-Dance that occurs toward the end of the school each year. Students must attend school on the day of the dance in order to be eligible to participate. Students are required to fill out a Grade Eight Dance Permission Form, which is read and signed by a parent/guardian/caregiver. Rules concerning the dances are clearly stated on the back of the form.

## **Dismissals**

*Due to Illness or Accident:* If you are sick while you are in school, see the nurse immediately. The nurse will determine if you should be sent home. Should it be necessary that you be sent home, the nurse will call your parent/guardian/caregiver or legal guardian and arrange for your transportation. The nurse will give you a "dismissal slip" which you will turn in at the office before leaving. Parents/guardians/caregivers please come in and sign a dismissal slip when picking up your son/daughter. Under no circumstance is a student to make an individual decision regarding their physical condition and resultant need for dismissal. The school nurse or the Principal must make all such decisions and arrangements. If your child should contact you via texting, email, or cell phone requesting to be dismissed due to illness, please direct your child to the nurse to be evaluated, and the nurse will determine if the child should be dismissed.

## **Dismissals Other Than Illness or Accident:**

If for any reason it becomes necessary for you to leave school during school hours, you must:

- a. Before school, bring a note to the office from your parent/guardian/caregiver stating the date, time, and reason for early dismissal.
- b. The office will give you a "dismissal slip" which is to be signed by all teachers whose classes you will miss due to your early dismissal. Parents/Guardians/Caregivers must come into the vestibule and check in with the receptionist to pick up your son/daughter.
- c. Only with prior knowledge and approval of the administration, may any students be permitted to ride to or from school by means other than the school buses provided. No junior high student will be permitted to ride or walk to the senior high school to obtain such a ride. Bus drivers are specifically directed to refuse any student requests to disembark at the senior high school. Continued transportation funding requires that this rule be strictly enforced. If a bus change is needed, a note from your parent/guardian/caregiver should be brought into the receptionist preferably the day before.
- d. If you are picking up your child at 2:04 pm, please park in the Junior High School parking lot and instruct your child to meet you in the lot.

## **Responsibility For Appearance (Dress Code)**

For reasons of health, safety, cleanliness, and security, students are not permitted to wear outdoor clothing to any class. This includes, but is not limited to hats or caps, coats or jackets. Outdoor clothing should be removed and secured in lockers for the duration of the school day.

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- Students must wear clothing including both a shirt with pants/skirt/shorts, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and back, as well as on the sides.
- Backs and stomachs should be covered without pulling or tugging clothing.
- Clothing must cover undergarments and cannot be see-through.
- ORRJHS has a no head-adornment policy, including but not limited to hats and hoods. Head adornments worn for religious and/or cultural reasons are permitted.
- Clothing, jewelry, and/or accessories may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing, jewelry, and/or accessories may not depict anything sexual.
- Clothing, jewelry, and/or accessories may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress code violations should be consistent with discipline policies for similar violations. If the school has appropriate attire that the student can change into, that will be offered to the student at that time.

### E- Hall Pass

Students are expected to use E-Hall Pass to travel in the building. E-Hall Pass is a browser-based on-line system that is used to manage all hall pass situations. Students who do not use this hall pass system are subject to disciplinary action for not following school rules.

### Extra Curricular Eligibility

~~Extra Curricular Eligibility Students who have a D or an F in any subject must attend remediation/extra help sessions in that academic subject in order to participate in an extracurricular activity. Students who do not attend these sessions, and show improvement in their subject area may be removed from that activity until their grades improve. The principal and junior high athletic director will make this determination.~~

Students who have an F in one (1) core subject must attend remediation/extra help sessions in that core subject in order to participate in an extracurricular activity. Students who do not attend these sessions, and show improvement in their subject area, may be removed from that activity until their grade improves. The principal and/or designee will make this determination. Students who have more than one F in core subjects will not be allowed to participate until they achieve a passing grade in three out of four core subjects.

### ~~Interscholastic Athletic Eligibility Requirements~~

~~To be eligible for athletics, a student must be passing six (6) courses at the end of the preceding academic term. • To be eligible for fall athletics, a student must have passed six (6) full-year course equivalents in the prior academic year. • Academic eligibility of all students shall be considered as~~

~~official and determined only on the date when the report cards for that ranking period have been issued to all parent/guardian/caregiver(s) of all students within a particular class~~

- To be eligible for athletics, a student must be passing their four core academic classes at the midpoint of each trimester (Progress Report) and at the end of each academic trimester (Report Card) in order to continue playing on the team.
- Academic eligibility of all students shall be considered as official and determined only on the date when the progress report/report card for that ranking period has been issued to all parent/guardian/caregiver(s) of all students within a particular class.

### Extra Curricular Activities

A rich tradition of clubs, sports, and activities exists here at the Junior High. They have provided an opportunity for personal growth as well as service to others. Find out more about these programs and get involved! Typically, they have included but are not limited to: Art Club, Book Club, Film Club, Robotics Club, Navigator (yearbook), Intramural Sports, Math Club, Jazz Band, Chess Club, Drama Club, Table Tennis and Students Affairs Committee.

### Field Trips

During the year, many classes will take field trips. Your behavior while on these trips will reflect upon our school. Misconduct will not be tolerated.

Before going on a field trip, each student must fill out a "permission slip" and have it signed by one of their parents/guardians/caregivers. The form must be returned to the teacher in charge prior to the trip.

Note: Students who have had behavioral issues during the school year ~~may~~ will not be allowed on field trips.

### Fireworks

Fireworks are illegal in Massachusetts. See Category One, item K as well as item G. Under no circumstance may any student bring any kind of fireworks to our school.

### Fire Drill Regulations

1. When the alarm sounds, all students and building personnel will vacate the building.
2. Windows and corridor doors should be left closed.
3. Silence is to be maintained throughout the drill.
4. Walk rapidly and exit as rapidly as possible. You are not to run, however!
5. All concerned should treat the drill as seriously as a real emergency. This is essential to the safety of everyone!
6. If any exit is blocked, leave by the next closest exit.
7. If a fire occurs during a change of classes, use the nearest exit.
8. After the drill is over, return to your rooms by the same route that was used in vacating.
9. Be aware of the location of fire extinguishers and fire alarms. Know where the nearest ones are at all times.

### RTI Mod

During RTI time students may be required to participate in academic intervention.. RTI sessions are scheduled with Powerschool Adaptive Scheduler. Students are expected to login to Adaptive Scheduler to check their RTI Mod schedule. Students are expected to go to their assigned session. If no intervention session is assigned, the student is expected to choose an extension to participate in.

### **Gum Chewing**

In order to prevent a very difficult cleaning task, no gum chewing is allowed in the Junior High School! Repeated offenses may be looked upon as insubordination and may result in detention

### **Health Services**

Students who become ill in school, should report to the nurse, who will decide what should be done. Students should not be calling or texting their parent/guardian/caregiver from school to get dismissed because they don't feel well. When this happens the child should be redirected to the school nurse for evaluation. Students must not leave the building because of illness without authorization. If the nurse is not in, students are to report directly to the Office.

### **Health**

Students must see the school nurse if they need first aid, become ill during school hours, or wish to receive advice on a health problem. If the nurse is not in the office, the student should report to the front office so that the nurse may be located or notified. In an emergency, the student should notify the nearest staff member of the situation. The staff member will then contact the nurse to respond to the scene.

### **Medication At School**

Students are forbidden to possess prescription drugs, over the counter medication or drugs of abuse. If a student needs medication during school hours, the parent/guardian/caregiver is to bring the medication to the school nurse for appropriate dispensing. The medication must be accompanied by a permission slip completed and signed by the student's parent/guardian/caregiver. A permission slip may be obtained in the nurse's office. A student that takes a daily long-term medication must have the permission slip signed by the student's physician. The purpose of this rule is to assure that students who need to take medication during school hours receive that medication. It is also intended to prevent the use of over-the-counter drugs by students and the sharing of medications between students. Many medications (even aspirin) may have significant side effects and, when shared, may create serious health problems.

### **Homework**

Home study is a necessary part of each pupil's educational program. You may be assigned homework every night and should expect to spend about an hour *to* an hour and a half each night completing assignments. Planned study, review, and research will be important parts of your homework activities. Parents/guardians/caregivers may call for homework assignments on the second day of a student absence.

### **Inclement Weather Procedure**

In the event of inclement weather, we may employ the one-hour, a ninety-minute or a two-hour delay or cancellation. Please be attentive to radio and television notices in this regard. School cancellations and/or delays will be broadcast on radio stations WBZ News Radio 1030AM, WBSM 1420AM, WSHN 107.1FM, and on the following television channel, WHDH TV Channel 4 News, WCVB TV Channel 5 News, WHDH TV Channel 4 News, and the district website <http://www.oldrochester.org>. It is advisable to listen beginning with the 5:30am – 7:00am news announcements. In addition, as soon as a decision is made, every effort will be made to make a ConnectEd phone message to all students.

### **Insurance**

All students taking part in extracurricular athletic activities, (intramurals and/or athletic) teams including Survival at the end of the school year **must** carry school insurance **or** provide the school with verification of family insurance coverage. A copy of your insurance card noting insurance company, policy numbers and expiration date is required. Before any student participates in any practice, scrimmage, training session, or contest, evidence must be provided that the student is properly insured.

### **Intramurals**

The emphasis on athletics at the ORRJHS is on a balanced intramural program for all eligible students. A modified interscholastic program is in place for some sports. The development of fundamental skills and the encouragement of positive attitudes continue to be our goals. Due to budget constraints a user fee may be implemented for after-school intramural/athletic programs.

