

OLD ROCHESTER REGIONAL SCHOOL COMMITTEE

February 27, 2025 at 6:00 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 (remote) April Nye (in-person), Robin Rounseville (in-person) and Joseph Pires (in-person).

Members Absent: None

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

Meeting was called to order at 6:04 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.*

I. Approval of Minutes

A. Regular Minutes

Recommendation:

That the School Committee review for approval the minutes of December 12, 2024.

MOTION to approve the regular meeting minutes of December 12, 2024 as presented

MOTION by Ms. McSweeney

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

MOTION to approve the Budget Subcommittee meeting minutes of December 12, 2024 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Muse

MOTION PASSED 3-0

ROLL CALL: Smith; yes, Monteiro; yes, Muse; yes

MOTION to approve the Budget Subcommittee meeting minutes of February 12, 2025 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Mr. Muse

MOTION PASSED 3-0

ROLL CALL: Smith; yes, Monteiro; yes, Muse; yes

MOTION to approve the Facilities Subcommittee meeting minutes of October 31, 2024 as presented

MOTION by Ms. Kearns

MOTION Seconded by Mr. Pires

MOTION PASSED 2-0-1

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

MOTION to approve the Facilities Subcommittee meeting minutes of December 10, 2024 as presented

MOTION by Ms. Kearns

MOTION Seconded by Ms. Nye

MOTION PASSED 3-0

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

V. General

A. Approval of Foreign Exchange Student

Recommendation:

That the School Committee review a request from Cultural Homestay International (CHI) to enroll one international exchange student at Old Rochester Regional High School.

Superintendent Nelson explained this is another student from the same agency approved last year. This student would attend starting in September and the same family from Marion is supporting this exchange student. Mr. Devoll supports this as well.

MOTION to approve the international exchange student from Cultural Homestay International (CHI) as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Rounseville

MOTION PASSED 9-0

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

B. Approval of School Health Unit Application

Recommendation:

That the School Committee review the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Nicole Reedy, School Nurse for the Old Rochester Regional High School and Linda Deveau, School Nurse for Old Rochester Regional Junior High School on behalf of the district, it has been endorsed and signed by the nurse, school physician Dr. Steven Mendes and Superintendent of Schools, Mr. Michael S. Nelson and it also needs the approval of the school committee.

Superintendent Nelson reminded the school committee that this is annual obligation and has been endorsed by the school nurse, school physician and himself.

MOTION to approve the School Health Unit Application as presented

MOTION by Ms. Nye

MOTION Seconded by Ms. McSweeney

MOTION PASSED 9-0

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

C. Approval of Grant(s)

Recommendation:

That the School Committee review the following:

- A grant in the amount of \$750 from the Mattapoisett Land Trust for Emma Fenton and the EmpowORR Garden.
- A grant in the amount of \$500 from Cape Cod 5 Education Mini-Grant for Kathleen Brunelle and the project Shrek's Shakespearean Adventure.
- A grant in the amount of \$500 from Cape Cod 5 Education Mini-Grant for Elizabeth Kennedy and the project Spring Touch-A-Truck.

Superintendent Nelson shared the above grants.

MOTION to approve the grants from Mattapoissett Land Trust and Cape Cod 5 as presented

MOTION by Ms. Rounseville

MOTION Seconded by Mr. Monteiro

MOTION PASSED 9-0

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

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- A donation of two alto saxophones, one bell kit, five clarinets, four flutes, one trombone and six trumpets to the ORRJHS Music Program from Friends of Old Rochester Music (FORM).
- A donation in the amount of \$1,373.98 from Shutterfly for ORRJHS fall pictures.

Superintendent Nelson shared the above donations. Ms. Kearns thanked FORM for their recent assistance when her student misplaced their trumpet.

MOTION to approve the FORM and Shutterfly donations as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

E. Approval of Student Handbook Revisions (including Student Competency Determination)

Recommendation:

That the School Committee review revisions to the 2024-2025 student handbooks.

Superintendent Nelson explained with the passing of ballot question 2 regarding MCAS in November 2024, the high school must adopt a competency determination for high school graduation which will be added to the ORR High School student handbook. He shared that DESE is also currently accepting public comment on proposed amendments to the regulations regarding MCAS. This Competency Determination is to address the class of 2025 and the district is anticipating changes in the future based on state guidance moving forward. Mr. Devoll explained that ORR has maintained local requirements along with MCAS graduation requirements and have developed the Competency Determination in addition to the local requirements. To earn their Competency Determination, students must pass all of the following coursework in English 9 and 10, Algebra 1 and Geometry, including coursework in grade 8, and Biology, Chemistry, Physics or Physical Science course or an equivalent course. He continued that the administration reviewed current students, including transfers, to ensure no matter what school a student came from they could meet the requirements.

School Committee Feedback:

Mr. Monteiro asked if transfers came from out of state prior to the change with MCAS, would the student have to take it. Mr. Devoll confirmed, yes, they would and it was sometimes very stressful depending upon which grade the student was entering and the time of year. Ms. Kearns confirmed all current students that transferred are able to meet the requirements explained. Mr. Devoll confirmed. Mr. Pires shared he is glad the MCAS testing is being maintained as he believes it serves as accountability for teachers and students. Mr. Devoll explained there are still incentives to doing well on MCAS including scholarship opportunities.

MOTION to accept the Competency Determination proposal for the current 2024-2025 student handbook as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

Next, Ms. Chouinard, Assistant Principal at ORR Junior High School, explained updates to the current JHS and HS student handbooks. The following revisions were made as a result of preparing for the upcoming special education audit. All of the revisions are existing policies as approved by the Joint School Committee, or existing law, but more details were added to the student handbooks.

Bullying Prevention and Intervention	JHS p. 10	HS pp. 49-50
Bullying and Harassment	JHS pp. 10-16	HS pp. 47-49
Due Process	JHS pp. 25, 26	HS p. 59
Suspension Process Including IEPs & 504	JHS pp. 29-31	HS pp. 63-67
Tobacco and Vaping	JHS p. 44	HS p. 54
Vehicle Idling	JHS p. 48 x2	HS pp. 37 & 55

MOTION to approve the revisions to the Junior High School and High School 2024-2025 student handbooks as presented

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED 9-0

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

F. Approval of High School Program of Studies Changes

Recommendation:

That the School Committee hear an update from administration about the High School Program of Studies.

Mr. Devoll explained the new courses proposed for the 2025-2026 High School Program of Studies, which include Statistics, Peer Mathematics Support, Unified Peer Partnership, Civics and Financial Literacy and Field Biology and Natural History. He explained feedback from college bound students, college admissions offices, business leaders, parents and the school committee influenced the addition of these courses. Mr. Devoll continued to review class changes to the following courses; Journalism, Media & Popular Culture, Advanced Placement Human Geography and the removal of Public and Environmental Art, which has not run in many years.

School Committee Feedback:

Mr. Monteiro expressed his gratitude for the addition of these courses. Ms. McSweeney highlighted the peer support classes and the ability to potentially ignite future educators. Ms. Kearns is excited about statistics and added this would be a great class to include in some of the existing career tracks in the high school.

MOTION to approve the 2025-2026 Program of Studies as presented

MOTION by Ms. Kearns

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

G. FY2026 Budget Update

Recommendation:

That the School Committee hear an update on the FY2026 budget.

Mr. Barber shared the Budget Subcommittee has been busy at work discussing the ORR FY2026 proposed budget. Administration is currently having preliminary discussions with town officials for feedback and then the Budget Subcommittee will reconvene.

H. FY2026 Initial School Choice Discussion

Recommendation:

That the School Committee discuss School Choice for FY2026.

Superintendent Nelson shared current school choice enrollment by grade level and current applications for the 2025-2026 school year. He explained the information is preliminary in preparation for the school choice public hearing which will be held at the next meeting.