### **Library-Media Center**

Our library provides you with many opportunities to learn. The books and magazines found there are for your use either as supplements to your textbooks or as a source of information and enjoyment. Books borrowed from the library should be returned when they are due. They must not be defaced in any way. Reference books do not leave the library. Library rules are posted in the library.

### **Lockers**

Each student will be assigned a locker. Periodic inspections will be made to see that lockers are kept neat and orderly. Use only the locker assigned to you, and keep it locked at all times. All personal items and books, when not in use, are to be kept in lockers. It is unwise to store personal electronics, large sums of money or other valuables in your lockers. Items of value like these are best left at home. Lockers in the school are the exclusive property of the District. Students may use said lockers with the permission of the District, but the District reserves the right at any time to enter said lockers and inspect them or require students to empty said lockers in the presence of a District agent. Any student using any locker on District property does so subject to this specific reservation and any such student will not claim or expect any proprietary right in the occupancy of said locker, or claim or expect any right of privacy in the use of said locker. For obvious reasons, faulty locks and doors should be reported to the custodian AT ONCE! Students who abuse their lockers by kicking doors shut or otherwise defacing them will be held financially responsible and disciplined appropriately.

### **Messages for Students**

We ask parents/guardians/caregivers to limit requests for delivery of messages to their sons and daughters during the school day to emergency only. Non-emergency requests for message delivery interrupt classroom instruction. If necessary, messages will be delivered during non-academic classes and *RTI* time. Thank you for your understanding and cooperation. We also request that you do not text message your child during school, the messages become a distraction to your child's learning.

### **Safety Drills**

During any safety drill students are to remain silent until given permission to talk. Safety drills include fire alarms, lock-downs, evacuations, etc....

### **School Council**

In accordance with state regulations, School Councils consisting of the school principal, who shall co-chair the Council, parents/guardians/caregivers of students attending the school, elected teachers and other interested adults broadly representative of the District communities, shall be established and convened no later than forty days after the first day of school. This Council shall meet regularly with the principal of the school and shall assist in the identification of the educational needs of the students attending the school, in the review of the annual school budget, and in the formulation of an annual school improvement plan.

### **Skateboards**

If skateboards are brought to school they must be dropped off at the front office.

### **Smoking**

In accordance with state law, MGL Chapter 71, smoking is prohibited in the school building, on school grounds and on school buses. The disciplinary procedure for the law against smoking may include assignment to the Planning Room, suspension out of school for up to five days, loss of student privileges.

### **Special Services**

Since we are all different with varying needs, O.R.R.J.H.S. provides many special services to its students in order to meet these needs. Please inquire if you or your parents/guardians/caregivers feel that you may require any of the services offered. In some cases it will be required that you participate in an assessment process that will qualify you for services in one of the following programs:

- Adjustment/Guidance Counseling
- Learning Support Centers
- Inclusive support in regular classrooms
- Planning Room Process
- Speech and Language Therapist
- Title I Mathematics
- FINO

FINO (Failure Is Not An Option) starts after the second semester and currently allows students the opportunity to convert pre-existing, failing grades to passing grades. In addition, assistance is provided on current curricula demands to enhance class performance.

### **Student Pregnancy**

If a student becomes pregnant, the student/or a family member will notify the student's counselor, the administration or the school nurse. A meeting will be scheduled with the student and the parents/guardians/caregivers to discuss the educational options and support services available to the student. The above process will follow the confidentiality policies of the Old Rochester School District. Pregnant or parenting students will be allowed to attend classes during regular school hours, use all school facilities, attend all school functions, and participate in all curricular and extracurricular activities as long as the student's physical and mental health is not endangered. Homebound educational service will be provided for the student after the student is no longer able to remain in school. The district does not require a pregnant student to obtain certification of a physician that the student is physically and emotionally able to continue school. Documentation from a doctor is required for temporary exemption from physical education classes and medical excuse of days absent. It is recommended the student seek

counseling and support on prenatal care and early childbearing. The student must comply with all school regulations governing the general student body, unless excused by the school's administration. The student may not bring the newborn child to school anytime during the school day unless administrative permission has been granted. Each case will be reviewed individually on the basis of a number of factors such as the health, safety and well being of the student and the school community.

### **Student Records**

The privacy of student educational records is respected. Generally, only parents/guardians/caregivers, eligible students, and appropriate school personnel are allowed to have access to information in a student's educational record. Written consent provided by the parent/legal guardian/caregiver is normally required for any other release of student educational record information.

Educational records, and the information contained in these records may be released, however, if necessary to protect the health or safety of the student or other persons. They may also be released in certain other circumstances, such as, for example, to accrediting organizations in order to carry out their accrediting functions, to certain state and federal officials or in response to a request from a probation officer or the Department of Youth Services or a justice of any court (with notice to the student whose records are sought by the subpoena, order or request and to the parents/guardians/caregivers).

This policy does not apply to release of directory information, such as the student's name, class, participation in officially recognized activities and sports, degrees, honors and awards. Please be sure to fill out the Directory Information Notice and read through the Annual Notification of Rights Under FERPA. The Family Education Rights and Privacy Act (FERPA) affords parents/guardians/caregivers certain rights with respect to student records. Under current policy, a student transcript, including name, address and grades, is kept for at least sixty years. That portion of the student's record that contains standardized tests, evaluations by teachers and the like, known as the "temporary record," is usually destroyed within five years after a student leaves the school system.

Unless expressly limited by a student over the age of eighteen, parents/guardians/caregivers have the right to inspect their child's educational record. The record is made available to the parents/guardians/caregivers within ten workdays after the request is made. Copies of any part of the record may be requested, although a reasonable fee may be charged for the cost of duplicating the materials.

It is our practice to make student records easily accessible to parents/guardians/caregivers. You will find the Guidance staff cooperative in such matters.

### **Student Valuables**

Students are cautioned not to bring large amounts of money, personal electronics, radios, or cameras to school, and if they wear glasses or watches, to keep track of them at all times. Students, not the school, are responsible for their personal property.

### **Substitute Teachers**

Our school is fortunate to have capable people to help us whenever our regular teachers are ill or attending conferences. A substitute teacher is an important visitor whose impressions of our school will be carried into the community. ~~Let us be certain that these are good impressions by being as polite, helpful, and considerate, as you would be to your regular teacher.~~ Students are expected to be considerate, helpful and respectful to all teachers, including substitute teachers.

### **Survival**

Our annual, weeklong, Survival experience in the hills of Northfield, Massachusetts. Typically, more students seek to participate than we are able to accommodate so it is necessary for us to develop some basic criteria to be certain that those students who can best profit from the experience are included. An advisory board is charged with determining whether or not students who have applied for consideration to participate in the Survival program eligible. The following criteria are used to determine participation:

#### *Participation Guidelines:*

1. Students who express an interest in participating.
2. Students who have demonstrated a consistently high degree of good citizenship and are presently in good standing in our school. Good standing is interpreted to mean adequate and on time school and class attendance, satisfactory academic effort in all subjects, and satisfactory adherence to school policies including those on student behavior as stated in the student handbook. Good citizenship will be determined by consultation with the student's teachers and other faculty.
3. Students who are not failing any subjects for the year as of the end of quarter three. Students' academic standing will be evaluated at the end of quarter three.
4. Students with no medical/psychological problems, which could conceivably cause harm to themselves under isolated and primitive living conditions.
5. The advisory board determines that the student is mature and responsible enough to respond to a directive immediately.
6. Students must make a weeklong commitment to the program.
7. All participants must have the School Time insurance or provide verification of private insurance.
8. All participants must attend two (2) meetings during two (2) after school sessions from 2:05 – 3:30pm.
9. All participants must adhere to the return dates on the various applications and forms or they may be in jeopardy of losing a space in the program.
10. A participation fee is required for the Survival program.
11. All participants must have at least one parent/guardian/caregiver attend "Survival Parent Night", at the informational evening held at the junior high school.
12. Students, who for various reasons have not been recommended for survival, can write a letter of appeal. The letter response should be given to the receptionist in the Junior High School office, addressed to the advisory board, by 7:30am the following day.
13. Students could be required to participate in weekly meetings during RTI period and complete assignments in Survival's Google Classroom.

### **S.C.O.P.E.**

(Supplemental Courses Offering Personal Enrichment)

As an alternative to the Survival expedition, S.C.O.P.E. was created to meet the interest of those students who remain at the Junior High. The program provides students the opportunity to select from a wide variety of valuable and interesting, "hands-on activities". All SCOPE participants will be required to pay a participation fee. Also, all SCOPE students must carry school-time insurance or provide verification of an up-to-date personal insurance policy. See Insurance on page 24 for details.

### **Staying after School**

When students stay after school for any reason, they must have administrator approved adult supervision (i.e. faculty, staff, coach, advisor). If a student plans on staying after school, it is the student's responsibility to ensure there is an adult to stay with before the buses leave for the day; failure to do so will result in disciplinary consequences. Students can't stay after school just to socialize with their friends.

### **Supervision of Students Beyond Regular School Hours**

The school recognizes its responsibility to ensure the safety and supervision of all students who, for a variety of reasons, may be present at the school facility beyond the regular school day – e. g., academic assistance, athletics and performing arts events, school dances, etc. That supervision, though, cannot be extended beyond the time guidelines. If students are staying after school they must be picked up by 3:30pm. Late buses will be available on Tuesday, Wednesday & Thursday only. Please note that in fairness to the staff, all children will be asked to board a late bus in the event a parent/guardian/caregiver is unable to pick-up their child by 3:30pm.

Please note: In regards to other situations like athletic and musical events that extend beyond 3:30 p.m., it is expected that parents/guardians/caregivers supply transportation in a timely fashion in keeping with the announced times.

Students who stay for after school help, activities or clubs, must stay on the junior high school campus under the supervision of their teacher, coach, advisor, etc., unless given permission by school personnel. These students are required to be picked up by 3:30pm at the junior high campus, or they must take the late bus to their local library. No student will be allowed to leave the junior high school to go to the high school campus without permission from school personnel. Junior high school students will be allowed to attend evening games/functions on the junior high school campus and high school campus once the event opens to the public. If an event begins between 2:04 p.m. - 3:30 p.m., with written parent permission, the student will be released to the event. Parents/guardians/caregivers should be aware that their child will be unsupervised. All students are expected to adhere to the school's code of conduct while on the junior high and senior high campus at all times.

### **Telephones**

At times our phone lines are very busy. It is understandable therefore, that you or your parents/guardians/caregivers may have occasional difficulty reaching us. Please be patient. We're doing our very best! The nurse or appropriate staff personnel will make all calls, including any of an emergency nature or those made to arrange transportation home due to illness.

### **Traffic Regulations**

Teachers and parents/guardians/caregivers transporting and picking up their children at school are asked to cooperate in order to facilitate the speedy arrival and departure of buses. No private vehicles may pass a bus if the bus has its blinking lights on. Parents/guardians/caregivers who choose to drive their child to and from school are asked to drop-off and pick up their students in the front of the school. Please do not park parallel to the buses. We ask that parents/guardians/caregivers or designated drivers picking up students come into the junior high school office for identification purposes after the required prior arrangements if early student dismissals have been made. If your child rides to school with a high school student, the junior high student needs a note from the parent/guardian/caregiver requesting permission to walk from the high school parking lot through the high school to the junior high. The note should include the duration for which the student desires to walk through the high school. Should the

junior high student behave inappropriately while in the high school they may lose this privilege and receive disciplinary actions for their behavior.

### **Transitions**

Because we are a two-year school, the quality of our arrangements to ensure smooth transitions from and to area schools is extremely important to us. Our fall orientation program for grade 6/7 students focuses on our school Mission Statement and the setting of attainable goals for all students. It speaks to issues of respect for diversity, meeting personal challenges, developing trust, caring about each other and "doing right when there is no one to make you do it but yourself."

Additionally, all grade eight students tour ORRHS and the local vocational schools. ORRHS also provides an informational parent/guardian/caregiver night in the spring.

### **Bus Transportation**

All students attending ORRJHS have bus transportation provided for them. While the School Committee firmly believes all students should be provided transportation free of charge, it reserves the right to institute a fee-based amendment to its transportation policy should the need arise. While riding on the school bus you are reminded that the driver has a grave responsibility... the bus driver is responsible for all of the lives of the children on that bus. Difficulties created on the bus by irresponsible students could result in tragedy.

It is expected that students having the privilege to ride to and from school by bus will cooperate completely with the bus driver to ensure the safety of all passengers, the driver, pedestrians, and other drivers and their passengers.

The following rules are to be followed by all students:

#### **Previous to loading:** (on road and at school):

- a. Be on time at designated bus stop.
- b. Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
- c. Bus riders should not move toward the bus until the bus has come to a complete stop. Only then may you attempt to enter the bus.
- d. Riders must not crowd and push while getting on the bus.
- e. Walking through the high school in order to board the buses is absolutely forbidden.

#### **While on the bus:**

- a. Sit where you are told.
- b. Keep books, packages, coats and all other objects out of the aisle and safely secured.
- c. Do not leave or change your seat while the bus is in motion.
- d. Riders should never tamper with the bus or any of its equipment.
- e. Opening and closing windows is not permitted except by the bus driver.
- f. Keep hands and head inside the bus.
- g. Never throw anything out of the bus windows or in the bus.
- h. Eating or drinking is not permitted.
- i. Assist in keeping the bus safe and sanitary.
- j. Avoid shouting or unnecessary confusion.

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- k. Horseplay is never permitted on the bus.
- l. You are not allowed to leave your bus for any reason once on board.
- m. Help look after the safety and comfort of small children.
- n. Do not leave books, lunches or other articles on the bus.
- o. Smoking is never allowed on the bus.
- p. Courtesy to the driver, fellow pupils and passersby is a must.
- q. In case of a road emergency, children are to remain on the bus unless requested to leave by the bus driver.
- r. There must be absolute quiet when approaching a railroad crossing.
- s. The offender will pay for damage to bus equipment.
- t. Pupils must have written permission to leave the bus at locations other than at home or at school. Notes should be brought to the office during homeroom preferably a day in advance, but no later than 9:00am the day of the bus request. Bus requests will not be accepted after that time.
- u. Violation of bus rules will be reported promptly to the student, parent/guardian/caregiver, and school principal in writing. Violation may result in the loss of bus privileges or discipline.

Minimum: 1st offense - warning

2nd- 1-3 day bus suspension

3rd - 5-10 day bus suspension

Repeated - consideration of permanent bus exclusion.

*Note:* Parents/guardians/caregivers and students are advised that school buses are equipped with *videotaping equipment*. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Students living less than one-half mile from the school may choose to walk or ride a bike. Students who live close enough to walk must obtain written permission from their parents/guardians/caregivers. If any "walker" must cross Route 6, they must do so only at the crosswalk. Students, who need to change buses on occasion due to doctors' appointments, babysitting, etc., preferably bring in a note from a parent/guardian/caregiver the day before the change is to occur. An administrator will authorize these notes. We strongly urge that these notes be kept to a minimum due to spacing on other buses.

Under no circumstances are students to hitch-hike to or from school!

All students attending O.R.R.J.H.S. have bus transportation provided for them. As we have stated earlier, it is only with prior knowledge and approval of the administration that any student may be permitted to ride to or from school by means other than the school buses provided. No junior high student will be permitted to ride or walk to the senior high school to obtain such a ride. Bus drivers are specifically directed to refuse any student requests to debark in the morning or in the afternoon at the senior high school. Continued transportation funding requires that this rule be strictly enforced.

Extra - Curricular Trips: The above rules and regulations will apply to any trip with school sponsorship. Pupils shall respect the wishes of the chaperones appointed by the school.

### Truancy

A student absent without the authorization required under our Attendance Policy section, is truant. Repeated truancy will be cause for disciplinary action, which may result in suspension, or legal action, as described under Student Conduct in this handbook. All work missed as a consequence of student truancy must be made up.

### **Visitors**

Visitors are always welcome, especially parents/guardians/caregivers; however, students are required to obtain permission from the administration before bringing a guest to school. No visitors are allowed on exam days, while they are absent from another school in the area, or if prior arrangements have not been made. For safety reasons, all doors will be locked. All doors open from the inside to assure emergency exit. All visitors must report to the front desk to sign-in. Visitors must obtain a yellow visitor badge to be worn and be visible at all times. To receive a visitor badge, a valid state issued ID is required. The ID will be scanned and processed through our security system. If one does not have a state issued ID, one should contact the school in advance, so we can address it beforehand.

### **Walkers**

– See Transportation

### **Chromebook Care**

Chromebooks must not be defaced, marred, or dismantled. Full payment must be made for any damaged or destroyed chromebook in accordance with the fee schedule. It shall be the responsibility of parents/guardians/caregivers to provide restitution for any damage fees incurred by a student.

<b>Technology Replacement &amp; Damage Fee Schedule</b>	
Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple usb-c to lightning cable	\$25.00
Apple usb power adapter (block)	\$25.00
Case	\$50.00

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### ATHLETICS

*It is an honor and privilege to participate in high school sports. While you are often called student/athletes, it must be remembered you are a student first. Each student/athlete is expected to act in a dignified and mature fashion, on and off the field. You must wear your school colors with pride, win with class and lose with dignity. You will come to respect your peers, coaches and officials. Remember that you not only represent yourself but also your teammates, coaches, team and school.*

#### Interscholastic Sports Programs

*Offered at Old Rochester Regional High School*

Fall	Winter	Spring
Varsity Football	Varsity Ice Hockey	Varsity Softball
J.V. Football	J.V. Ice Hockey	J.V. Softball
Freshmen Football	Boys Varsity Basketball	Varsity Baseball
Varsity Volleyball	Boys J.V. Basketball	J.V. Baseball
J.V. Volleyball	Boys Frosh Basketball	Boys Spring Track
Golf	Girls Varsity Basketball	Girls Spring Track
Varsity Field Hockey	Girls J.V. Basketball	Varsity Boys Tennis
J.V. Field Hockey	Girls Frosh Basketball	Varsity Girls Tennis
Freshmen Field Hockey	Boys Indoor Track	Varsity Boys Lacrosse
Boys Varsity Soccer	Girls Indoor Track	J.V. Boys Lacrosse
Boys J.V. Soccer	Cheerleading	Varsity Girls Lacrosse
Girls Varsity Soccer	Swimming	J.V. Girls Lacrosse
Girls J.V. Soccer		Sailing
Boys Cross Country		
Girls Cross Country		
Cheerleading		
Dance Team <i>fall-winter</i>		

*It takes great commitment to be part of an athletic team. Before a student makes that commitment, the student and their parent/guardian/caregiver(s) must read and understand this handbook. The rules listed are a combination of policies from the Massachusetts Interscholastic Athletic Association, the O.R.R. School Committee and the O.R.R. High School Administration. They have been established so that all those who choose to participate in athletics at*