School Committee Feedback:

Ms. Kearns inquired about the total being 117, but the school committee had approved 125 total for the 2024-2025 school year. Mr. Devoll explained there is movement throughout the year but it was full to start. Enrollment changes may include students moving into the tri-town or transferring out. Ms. McSweeney recommended holding the school choice hearing earlier in the school year because most schools have already shared their acceptance lists.

I. Approval of Athletic Field Upgrade Bid

Recommendation:

That the School Committee review a bid for athletic field upgrades.

Mr. Barber reminded the school committee that at the last meeting in December an update was provided on the ORRHS Earmark funds of \$750,000 for the athletic fields to be expended by FY2026. At the time of procurement, no formal bids were submitted but consultation services were available and the Facilities Subcommittee had approved moving forward in this direction. Since the December meeting, the Facilities Subcommittee has met to review the options provided by the consultant Activitas and hear the recommendation from Superintendent Nelson, Mr. Barber, Mr. Devoll and Mr. Carrig, Athletic Director. Mr. Barber shared the recommendation put forward and agreed upon by the Facilities Subcommittee was the option estimated at \$719,557.53 by the consultant, which is a phased project to refurbish and install irrigation on the fields in the front and back of the school (baseball and softball). If the school committee approves this same recommendation this evening, Mr. Barber and Mr. Jones will begin the procurement process for the project. Superintendent Nelson added this project is a good foundation to build off in the future, in the event that additional funds become available.

School Committee Feedback:

Mr. Monteiro inquired about the disruption of field usage to ORR teams. Ms. Nye shared she asked the same question in the Facilities Subcommittee meeting and Mr. Carrig is already thinking about it and starting to plan accordingly with options of using other fields in the area, having more away games, etc.

MOTION to approve the recommended option estimated at \$719,557.53 as presented and for administration to go out to bid for the project

MOTION by Ms. Nye

MOTION Seconded by Ms. Kearns

MOTION PASSED 9-0

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

VI. New Business

1. Financial Report

Mr. Barber reported the following:

The Old Rochester Regional School District currently has \$727,116 available of the general funds appropriated in the 2025 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 \$21,563,474 authorized to the Old Rochester Regional School District.

\$ 21,563,474 - General Funds Approved

\$ 20,836,358 – Obligations Paid or Encumbered Year to Date

\$ 727,116 - Remaining Available Funds

The Old Rochester Regional School District currently has \$100,000 available in the Capital Stabilization Account.

\$ 200,000 - Capital Stabilization Approved

\$ 0 – Obligations Paid or Encumbered Year to Date

\$ 200,000 - Remaining Available Funds

2. Record of Warrant(s)

Mr. Barber shared the record warrant(s) of November 20, 25, 26, December 4, 10, 18, 19, 30, 2024 and January 2, 6, 9, 15, 22, 28, 30, February 5, 12, and 19, 2025.

3. Food Service Report

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

- Meal participation continues to grow strong.
- Had repair work done to the Walk-in Freezer # 1; replaced the defrost clock and termination switch.
- Had repair work done to steamers 1 & 2; regulator float on one unit and pressure valve.
- Had repair work done to a food prep sink; water lines repaired.
- Successfully completed the Foodservice DESE Procurement Audit.
- Collaborated with MA Operational Services Division (OSD) and other MA Foodservice Directors to create a new statewide contract, specifically for the K-12 School Nutrition Products GRO42; launching the first part for fresh produce this month.

4. Facilities Report

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

- Conducted annual fire sprinkler tamper inspection.
- Replaced damaged stair treads on high school stairway by cafeteria.
- Installed variable frequency drive (VFD) on main irrigation pump.
- Serviced and inspected Student Services vans and District's stake truck.
- Pumped out kitchen grease tank.
- Repaired Tennis Court PTZ camera.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

D. Personnel

Superintendent Nelson shared that Nate Wollenhaupt was hired as an instructional assistant at ORRHS and Jack Pereira as a custodian to replace Steve Sarvia who has retired.