*O.R.R. will have a positive educational experience.*

All **High School** Sport Schedules can be found at: [www. SouthCoastConference.org](http://www.SouthCoastConference.org)

It is the intent of our athletic program to:

- Facilitate development of a strong sense of commitment to student, team and school
- Place a premium on the values that accrue from fair play
- Teach respect and consideration for opponents as either the guests or hosts of the game
- Cultivate respect for the authority of school personnel, coaches and game officials
- Develop self-control, self-direction and sound judgment
- Demonstrate that the rules of the game are by mutual agreement and are to be honored in spirit as well as in letter
- Recognize that athletics really aim to promote the mental, social and moral welfare, as well as the physical well being, of the participant
- Promote the game for the players - and as a game only – not as a matter of life and death, of the lasting glory in victory or of the disgrace of defeat

### Athletic Policies

- All student athletes must have; a current physical on file with the school, either school insurance or personal health insurance form and an online eligibility form on file with the athletic directors office before participating in any practice or game.
- An Athletic User Fee has been established to provide the supplementary funds required to maintain the athletic programs currently provided. The fee for the current school year is \$275 per student per sport with an individual cap of \$700 and a family cap of \$975. Student athletes must have paid their user fees before the teams first practice to be eligible to participate in the program. Any athlete not making the team will have their user fee returned. A reduced fee or waiver is allowed to those who qualify for the free lunch program.
- Every student must have their most recent physical exam, performed by a physician, on file with the school nurse. Students who do not meet this standard are ineligible for participation of any type. Physicals expire after 13 months.
- A student unable to compete as a result of an illness or injury requiring treatment by a physician may not return to play until so authorized in writing by the attending physician
- Students must check into the front office no later than **8:00 a.m. and stay for the remainder of the day** in order to be eligible to participate in an athletic event that day. On a delayed start day, students must arrive at
- the designated start time in order to participate. A student who arrives after 8:00 a.m. (or after the designated start time on a delayed start day) or is dismissed due to extenuating circumstances may be eligible with prior administrative approval.
- A student who is absent from school may not participate or attend any extracurricular activities including practices without prior approval by administration for extenuating circumstances.
- A suspended student may not participate in or attend any athletic event during the term of their suspension
- ~~Remove the following/not applicable: A student who is suspended may be removed from their captaincy or leadership position.~~
- A student may not participate or attend any athletic event on days they have been assigned to in-school suspension or Intervention Center.
- Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Student athletes that are late for practice or games for any reason, i.e.: extra help, meeting with athletic trainer or club meetings, will require a note to the coach. An athlete must be marked present on the school attendance sheet to be able to participate
- Serving a detention takes precedence over any practice or game
- Sub Varsity teams are developmental in nature; there is an expectation that all team members in good standing will participate in every game
- Varsity teams are competitive athletic situations. Playing times and positions are dictated by the coach

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- ~~Remove the following/not applicable: After the tryout period and before the first contest, no student listed on a specific sport roster may switch from that athletic activity to another without the consent of the coaches and the athletic director. After the first contest, a waiver from the MIAA is necessary in order to switch sports~~
- The rules from each coach are in writing and approved by the athletic director. Violations of team rules, such as failure to follow the instructions or training rules of the coach, or behavior that in any manner interferes with the smooth and orderly conduct of a team, will result in the imposition of disciplinary measures by the coach. These disciplinary measures may supersede those of the school and state association and include training assignments, suspension from one or more games or, in severe cases, expulsion from the team
- Each player is required to wear the appropriate protective equipment/gear (during practice and competition) as specified by the M.I.A.A. for their particular sport. In addition, each player is required to wear the protective equipment in the proper, unaltered intended fashion
- No spikes or cleats will be worn in the building
- We do ask that you address any questions, concerns, or issues with your student/athlete's coach as soon as possible. Please do so by making an appointment in advance. If you do not have a contact phone number for the coach, please contact the athletic office at 508-758-3745 ext. 1823. Note: Approaching the coach just prior to a game, following a game or during a practice or game may be an inappropriate time.
- ~~Remove the following/not applicable: The use of athletic facilities for other than school purposes must be approved by a 'Use of Building' form from the front office.~~
- The Principal of Old Rochester Regional High School is ultimately responsible for the management, personnel and property of the athletic department. Their designated representative for such matters is the athletic director.

### Interscholastic Athletic Eligibility Requirements

- To be eligible for athletics, a student must be passing their four (4) core courses (rather than six (6) courses) at the end of the preceding academic trimester (rather than term.)
- To be eligible for fall athletics, a student must have passed their four (4) core courses (rather than six (6) full-year course equivalents) in the prior academic year.
- Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for each trimester (rather than that ranking period) have been issued to all parent/guardian/caregiver(s) of all students within a particular class.

### *The South Coast Conference*

*Old Rochester Regional is a member of the South Coast Conference (SCC). The league is governed by the MIAA and its own constitution. The league schedules most of the games played by Old Rochester Regional, at all levels of its competition. The SCC consists of:*

*Apponequet  
Dighton Rehoboth  
Old Rochester  
West Bridgewater*

*Bourne  
Fairhaven  
Seekonk*

*Case  
GNBVTHS  
Somerset Berkley*

**O.R.R. is a proud member school of the Massachusetts Interscholastic Athletic Association (hereafter referred to as the M.I.A.A.) which:**

- Is the governing body of high school athletics within the state of Massachusetts
- Board of Directors is made up of Principals from various districts throughout the state
- Board of Directors and its various sub-committees establish policies for all member schools

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- “is an organization of 368 high schools, who sponsor athletic activities in 33 sports. More than 200,000 young men and women compete annually in approximately 100,000 competitions among MIAA member schools.” Per MIAA

The MIAA Home Page can be found at [www.miaa.net](http://www.miaa.net) . It is a web site full of information pertaining to high school interscholastic athletics. The information includes the complete Blue Book which contains rules, regulations and guidelines.

### Especially pertinent Student-Athlete Policies:

- Must not miss a high school practice or competition in order to participate in a non-school activity/event in any sport recognized by the MIAA. The penalty is ineligibility for two (2) weeks or two (2) games, whichever is greater, and the athletes are ineligible for state tournament contests
- “Captain’s practices” are not in any way sanctioned, encouraged or condoned. Students are not to organize or compete in them.
- Incomplete grades may not be counted towards eligibility. A student will have five (5) school days to change the incomplete grade(s) to passing.
- A student who repeats work upon which they have already received credit cannot count that subject a second time for eligibility
- A student cannot count for eligibility any subject taken during the summer vacation unless that subject has been previously pursued and failed

~~Remove the following/not applicable: —~~

### ~~Time Allowed for Participation:~~

- ~~~A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.~~
- ~~~In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons. In special cases where a student has been absent from school because of an accident or illness, the executive director, or their designee, shall have the authority to extend the student’s eligibility upon presentation of a doctor’s certificate on the student’s behalf and a letter from the Principal attesting to the inability of the student to attend school during a specific period because of an accident or illness. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student’s accident/illness prevented participation.~~

### ~~Age Limits:~~

- ~~~A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that their 19th birthday occurs on or after September 1 of that year. For Freshman competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year.~~

### ~~Graduation:~~

~~A student must be an undergraduate: i.e., they shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:~~

- ~~~An early graduate of a high school may represent their school in athletics until the end of the sport season in which they are participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.~~
- ~~~A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if they continue to take at least the equivalent of four traditional year-long major English courses.~~

**Chemical Health:**

***From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest)***, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product including e-cigarettes; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by their doctor.

This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

***Minimum PENALTIES:***

· **First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

· **Second and subsequent violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

· If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events ***provided the student was fully***

***engaged in the program throughout that penalty period. The High School Principal in collaboration with a Chemical Dependency Program or Treatment Program*** must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

*Revised 2/13/08*

Penalties shall be cumulative each academic year, ***but serving the penalty could carry over for one year. Or,*** if the penalty period is not completed during the season of violation, the penalty shall carry over to the student’s next season of actual participation, which may affect the eligibility status of the student during the next academic year. ***(e.g. A student plays only football: they violate the rule in winter and/or the spring of same academic year: they would serve the penalty [ies] during the fall season of the next academic year).***

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### 1st Offense - 25%

# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

### 2nd Offense - 60%

# of Events / Season Penalty	# of Events /
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

### 2nd Offense w/Dependency Program - 40% if in the program throughout the penalty period.

# of Events / Season Penalty	# of Events /
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

**Tobacco Use** - During practice or competition, a coach shall not use any tobacco product (*penalty: same as students' – see chart above*).

**Steroid Use** - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004). High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that their success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight

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under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

*Revised 2/13/08*

### Good Citizen Rule

- Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

### Sportsmanship: *Taunting*

- Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, sex, gender identity, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics. Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing their skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.
- In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.
- At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

### Hazing

The practice of hazing is prohibited both by Massachusetts law and school rules. A student who is an organizer or participant in a hazing is subject to Category one sanctions as well as criminal prosecution. The Massachusetts statute, which prohibits hazing, is **Massachusetts General Law, Chapter 269, Sections 17 through 19.**

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, forced physical activity which is likely to adversely affect the physical health or extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

### Duty to report hazing

- Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

### Anti-Bullying Policy

Old Rochester Regional Junior/Senior High School Staff defines bullying as characterized by an imbalance of power between target and bully; intent to harm; the threat of further aggression, and/or the creation of a hostile environment for one or more students.

Examples of bullying include but are not limited to:

**Physical attacks:** hitting, touching, intimidating, hazing, ganging up on someone, and other unwanted physical contact in violation of one's personal space and property.

**Verbal attacks:** taunting, spreading rumors, name-calling, exclusion, hazing, lack of respect for differences and cyber bullying.

Cyber bullying can occur in blogging, instant messaging, emails, chat rooms, text messages, Facebook, Myspace or other sites of that nature.

The Old Rochester Regional Junior/Senior High School community is committed to providing a safe environment to every student. The following is a statement of rights and responsibilities afforded to all students at ORRJHS & ORRHS.

All students will feel free and safe

- to come to a safe school environment every day. Areas including locker rooms, hallways, bathrooms, the gymnasium, sports fields, and extracurricular events will be safe and accessible to all students.
- to report incidents of harassment or bullying safely to a staff member.
- to access the school social worker, guidance counselors, the school nurse or other trusted staff member
- to the security of person and property as well as personal space
- to explore positive, healthy relationships
- to express own opinions and be respected
- to have the responsibility to demonstrate respect towards all staff members, including teachers, paraprofessionals, custodians, librarians, nurses, secretaries, and administrators.

### DISCIPLINING BULLIES AND REHABILITATION/REMEDATION

ORRHS has implemented a three-tiered system of discipline to deal with bullying behavior.

· **Tier 1** is a first-time offense of bullying. The Assistant Principal based on the nature of the offense will discipline the student based upon how falls within the student handbook guidelines. If the Assistant Principal views the situation as a case of bullying (as defined by anti-bullying policy) then the student is placed within the remediation program. The student has displayed antisocial tendencies and the ORRHS community feels that the behavior needs to be changed. The student will be referred to and participate in a mandatory remediation program. The bully's teachers and relevant school staff members will be notified of their behavior and made aware of a potential conflict with the target. The Assistant Principal will follow-up with both the bully and the target in subsequent weeks to assess the effectiveness of remediation and intervention.

· **Tier 2** is a second offense of bullying. Student will be disciplined according to the student handbook. Following an assessment of student handbook violations by the Assistant Principal, a recommendation of counseling will be made to the parent/guardian/caregiver(s) and school committee. The Assistant Principal will also develop a behavior contract with the bully.

· **Tier 3** is a third offense and will be viewed as a category 1 offense within the student handbook.

The Assistant Principal reserves the right to elevate a first or second offense to the third tier based on the severity of the offense. Any student entering tier 2 or 3 will be mandated to participate in the school remediation program.

### ATHLETIC CONCUSSION INFORMATION

The following information will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. They also include instruction to coaches, volunteers, and parent/guardian/caregiver(s) in

preventing the occurrence of head injuries and concussions in extracurricular activities directed at discouraging and prohibiting a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon will be enforced as penalties, including but not limited to personnel sanctions, for failure to comply with the provisions of the district's policy.

#### **What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury.

Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

#### **Mechanism of Injury:**

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type.

Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the site of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

#### **Concussion Signs and Symptoms:**

##### **Signs (what you see):**

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems

- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

### **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate health professional.

### **Post Concussion Syndrome:**

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms.

Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance

- Depression
- Visual disturbances

### **Second Impact Syndrome:**

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under their own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

### **ATHLETIC CONCUSSION PROCEDURES**

Any suspected or incurred head injury during a practice, game or school related extracurricular activity must be immediately reported to school medical personnel, Nurse, Certified athletic trainer or school/team physician. The parent/guardian/caregiver of the injured student **must** be notified and advised to seek out necessary medical care for appropriate evaluation and treatment.

Any student athlete sustaining a concussion or head injury, under referral from the student's primary care physician and request of parent/guardian/ caregiver(s), may seek out assistance of a school based care team consisting of athletic and academic personnel, for purpose of a graduated re- entry accommodation plan to school activities and academic course work as indicated. The school based care team should include all personnel who are responsible for the successful return to academic requirements and provide a safe return to athletic activities.

#### Pre-Participation Requirements for Students and Parent/Guardian/Caregiver(s)

##### **A. Education and Training**

1. Each year at the pre-season meeting for every season, a school shall provide current approved materials to all students who plan to participate in extracurricular athletic activities and their parent/guardian/caregiver(s) in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long- term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent/guardian/caregiver shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic activities either (a) a certification of completion for an approved on- line course or (b) a signed acknowledgment as to their receipt of approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

**B. Documentation of Head Injury and Concussion History**

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and submit to the Athletic Director a current Pre-participation Form, signed by both the student and the parent/guardian/caregiver, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
  - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
  - Distribute copies of forms which indicate a history of head injury to the athletic trainer, school nurse and/or school physician.
3. If a student sustains a head injury or concussion during the season, the Head Injury During Sports Season Form must be completed (a) by the athletic trainer, coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent/guardian/caregiver if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

**Suspected Concussion Exclusion from Play**

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach or certified athletic trainer shall communicate the nature of the injury directly to the parent/guardian/caregiver in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The certified athletic trainer or coach also must provide this information to the parent/guardian/caregiver in writing in a timely manner.
4. The certified athletic trainer, coach or their designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
  - The academic plan shall be developed by the student's teachers, school nurse, parent/guardian/caregiver, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
  - The return to athletic participation plan will be developed by the certified athletic trainer and/or coach in consultation with the student's directing physician. The plan will be administered and documented by the certified athletic trainer or coach until completed and a full return to extracurricular athletic activities is possible.