CHAIRPERSON'S REPORT

Chairperson Smith shared the following: *The Governor's budget proposal for Massachusetts, which was recently released, is raising significant concerns across the entire state of Massachusetts about its impact on public schools, especially for rural and regional districts.*

The Governor's Budget was release and the challenging and potential impact on schools include Budgetary challenges

- *Rising costs for special education tuition and student transportation*
- *Financial challenges for rural and regional schools*
- *State revenue numbers and the end of pandemic-era federal funding*

Potential impact on schools

- *Budget cuts to student programs and staff*
- *Districts may be forced to cut funding for essential municipal services*
- *Districts may receive only the statutory minimum aid increase, which may not be enough to maintain quality school programs*

The MTA, Massachusetts Teachers Association wrote an article published Feb 11, 2025 titled Diverse coalition, including MTA, urges governor, lawmakers to address public school funding crisis

United for Our Future – a broad coalition of education organizations, educators’ unions, parent-teacher associations, advocacy groups, and civil rights leaders – is calling for immediate and decisive action from Governor Maura Healey and the Legislature to address the pressing funding crisis in Massachusetts public schools.

“Massachusetts is facing a ‘perfect storm’ of factors that make it nearly impossible to balance budgets without reductions that will have a negative impact on student learning, enrichment and support,” the United for Our Future coalition wrote in their letter. “By signing on to this statement, we collectively emphasize the urgency of this moment and the shared commitment of cherishing public education in Massachusetts and assuring that our public schools receive the resources they need to thrive.” Despite Massachusetts’ reputation as a leader in public education, public schools across the Commonwealth are facing devastating budget cuts to student programs and staff due to rising costs that far outpace available funding, with higher costs in special education tuition and student transportation, and the unique financial challenges faced by rural and regional schools.

“Without additional funding and changes in the Chapter 70 formula, regional, rural, and declining enrollment school districts will face yet another academic year decreasing the number of classroom teachers, eliminating essential school programs, closing schools, and sadly, failing to meet the educational needs of their students,” said Dr. Maureen Marshall, executive director of the Massachusetts Association of Regional Schools.

“The Massachusetts Teachers Association stands united with our partners in United for Our Future to demand urgent action from Gov. Healey and the Legislature to address the deepening funding crisis in our public schools,” said MTA President Max Page and Vice President Deb McCarthy. “We are proud to have helped pass the Student Opportunity Act in 2019 which brought substantial funding to our lowest income districts. But between COVID, inflation, and the growing needs of our students, we need our elected leaders to recognize that virtually every school is making cuts, threatening to undermine the advances we have made. Across the Commonwealth, unionized educators are witnessing firsthand the devastating impact of budget shortfalls – larger class sizes, cuts to essential programs, inadequate mental health support, and growing barriers to delivering the best-in-the-nation public education that our students deserve.” There is an urgent call for action to ensure that schools, especially those in rural and regional areas, are not forced to make devastating cuts. The coalition stresses that adequate funding and adjustments to the Chapter 70 formula are crucial to maintain Massachusetts’ reputation for high-quality public education. The situation is dire, and stakeholders are urging state leadership to step up to prevent further harm to the state’s schools and students.

CENTRAL OFFICE ADMINISTRATORS REPORT

Superintendent Nelson shared his recent Superintendent’s monthly newsletter, which was shared with the school community at the end of January. He highlighted recent happenings from the Joint School Committee meeting including approval of the Superintendent’s Goals, which align with the Strategic Plan Vision2028 and the School Improvement Plans for each building. He also reminded the school committee of the advertising opportunities at the ORR campus as mentioned in the newsletter. On behalf of Dr. Curley, Superintendent Nelson reported the Bullying and Harassment Prevention and Intervention Plan is currently in the final stages and being reviewed by the legal team. She is working with Fly Five ambassadors in each school building and will be providing an update in the near future on the current pilot.