  - The written plan shall include but not be limited to:
    - Physical and cognitive rest as appropriate;
    - Graduated return to classroom studies as appropriate;
    - Estimated time intervals for resumption of activities;
    - Frequent assessments by the school nurse as appropriate; and
    - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.

## DRAFT 24-25 ORRJHS Student Handbook

- The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

### Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parent/guardian/ caregiver(s), the school nurse and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

### Parent/Guardian/Caregiver Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
- Watch for changes in your student/athlete that may indicate that your student/athlete does have a concussion or that your student/athlete's concussion may be worsening.

Report to a physician:

Loss of consciousness, Headache, Dizziness, Lethargy, Difficulty, concentrating, Balance problems, Answering questions slowly, Difficulty recalling events, Repeating questions, Irritability, Sadness, Emotionality, Nervousness, Difficulty with sleeping

- Encourage your student/athlete to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Observe and monitor your student/athlete for any physical or emotional changes.
- Recognize that your student/athlete will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

### Student and Student Athlete Responsibilities:

- Report all symptoms to athletic trainer and/ or school nurse.
- Follow recovery plan.
- **REST.**
- **NO ATHLETICS.**
- **BE HONEST!**
- Keep strict limits on screen time and electronics.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork.
- See the athletic trainer and/or school nurse for pain management.
- Return to sports only when cleared by physician and the athletic trainer.
- Follow Gradual Return to Play Guidelines.
- Report any symptoms to the athletic trainer and/or school nurse and parent/guardian/caregiver(s) if any occur after return to play.

## DRAFT 24-25 ORRJHS Student Handbook

- Return medical clearance form to athletic trainer prior to return to play.
- Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

### Use and Care of Athletic Uniforms and Equipment

Each student is responsible for the care of any uniforms and equipment issued to them. The student must reimburse the school for the cost of any item that is lost, stolen or broken. Failure to do so may result in disciplinary action as well as loss of athletic eligibility.

### Athletic Awards Policy

The first year an athlete earns their letter in any varsity sport at Old Rochester Regional High School, they will receive the standard ORR letter award. A letter award will be given on each occasion that an athlete qualifies for a letter in any sport. In the event that an athlete qualifies more than once in a sport, they will receive a certificate and service bar for each additional year of qualification.

Eligibility for athletic awards, i.e. letter awards, is determined by the head coach of each sport. These guidelines will be distributed at the preseason meetings.

- Eligibility for athletic awards is contingent upon the successful completion of the season. (i.e. A student who becomes academically ineligible prior to the end of the season would not be eligible for an award)
- An athlete who would normally qualify for an award but is prevented from doing so by accident, illness or other extenuating circumstances may receive an award
- No privately funded awards may be given in the name of the school without the express written consent of the school committee

### Fundraising

All fundraising must have prior approval of the High School Principal. Fundraising (selling an item for a profit) without authorization of the High School Principal will be subject to Category One of the discipline code.

The ORR Athletic Booster Club (ORRABC) is the official fundraising vehicle for ORR athletics. No gifts of any kind may be given to ORR students, coaches or teams without the written approval of the High School Principal, working in conjunction with the athletic director and ORR ABC.

~~Remove the following/not applicable:~~

### ~~Captains Duties~~

- ~~— Serve as a role model for all to follow both in and out of the athletic program~~
- ~~— Assist the coach as required~~
- ~~— Encourage team members to live up to the athletic code~~
- ~~— Serve as a spokesperson for the team~~
- ~~— Keep the team informed of practices~~
- ~~— Conduct practice duties under the supervision of the coach~~
- ~~— Assist in the season ending banquet~~



# OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION NO. 55



## 2023-2024 OLD ROCHESTER REGIONAL HIGH SCHOOL IMPROVEMENT PLAN

### MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

### VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

### CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

#### THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

#### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

#### CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

## THEORY OF ACTION

**IF WE...**

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

**AND...**

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

**AND...**

enhance our multi-tiered, comprehensive systems of support in all schools...

**AND...**

provide an inclusive and supportive climate and culture for all school community members...

**AND...**

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

**THEN WE WILL...**

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

## STRATEGIC OBJECTIVES

**1. & 2.**  
**Teaching & Learning**

**3.**  
**Support Systems**

**4.**  
**Climate & Culture**

**5.**  
**Safe Schools**

### Strategic Objective #1: Teaching & Learning

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
1.1 Define and create a Portrait of the Graduate that encompasses equitable practices in students' academic and social lives.	HS Administration 7-12 Department Coordinators	By June 2024, ORRHS will have established a Portrait of the Graduate.	Participation in Portrait of the Graduate (POG) Trainings as developed by NEASC  Determine stakeholder teams for a planning committee.  Schedule regularly dedicated time for planning and development for POG team.	Completed Portrait of the Graduate for grades 9-12.

			<p>Provide resources needed by the POG team.</p> <p>Collaboration with outside schools and examples.</p> <p>Define equitable practices related to social and academic lives in the POG.</p>	
1.2 Adopt and implement a curriculum review cycle (CRC).	<p>Assistant Superintendent of Teaching and Learning</p> <p>7-12 Department Coordinators</p> <p>Instructional Council</p>	By June 2024, all ORRHS Academic Departments will be included on the curriculum review cycle.	<p>Curriculum work during common planning days and professional development time.</p> <p>Review and analyze current curriculum with support of Instructional Council.</p> <p>Each subject area is assigned to a CRC phase by the Assistant Superintendent of Teaching and Learning.</p> <p>Identify future budget needs based on CRC phase schedule by subject area.</p> <p>Provide Professional Development on CRC for staff.</p>	<p>All ORRHS departments will be working on curriculum as appropriate to their area of the cycle.</p> <p>Presentation of CRC to the Joint School Committee.</p> <p>Adopt and implement the current CRC.</p>
1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction. (Multi-year)	<p>Assistant Superintendent of Teaching and Learning</p> <p>7-12 Department Coordinators</p> <p>Instructional Council</p>	By June of 2024, all ORRHS Academic Departments will have horizontally aligned common assessments.	<p>Curriculum work during common planning days and professional development time.</p> <p>Create a district-wide assessment calendar for all subject areas.</p> <p>Conduct needs assessment and review of currently used assessments for all subject areas.</p>	Common assessments in place across grade level courses.

1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.	Assistant Superintendent of Teaching and Learning  Instructional Council	By June of 2024, ORRHS will have updated content in a curriculum management system.	The Instructional Council will meet throughout the year to plan for auditing and updating curriculum content.  Departments will update courses/units following parameters set by Instructional Council.	Instructional Council agendas reflect audits and updates made to units and content updates are available to teachers in our curriculum management system.
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### Strategic Objective #2: Teaching & Learning

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time. (Multi-year)	Assistant Superintendent of Teaching and Learning  Instructional Council	Instructional Council will provide input on the 2023-2024 professional development planning. All staff will provide feedback at the end of each PD day to be used in revising follow up professional development.	Data from staff surveys will be used to plan for professional development offerings.  The Instructional Council will provide input on department/grade level needs for PD.  Participants in PD offerings will submit surveys to document their experiences in PD sessions to help improve future offerings.  Determine best practices for a PD planning process.  Review PD planning process examples from other districts.	Survey data analyzed and professional development plans reviewed and updated reflect the needs of educators.  Instructional Council agendas reflect input shared out with grade levels and departments.  PD plans reflect input from our stakeholders.  Surveys prepared and uploaded to SMART PD for educators to

			<p>Investigate the suggested DESE PD Planning process</p> <p>Create a revised PD planning process.</p>	<p>complete at the end of each PD session.</p> <p>Adoption and implementation of final PD planning process district-wide.</p>
2.4 Provide and prioritize dedicated time and resources for the planning of a district-wide Portrait of the Graduate.	<p>HS Administration</p> <p>Department Coordinators</p>	By June 2024, ORRHS will have established a Portrait of the Graduate.	<p>Participation in Portrait of the Graduate Trainings as developed by NEASC.</p> <p>Conduct focus groups.</p>	Completed Portrait of the Graduate for grades 9-12.
<b>Strategic Objective #3: Support Systems</b> Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.				
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting. (Multi-year)	<p>Office of Student Services</p> <p>HS Administration</p>	ORRHS will develop and implement systems of support consistent with district initiatives to ensure supports are in place to meet the needs of our students.	<p>Grade level/departments will use assessment data to drive instruction in tiers I, II, and III</p> <p>Targeted staff will participate on the district team developing and implementing Social Emotional Learning (SEL) curriculums that may be used by the district.</p> <p>Pathways to Success will meet bi-weekly to ensure that student intervention needs are being addressed.</p>	<p>Monthly reports at Staff Meeting.</p> <p>Agendas and action items will be shared at the building level.</p> <p>Agendas reflect topics of discussion at weekly meetings.</p>

**Strategic Objective #4: Climate & Culture**

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Level-based Goal</b>	<b>Action Steps</b>	<b>2023-2024 Anticipated Outcomes &amp; Evidence (Indicators of Success)</b>
4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.	HS Administration	ORRHS school administration will consistently communicate with the school community through weekly update emails to promote school community engagement.	<i>The Week Ahead</i> email, Sunday at 3pm.  Guidance Newsletter, Sunday at 3pm.  Social Media Marketing class.	Consistent weekly correspondence to families and community.  Consistent social media presence highlighting school events and achievements.
4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.	HS Administration  Project 351 leadership students	ORRHS students, with the support of staff members, will enhance student voice through school and district leadership opportunities.	Project 351 “Student “Influencers” will attend four training sessions to understand their roles.	Trainings for students occur at the JHS/HS.
4.5 Provide professional development to support and implement best practices related to tracking and improving student	HS Administration	ORRHS will participate in professional development related to tracking and improving student behavior and discipline.	School Administration will provide an overview of the tracking system in the opening days of school.  Follow up discussions at monthly staff meetings will be provided (as needed) to clarify and streamline processes.	Opening day meeting agenda reflects time spent explaining the new system.  Staff meeting agendas reflect time spent reviewing the system.

behavior and discipline.			Our school behavior matrix will be reviewed as needed for updates and clarity.	<p>Staff meeting agendas reflect time spent reviewing the matrix and resources as needed.</p> <p>Staff meeting agendas reflect time spent sharing best practices.</p>
<b>Strategic Objective #5: Safe Schools</b> Ensure safe, secure, and equitable learning environments in all schools.				
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	2023-2024 Anticipated Outcomes & Evidence (Indicators of Success)
5.1 Provide professional development to school community members regarding physical and cyber safety and security practices.	District Business Office, District Technology Team, School Resource Officer(s), First Responders principals, teachers	ORRHS staff will participate in physical and cyber safety practices to reinforce best practices in supporting building and cyber safety.	<p>Cyber security training will be provided to staff to ensure continued safety with our use of the district email system.</p> <p>ALICE trainings will be conducted with staff and students during the school year with the support of local first responders.</p> <p>Fire Drills will be conducted during the school year with the support of local first responders.</p> <p>District administration will update the Crisis Manual that provides guidance of procedures in emergency situations.</p>	<p>Trainings are sent (through email) and completed by selected staff members.</p> <p>Staff training occurs in the fall with follow up as needed with staff and then with the students during a school day.</p> <p>Fire drills are conducted with the support of the Mattapoisett Fire Department.</p> <p>Updated manual shared with The Leadership Council to be followed in emergency situations.</p>
5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations.	Assistant Superintendent of Finance and Operations  HS Administration  Facilities Director	Building and district departments/ administration will collaborate to understand and document short and long term building needs (capital planning) to be	School administration will meet with the district administrative department heads to target areas of need in the building.	Items added to the Capital Plan to be reviewed with School Committee.

		shared with the School Committee Subcommittee.		
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**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**

Marion - Mattapoisett - Rochester  
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**Michael S. Nelson, M.Ed.**  
Superintendent of Schools

**Sharlene Fedorowicz, Ph.D.**  
Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, SFO, MCPPO**  
Assistant Superintendent of Finance & Operations

**Kristine Lincoln, M.Ed.**  
Interim Director of Student Services

# Memo

To: School Committee Members of Old Rochester Regional School District

From: Howard G. Barber, Assistant Superintendent of Finance & Operations

Cc: Michael S. Nelson, Superintendent of Schools

Date: June 12, 2024

Re: Motion – Donations

## Motion:

To approve \$500 from the Emma Whittaker Fund for the ORR Swim Team

To approve one 2ft by 7ft Best Communities for Music Education Banner from Denise Conton (grandparent/community member) to the JHS Music Department

To approve twelve - 250 ml Erlenmeyer flasks, seven - 250 ml beakers and eight - 150 ml beakers from Mattapoisett resident Stephen Likos, registered Medical Technologist

To approve a cornet and a Flugelhorn from the Symphony Music Shop to the JHS Music Department

To approve fifteen copies of *The Odyssey* and fifteen copies of *Romeo and Juliet* from parents Michelle and Michael Kelly to the High School.

To approve OpenSciEd kits: 6.2 Thermal Energy (7<sup>th</sup> grade), 7.3 Metabolic Reactions (8<sup>th</sup> grade) and General Classroom supplies (both 7<sup>th</sup> and 8<sup>th</sup>) from OpenSciEd.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.



OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE BOSTON, MA 02133  
(617) 725-4000

**MAURA T. HEALEY**  
GOVERNOR

**KIMBERLEY DRISCOLL**  
LIEUTENANT GOVERNOR

5/2/2024

Dear Michael Nelson,

Congratulations! We are pleased to notify you that Old Rochester has been awarded an FY25 FC202 Vacation Acceleration Academies Grant of \$66,000.

We want to thank you for your commitment to supporting the advancement of educational excellence for students in Old Rochester and look forward to expanding opportunities for access to high-quality educational experiences for all students.

Please feel free to contact Thomas Zorich ([thomas.zorich@mass.gov](mailto:thomas.zorich@mass.gov)) at the Department of Elementary and Secondary Education if you have any questions.

Sincerely,

Handwritten signature of Maura T. Healey in blue ink.

GOVERNOR MAURA T. HEALEY

Handwritten signature of Kimberley Driscoll in blue ink.

LT. GOVERNOR KIMBERLEY DRISCOLL

**ORRHS Disc Golf Course**

Andrew Apperson, ORRHS (Intra-school) - \$2,000

The Old Rochester Regional High School Disc Golf Club is seeking funds in order to enhance and improve our on-campus course. Some initial funding has been acquired through a disc golf tournament orchestrated by Mr. Kane at UMA Dartmouth during the winter of 2022, as well as the award of one mini-grant during that same year. This funding allowed the club to purchase nine temporary baskets. We hope to gain more funds so that we can continue to purchase permanent baskets, as well as other typical fixtures of established disc golf courses. These include materials to construct tee pads, equipment such as discs, and signage materials. We would also like the ability to expand the course beyond its present 9-hole layout, so the more baskets, the better in this regard, and the temporary baskets that are replaced with permanent baskets can then be used to develop new holes in order to expand the course to an eventual full 18-hole course.

**Sounds of the Tri-Town (Guest Artist Collaboration for Original Composition and Performances)**

Richard Laprise, ORRJHS (Intra-School and Cross Curriculum) - \$3,000

Internationally renowned composer Kevin Krumenauer has expressed interest in collaborating with our music teachers and students to create a new composition specifically for our Tri-Town instrumental musicians in grades 5-8. He will engage with participating schools through video calls with over 200 students. Mr. Krumenauer's composition will become a permanent part of our music libraries, ensuring future performances and contributing to the wider repertoire available for purchase and performance by other bands throughout the world. The project will conclude with public performances by our schools during the Spring of 2025. The measurable impact of last year's project was evident in the Old Rochester Regional School District's repeated recognition by the NAMM Foundation as a "Best Community for Music Education." Students have declined admission to Old Colony and Upper Cape so they could continue in the music program at ORR.

**World Language Curriculum Enhancement**

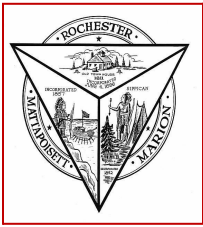
Kelly Ochoa, ORRHS - \$897.65

The World Language Department at Old Rochester is currently teaching from textbooks which were last purchased in 2006. Since that time, the American Council of Teachers of Foreign Languages (ACTFL) has updated its proficiency guidelines twice. We now focus much less on grammar and much more on oral and written comprehension. As a result of this, I have adopted a curriculum for the Spanish 4A and 5A classes that is no longer based on a textbook but rather short comprehensible novels. I would like to purchase copies of some newer novels that have been published for my Spanish 4A and 5A classes. I anticipate class sizes between 15-20 for these sections next year. I am asking for 15 copies of 2 novels that I will be using with the Spanish 5A class. I have already purchased the Teacher's Guide for these novels. And I am asking for 20 copies of 2 novels and the Teacher's Guide for ones which I will be using in Spanish 4A. All of this can be purchased from a publishing company called Wayside Publishing.

**ORR & MA SUPT UNION #55  
School Committee 2024-2025**

July 2024					August 2024					September 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	2	3	4	5	6
													ORR	
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
													S	
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
													MT	
22	23	24	25	26	19	20	21	22	NT	23	23	24	25	X
													M	27
29	30	31			26	TM	27	TM	28*	29	30	E	J	
									R					
					NT- New Teacher Orientation					9/2 - Labor Day				
					TM-Teachers Meeting					X - Prof. Dev. All Schools Early Release				
7/4 - Independence Day					E- Early Dismissal for Students & Teachers									
October 2024					November 2024					December 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6
			R-B										M-B	
			R										M	
7	8	9	10	11	4	[5]	6	7	8	9	10	11	12	13
			P			ORR-B							ORR-B	
			ORR		11	12	13	14	15				ORR	
14	15	16	17	18	17	18	19	20	21	16	17	18	19	20
			P						R-B					E
			MT-B						R					
			MT						MT-B					
21	22	23	24	25	18	19	20	21	22					
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			M						MT					
28	29	30	31		25	26	27	E	28	29				
			X					X						
10/14- Columbus Day					[ ]-Prof. Dev. Day 11/11 - Veterans' Day					E- Early Dismissal for Students & Teachers				
P- Early Dismissal Parent Conf.					E- Early Dismissal for Students & Teachers					12/25- Christmas				
MATT., ROCH. AND MARION K-6					11/28-29 Thanksgiving Vacation					Vacation				
January 2025					February 2025					March 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3										
			X											
6	7	8	9	10	3	4	5	6	7	3	4	5	X	6
			P					MT-B					M-B	7
								MT					M	
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			R-B										MT-B	
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20	21	22	23	24	17	18	19	20	21	17	18	19	20	21
			E											
			J											
27	28	29	X	30	24	25	26	27	28	24	25	26	27	28
			M-B											
			M											
1/1- New Year's Day										31				
1/20 - Martin Luther King, Jr. Day					2/17 - Presidents' Day					X - Prof. Dev. All Schools Early Release				
X - Prof. Dev. All Schools Early Release					Vacation									
April 2025					May 2025					June 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4				1	2	2	3	4	5	6
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								R						
7	8	9	10	11	5	6	7	8	9	9	10	11	X*	12
													E	13
			MT					M					M	
14	15	16	17	18	12	13	14	15	16	16	17	18	X**	19
													J	20
			X											
21	22	23	24	25	19	20	21	22	23	23	24	25	26	20
								P						
								ORR						
28	29	30			26	27	28	X	29	30	30			
			X											
4/21- Patriots' Day					Awards					31				
Vacation					5/26 - Memorial Day					HS Grad				
					X - Prof. Dev. All Schools Early Release									

M	Marion	6:30pm
MT	Mattapoisett	6:30pm
R	Rochester	6:30pm
ORR	ORR	6:30pm
J	Joint	6:30pm
E	Equity	4:30pm
P	Policy	4:30pm
M-B	Marion Budget	4:30pm
MT-B	Mattapoisett Budget	4:30pm
R-B	Rochester Budget	4:30pm
ORR-B	ORR Budget	4:30pm
S	Superintendent's Goals	4:30pm



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT**  
**MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55**  
Marion - Mattapoisett - Rochester  
135 Marion Road  
Mattapoisett, MA 02739

**www.oldrochester.org**

**Phone: 508-758-2772**  
**Fax: 508-758-2802**

**Michael S. Nelson, M.Ed.**  
Superintendent of Schools