Dr. Fedorowicz reported the following:

We had our second session with Dr. Robin Gilpatrick, former teacher and author on classroom management. This is the third year she has been joining our new teachers to offer them helpful tips and tricks as part of the new teacher induction program. Our next half PD day is March 5th where we will be continuing our work with curriculum alignment related to the CRC and data analysis. A caregiver PD Survey based on our Vision2028 Strategic Plan went out yesterday and is due on Friday, March 7th so that the Instructional Council and TLC can use the feedback for next year’s PD. The final high school learning walk took place on February 4th and the junior high school on January 30th.

PRINCIPAL'S REPORT

Principal Devoll shared his High School Principal's Report:

High School student enrollment, through 2/19/25: 633

School Record

Boys 4x400 finished first in the State Meet with a new school record of 3:30:27. Congratulations to Wesner Archelus, Sebastian Harrigan, Brendan Foster, and Nolan Bushnell!

Congratulations to Our Emerging Young Artists Award Winners!

We're thrilled to celebrate Alexis Barber and Dayvie Zuckerman for their outstanding achievements in the Emerging Young Artists + Designers 2025 Juried Exhibition!

Alexis Barber: Created a stunning amphora in Ms. Mogilnicki's ceramics class.

Dayvie Zuckerman: Designed a captivating mixed media collage in Ms. Butler's Honors Art III class. This year, over 800 pieces of artwork were submitted to the competition, with only 103 pieces selected for the show—a testament to the exceptional talent of these young artists. The exhibition will be featured online starting February 7th on the College of Visual and Performing Arts' website.

Debate Team Success

Congratulations to the ORR Varsity A team for completing an undefeated regular season (12-0) on February 5th at New Bedford High School! The team is preparing for the league finals at Bridgewater-Raynham High School on February 26th.

Upcoming Dates:

March 5: Half Day; 11:30 a.m. dismissal

March 11: FORM Choral Concert, 6:30 p.m.

March 18: FORM Instrumental Concert, 6:30 p.m. March 25-26: Grade 10 ELA MCAS

Principal Coellner shared his Junior High School Principal's Report:

Current Enrollment: School Choice:

Grade 7 - 209 Grade 7 - 9

Grade 8 - 198 Grade 8 - 17

Total: 413 Total: 26

SCHOOLWIDE/COMMUNITY ACKNOWLEDGEMENT(S):

The Students Affairs Committee (SAC) sold candy canes during the week of December 9-13, and all of the proceeds benefited local families in need.

Our Latin and Spanish students participated in World Language Week from February 10 through February 14, 2025. During this week, the Pledge of Allegiance was spoken in Latin, Spanish, Polish and French; students were invited to join in watching Ratatouille, make homemade Russian dumplings, guacamole and corn tortillas; there were daily trivia questions; and, a "Goosechase" scavenger hunt was held.

SURVIVAL ANNOUNCEMENT:

Survival is tentatively scheduled to take place the week of June 1-7, 2025. Grade 8 students who participated in Survival last year, and who would like to be a chaperone this year have been encouraged to complete an application on the JHS website – Deadline was 1/22/25.

RECOGNITIONS:

Students of the Month for December, 2024

Green Team: Frances Kakley and Phoenix Froh

Orange Team: Max Ohrenberger and Ava Dzerkacz

Blue Team: Dominic Philie and Emma Lowe

Red Team: Nora Czerkowicz and Liam Miranda

Exploratory Team: Arianna Marujo and Sophie Zhou

Students of the Month for January, 2025
Green Team: Oliver Ward and Leah Oliveira
Orange Team: Zacharia Rezendes and Elin Humenuk
Blue Team: Tallulah Lovegrove and Cameron Eitas
Red Team: Jaxon Trombly and Adeline Gil Veras
Exploratory Team: Zachary Bellefeuille and Hayden Silva

AFTERSCHOOL ACTIVITIES OFFERED:

Jazz Band - Full Year (Director: Richard Laprise)
Student Affairs - Full Year (Advisor: Lauren O'Brien)
GSA Club - Full Year (Advisor: Julie Andrade)
Ski Club - 6 Trips - (Advisor: Kate Ribeiro – ended 2/11/25)
Drama Club - Meeting 3 days per week (Advisors: Kate Fishmen/Beth Faria) – Production – Murder on the 518 will be held on March 28, 29 and 30)
Interscholastic Sports:
Boys Basketball - Seasonal (Coach: Mike Devoll – ended 2/7/25)
Clinics:
Girls Soccer - Coach Jeff Lombard and Coach Sarah Makein
4 sessions will be held
Boys Soccer - 4 sessions will be held
Winter High School Sports under waiver for JHS students to participate in: Grade 8 – Ice Hockey
Grade 8 – HS Dance
Grade 8 – Swim
Grade 8 – Girls Basketball
Spring High School Sports:
Grades 7 & 8 – Sailing
Grade 8 – Girls Softball

RECENT EVENTS:

12/16-12/20 Spirit week took place for all students and staff
12/18/24 The 7th Grade Art Show and Winter Concert took place
12/20/24 Grade 8 Ha Shee Shee Cup took place and the Winter Concert was performed
1/6-1/20/25 Reading and Mathematics Aimsweb Assessments
01/23/25 Annual Spelling B took place – headed by Grade 7 Social Studies Teacher: Dan McEvoy
01/29/25 Grade 7 Assembly - Old Colony RVTHS presentation took place
01/31/25 Ms. Kearney – School Social Worker, held Grade 8 Focus Groups
02/07/25 Old Colony interviews took place for Grade 8 students applying to OCRVTHS
2/10-2/14/25 Spirit Week took place for students/staff

UPCOMING EVENTS:

02/28/25 Grade 8 Green Team – Field trip to Level 99
03/11/25 FORM Choral Concert
03/18/25 FORM Instrumental Concert
3/28, 29, 30 JHS Drama Production: “Murder on the 518”

MCAS DATES:

ELA: April 1 and 2
Math: April 29 and 30
STE: May 6 and 7
Civics: May 13 and 14

STUDENT ADVISORY COUNCIL REPORT

No report.

VII. School Committee

B. Committee Reports

Budget Subcommittee – No report (already agenda item at this meeting).

District Agreement Committee – no report.

Equity Subcommittee – Ms. Kearns reported they met on January 23rd and heard an update on the equity action plan, a presentation from Dr. Fedorowicz on her trip to Panama and information about the Feinstein Foundation. The next meeting is June 12th.

Facilities Committee – Ms. Nye reported they met earlier today to discuss the athletic fields as mentioned earlier this evening along with revising the debt project this spring and collaborating with town officials to move forward.

Local School Committee- Ms. Smith reported that Marion met on January 30th and approve a fundraiser for VASE, donations and Cape Cod 5 grants. The next meeting is March 11th. Mr. Muse reported that Mattapoisett is working through the budget planning process and reminded the school committee of the student vs faculty basketball game coming up in March. Ms. Rounseville shared that the primary focus in Rochester is the budget planning as well.

Policy Subcommittee- Ms. McSweeney reported they met on January 9th and postponed Title IV changes based on federal developments the day of the meeting. They discussed the policies that were approved already by the Joint School Committee on January 23rd.

Tri-Town Foundation Fund – Ms. McSweeney reported the next meeting is March 25th and grant applications are currently open until April 18th.

MASC – Mr. Monteiro reported the Day on the Hill is coming up in May and they are offering regular webinars members can participate in along with advocating for rural districts.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for March 27, 2025 and the next Joint Meeting is June 12, 2025.

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.

X. Information Items

Recommendation:

That the School Committee review the District's FY24 Excess & Deficiency or more commonly known as "E&D" amount, which has been certified by the MA DLS. That the School Committee also review the SMEC FY2024 Collaborative Annual Report and the 2025-2026 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.