**Sharlene Fedorowicz, Ph.D.**  
Assistant Superintendent of Teaching & Learning

**Howard Barber, CPA, SFO, MCPPO**  
Assistant Superintendent of Finance & Operations

**Kristine Lincoln, M.Ed.**  
Interim Director of Student Services

# Memo

**To:** School Committee Members of Old Rochester Regional School District

**From:** Howard G. Barber, Assistant Superintendent of Finance & Operations

**Cc:** Michael S. Nelson, Superintendent of Schools

**Date:** June 12, 2024

**Re:** Motion - Rental of classroom space

## Motion:

To approve the Memorandum of Agreement between the Old Rochester Regional School Committee and the Southeastern MA Educational Collaborative for the rental of classroom space at the Rochester Memorial School for Fiscal Year June 30, 2025.

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District and Massachusetts Superintendency Union #55 does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in administration of its educational and employment policies, or in its programs and activities.

MEMORANDUM OF AGREEMENT BETWEEN THE  
OLD ROCHESTER REGIONAL SCHOOL COMMITTEE  
AND THE  
SOUTHEASTERN MA EDUCATIONAL COLLABORATIVE  
FY25

- I. The Old Rochester Regional (ORR) School Committee agrees to allow the Southeastern Massachusetts Educational Collaborative (SMEC) to use two (2) full-size classrooms at the ORR High School for the charge of \$9,718 each per annum to accommodate both school year and extended year programs. In addition, the ORR School Committee agrees to allow SMEC to use two (2) small classroom/office spaces located adjacent to or near the SMEC classrooms for the purpose of providing therapeutic services to students enrolled in the SMEC program, for the additional annual charge of \$4,012 each per annum.
- II. This agreement will be in effect from July 1, 2024 to June 30, 2025 and will be renewable annually upon mutual agreement and desire of both parties. If either party intends not to renew, written notification will be provided to the other by April 15, 2025.
- III. The parties agree to the following:
1. Exclusive classroom occupancy and all utilities shall be included in the lease price.
  2. All furniture, furnishings and supplies will be purchased by and the responsibility of SMEC and shall be owned and maintained by SMEC unless otherwise agreed.
  3. Custodial services shall be provided by the ORR custodial staff.
  4. Basic first aid, routine screenings and medication administration will be provided by the ORR school nurse(s) for the ISP I program.
  1. Due to the more intensive needs and continuous medical supervision required by the population being served in the MLC II program, SMEC shall assign a nurse to that classroom for basic first aid, medication administration and medical supervision. Routine annual school-based medical screenings will be conducted in collaboration with the Old Rochester Regional school nurse.
  2. SMEC will be assigned keys to the SMEC classrooms.
  3. Parking spaces for SMEC staff and one (1) SMEC van will be provided.
  4. SMEC will list said classroom(s) and name the ORR High School on the Collaborative's General Liability insurance policy.
- IV. This agreement is understood, signed and dated as follows:

On behalf of the Old Rochester Regional School Committee:

\_\_\_\_\_ Date: \_\_\_\_\_

On behalf of the Southeastern MA Educational Collaborative:

Catherine S. Cooper Date: 5/11/24



# Old Rochester Regional School District Massachusetts Superintendency Union #55

*"Serving the towns of Marion, Mattapoisett, & Rochester"*

Food Service Director's Report: June 2024  
ORR JR/SR HS

## Directors Update:

- Freezer # 2 went down; have repair work being done.
- Scheduled repair work for freezer #1 after school ends.
- Completed the procurement process for food and supplies for next year.
- Currently have a 3-hour vacancy at the ORR campus
- Fun Facts: District-wide TOTAL Meals served (through May 31<sup>st</sup>)
  - Breakfast SY 23 = 69,580                      Lunch SY 23 = 223,824
  - Breakfast SY 24 = 72,661                      Lunch SY 24 = 239,031
  - ***Increase of 3,081***                      ***Increase of 15,207***

**Have a Great Summer!**

## Students Receiving Free and Reduced Meals:

Free: 251 → 23%

Reduced: 30 → 3%

## Student Meal Participation

SY 23					SY 24			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
<b>August</b>	43	2%	1,070	52%	70	3%	1,200	59%
<b>September</b>	1,882	9%	10,881	54%	2,193	11%	11,862	60%
<b>October</b>	2,388	12%	12,295	62%	2,636	13%	14,721	71%
<b>November</b>	1,839	12%	10,533	70%	2,065	12%	11,940	72%
<b>December</b>	1,772	11%	9,539	59%	1,872	12%	10,404	72%
<b>January</b>	2,036	12%	11,718	68%	2,520	12%	13,932	68%
<b>February</b>	1,619	12%	8,630	64%	1,860	13%	10,293	72%
<b>March</b>	3,003	13%	13,933	62%	2,719	14%	13,543	69%
<b>April</b>	1,957	14%	8,845	64%	2,271	14%	11,775	73%
<b>May</b>	3,202	15%	13,207	61%	3,241	15%	14,252	66%
<b>June</b>	1,143	11%	3,693	36%				

Jill Henesey  
Director of Food and Nutrition Services  
Office: 508-758-2772 x1543  
Mobile: 774-320-0801  
Email: [jillhenesey@oldrochester.org](mailto:jillhenesey@oldrochester.org)  
<https://www.facebook.com/ORRnutrition4kids>



## Facilities Director's Report: June 2024

### Jr/Sr High Schools (Main Campus)

- Securing boilers for annual internal inspection.
- Aligning chiller and water tower for summer operation.
- Replace domestic hot water circulator pump.
- Completed Dual Temperature Loop service and inspection.
- Scheduling summer inspections of all facility fire suppression systems and machinery.
- Completed Senior Graduation.
- Repaired/conducted preventative maintenance on all facility equipment, machinery and systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-998-3724 x1954 Cell: 508-509-6763

E-Mail: [eugenejones@oldrochester.org](mailto:eugenejones@oldrochester.org)

#WEareOR



**Old Rochester Regional High School**  
**135 Marion Road**  
Mattapoisett, Massachusetts 02739

Phone 508-758-3745 Fax 508-758-3167 Web page [www.oldrochester.org/hs](http://www.oldrochester.org/hs)

*"The Old Rochester Regional community works together to educate each person in a safe, challenging environment.  
As we prepare students for participation in society, we foster their academic and personal growth."*

---

**Michael Cabot Devoll, M.Ed.**  
**Principal**

**Vanessa M. Harvey, M.Ed.**  
**Assistant Principal**

**Lauren Millette, M.Ed., M.C.**  
**Director of Guidance**

June 3, 2024

**High School student enrollment, through 6/3/24: 607**

**600 Saves in Lacrosse**

Congratulations to Junior Tessa Winslow for recording her 600<sup>th</sup> save in Girls Lacrosse.

**Upcoming Dates**

6/4-5 Biology MCAS

6/5 Step Up Day

6/5 Half Day for Professional Development

6/6-11 Underclass Final Exams

6/10 Underclass Awards Night

Respectfully submitted,

A handwritten signature in black ink, appearing to read "mu 24", likely representing the initials of Michael Cabot Devoll.

Michael Cabot Devoll  
Principal  
Old Rochester Regional High School

**ORRJHS  
PRINCIPAL'S REPORT**

**JUNE 12, 2024**

**CURRENT ENROLLMENT:**

Grade 7 - 191  
Grade 8 - 237  
TOTAL: 428

**SCHOOL CHOICE:**

Grade 7 - 12  
Grade 8 - 24  
TOTAL: 36

**STAFF ACKNOWLEDGEMENTS:**

STAFF RETIRING:

Mary Caine - Life Skills Special Education Teacher  
Karen Horan - Gym Teacher

**TEACHER APPRECIATION WEEK: MAY 6 THROUGH MAY 10**

A special "thank you" to all of the parents and community members who made this week very special to our staff at the JHS. Every day, they provided either a breakfast and/or lunch for our staff - and, there were plenty of snacks throughout the day. Their generosity was appreciated by the entire staff.

**RECENT EVENTS:**

4/29/24	Life Skills Open House for Parents
5/1 & 5/2	Math MCAS for both Grade 7 and Grade 8
5/9 & 5/10	Grade 8 Green Team field trips to Gifts to Give; Battleship Cove; Old Hammondtown School
5/22 & 5/23	Grade 8 Science MCAS; Grade 7 IXL/Aimsweb
5/24/24	Sr. Class Walk
5/28/24	Chris Herren Assembly for entire student body
5/28-5/31	Spirit Week for Students and Staff
5/29/24	Grade 8 - Civics MCAS
5/29/24	Spring Choral and Music Conference @ 6:30pm - JHS Auditorium in conjunction with Art Exhibit took place
5/31/24	Grade 8 Dinner Dance - Special "thank you" to Mrs. Modlowski for putting this together
6/3-6/7	Grade 7 SCOPE/SURVIVAL week
6/3/24	Sippican Grade 6 Tour
6/4/24	Old Hammondtown Grade 6 Tour
6/6/24	Rochester Memorial Grade 6 Tour
6/5/24	Half day for Students - Professional Development for Staff

- 6/6-6/16 Europe Trip - a total of 50 students and (both Grade 7 and Grade 8 left to explore several countries in Europe)
- 6/10/24 Grade 8 Promotion Ceremony took place in the High School Auditorium - over 800 family/friends/siblings attended this event to honor our Grade 8 students
- 6/11/24 LAST DAY OF SCHOOL
- Grade 8 Breakfast
  - Grade 7 Awards

Respectfully Submitted,  
Silas Coellner, Principal

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55  
School Calendar 2024-2025**

July 2024					August 2024					September 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	2	3	4	5	6
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
22	23	24	25	26	19	20	21	22NT	23	23	24	25X	26	27
29	30	31			26TM	27TM	28*	29	30E**	30				
7/4 - Independence Day					NT- New Teacher Orientation TM-Teachers Meeting *OPENING DAY - ALL E**- Kindergarten First Day and Early Dismissal for Students & Teachers					9/2 - Labor Day X - Prof. Dev. All Schools Early Release				
3 days					20 days					23 days accrued				
October 2024					November 2024					December 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	4	[5]	6	7	8	9	10	11	12	13
14	15	16	17P	18P	11	12	13	14	15	16	17	18	19	20E
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
28	29	30	31		25	26	27E	28	29	30	31			
10/14- Columbus Day P- Early Dismissal Parent Conf. MATT., ROCH. AND MARION K-6					[ ]-Prof. Devl. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/28-29 Thanksgiving Vacation					E- Early Dismissal for Students & Teachers 12/25- Christmas Vacation				
22 days 45 days accrued					17 days 62 days accrued					15 days 77 days accrued				
January 2025					February 2025					March 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3										
6	7	8	9	10	3	4	5	6	7	3	4	5X	6	7
13	14	15	16	17	10	11	12	13	14	10	11	12	13	14
20	21	22	23	24	17	18	19	20	21	17	18	19	20	21
27	28	29X	30	31	24	25	26	27	28	24	25	26	27	28
1/1- New Year's Day 1/20 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release					2/17 - Presidents' Day Vacation					31 X - Prof. Dev. All Schools Early Release				
21 days 98 days accrued					15 days 113 days accrued					21 days 134 days accrued				
April 2025					May 2025					June 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4				1	2	2	3	4	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11*	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18**	19	20
21	22	23	24	25	19	20	21	22	23	23	24	25	26	20
28	29	30			26	27	28X	29	30	30				
4/21- Patriots' Day Vacation					5/26 - Memorial Day X - Prof. Dev. All Schools Early Release					* 180th Day, **185th day 6/19 - Juneteenth				
17 days 151 days accrued					21 days 172 days accrued					8 days 180 days accrued				
Holidays - No School for Students and Teachers					Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/2 - Labor Day					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/14- Columbus Day					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day (Observed)					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/28 - Thanksgiving Day					<b>Telephone Numbers</b>									
12/25- Christmas day					Superintendent's Office 508-758-2772									
1/1- New Year's Day					Old Rochester Regional High School 508-758-3745									
1/20 - Martin Luther King, Jr. Day					Old Rochester Regional Junior High School 508-758-4928									
2/17 - Presidents' Day					Sippican School 508-748-0100									
4/21- Patriots' Day					Center School 508-758-2521									
5/26 - Memorial Day					Old Hammondtown 508-758-6241									
6/19 - Juneteenth					Rochester Memorial School 508-763-2049									
Approved by the Joint School Committee 01.29.2024										<a href="http://www.olderochester.org">www.olderochester.org</a>				