MOTION to enter into executive session at 7:31 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 Ms. Kearns

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

MOTION to exit executive session at 7:40 p.m. to return to regular session, only to adjourn.

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

MOTION to adjourn at 7:40 p.m.

MOTION by Ms. Kearns

MOTION Seconded by Ms. Nye

MOTION PASSED 9-0

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

Respectfully Submitted,

Melissa Wilcox

Recording Secretary

Meeting Resources

Minutes DRAFT

OLD ROCHESTER REGIONAL DISTRICT SCHOOL COMMITTEE MEETING

Marion – Mattapoisett - Rochester, Massachusetts

February 27, 2025 at 6:00pm

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.

MEETING TO ORDER

RECOGNITION

I. Approval of Minutes

- A. Regular Meeting: December 12, 2024**
- B. Executive Session: December 12, 2024**
- C. Budget Subcommittee: December 12, 2024 and February 12, 2025**
- D. Facilities Subcommittee: October 31 and December 10, 2024**

II. Consent Agenda

III. Agenda Items Pending

IV. Special Topic Report

V. General

- A. Approval of Foreign Exchange Student**
- B. Approval of School Health Unit Application**
- C. Approval of Grant(s)**
- D. Approval of Donation(s)**
- E. Approval of Student Handbook Revisions (including Student Competency Determination)**
- F. Approval of High School Program of Studies Changes**
- G. FY2026 Budget Update**
- H. FY2026 Initial School Choice Discussion**
- I. Approval of Athletic Field Upgrade Bid**

VI. New Business

- A. Policy Review**
- B. Curriculum**
- C. Business**
 - 1. Financial Report**
 - 2. Record of Warrant(s)**
 - 3. Food Service Report**
 - 4. Facilities Report**
 - 5. 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
9. MASC

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: February 25, 2025
SUBJECT: Agenda Items

The following items are on the agenda of February 27, 2025.

I. Approval of Minutes

A. Regular Meeting

Recommendation

That the School Committee review for approval the minutes of December 12, 2024. Please refer to “ORRSC 02272025 December Minutes”.

B. Executive Session Meeting

Recommendation

That the School Committee review for approval the minutes of December 12, 2024.

C. Budget Subcommittee Meeting

Recommendation

That the School Committee review for approval the minutes of December 12, 2024 and February 12, 2025. Please refer to “ORRSC 02272025 December Minutes - Budget” and “ORRSC 02272025 February Minutes – Budget”.

D. Facilities Subcommittee Meeting

Recommendation

That the School Committee review for approval the minutes of October 31 and December 10, 2024. Please refer to “ORRSC 02272025 October Minutes - Facilities” and “ORRSC 02272025 December Minutes - Facilities”.

V. General

A. Approval of Foreign Exchange Student

Recommendation:

That the School Committee review a request from Cultural Homestay International (CHI) to enroll one international exchange student at Old Rochester Regional High School. Please refer to “ORRSC 02272025 Foreign Exchange Student Application”.

B. Approval of School Health Unit Application

Recommendation:

That the School Committee review the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Nicole Reedy, School Nurse for the Old Rochester Regional High School and Linda Deveau, School Nurse for Old Rochester Regional Junior High School on behalf of the district, it has been endorsed and signed by the nurse, school physician Dr. Steven Mendes and Superintendent of Schools, Mr. Michael S. Nelson and it also needs the approval of the school committee. Please refer to “ORRSC 02272025 School Health Unit Application Guidance” and “ORRSC 02272025 School Health Unit Application Signature Page”.

C. Approval of Grant(s)

Recommendation:

That the School Committee review the following:

- A grant in the amount of \$750 from the Mattapoisett Land Trust for Emma Fenton and the EmpowORR Garden. Please refer to “ORRSC 02272025 MLT Grant”.
- A grant in the amount of \$500 from Cape Cod 5 Education Mini-Grant for Kathleen Brunelle and the project Shrek’s Shakespearean Adventure. Please refer to “ORRSC 02272025 Cape Cod 5 Grants”.
- A grant in the amount of \$500 from Cape Cod 5 Education Mini-Grant for Elizabeth Kennedy and the project Spring Touch-A-Truck.

D. Approval of Donation(s)

Recommendation:

That the School Committee review the following donations:

- A donation of two alto saxophones, one bell kit, five clarinets, four flutes, one trombone and six trumpets to the ORRJHS Music Program from Friends of Old Rochester Music. Please refer to “ORRSC 02272025 FORM donation”.
- A donation in the amount of \$1,373.98 from Shutterfly for ORRJHS fall pictures. Please refer to “ORRSC 02272025 Shutterfly Donation”.

E. Approval of Student Handbook Revisions (including Student Competency Determination)

Recommendation:

That the School Committee review revisions to the 2024-2025 student handbooks. Please refer to “ORRSC 02272025 24-25 High School Student Handbook” and “ORRSC 02272025 24-25 Junior High School Student Handbook”.

F. Approval of High School Program of Studies Changes

Recommendation:

That the School Committee hear an update from administration about the High School Program of Studies. Please refer to “ORRSC 02272025 Program of Studies” and “ORRSC 02272025 Program of Studies Updates”.

G. FY2026 Budget Update

Recommendation:

That the School Committee hear an update on the FY2026 budget.

H. FY2026 Initial School Choice Discussion

Recommendation:

That the School Committee discuss School Choice for FY2026.

I. Approval of Athletic Field Upgrade Bid

Recommendation:

That the School Committee review a bid for athletic field upgrades. Please refer to ORRSC 02272025 Athletic Field Upgrade”.

VI. New Business

C. Business

1. Financial Report

Recommendation

That the School Committee hear a report. Please refer to “ORRSC 02272025 Financial Memo”.

2. Record of Warrant(s)

Recommendation

That the School Committee review a record of the warrant(s) from November 20, 25, 26, December 4, 10, 18, 19, 30, 2024 and January 2, 6, 9, 15, 22, 28, 30, February 5, 12, and 19, 2025. Please refer to “ORRSC 02272025 Warrant(s)”.

3. Food Service Report

Recommendation

That the School Committee hear a report. Please refer to “ORRSC 02272025 Food Service Report”.

4. Facilities Report

Recommendation

That the School Committee hear a report. Please refer to “ORRSC 02272025 Facilities Report”.

D. Personnel

Nate Wollenhaupt was hired as an instructional assistant at ORRHS and Jack Pereira as a custodian to replace Steve Sarvia who has retired.

VII. School Committee

A. Reorganization

Recommendation

That the School Committee reorganize for a position on the School Health and Wellness Committee.

VIII. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

ORR School Committee

March 27, 2025

Joint School Committee

June 12, 2025

B. Future Agenda Items

- ◆ Budget Approval Public Hearing (March)
- ◆ School Choice Public Hearing (March)
- ◆ Approval of leases (June)

X. Information

Recommendation:

That the School Committee review the District's FY24 Excess & Deficiency or more commonly known as "E&D" amount, which has been certified by the MA DLS. That the School Committee also review the SMEC FY2024 Collaborative Annual Report and the 2025-2026 School Calendar. Please refer to "ORRSC 03072024 E&D Old Rochester 2025", "ORRSC 02272025 SMEC Annual Report" and "ORRSC 02272025 2025-2026 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

December 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 (remote), Matthew Monteiro (in-person), April Nye (remote), Robin Rounseville (in-person) and Joseph Pires (in-person).

Members Absent: James Muse

Others Present: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance and Operations; Shari Fedorowicz, Assistant Superintendent of Teaching and Learning; Jaime Curley, Assistant Superintendent of Student Services; Michael Devoll, Principal, ORR High School; Lauren Millette, Interim Assistant Principal ORR High School; Silas Coellner, Principal, ORR Jr. High School; Kelly Chouinard, Assistant Principal, ORR Jr. High School; Melissa Wilcox, Executive Assistant to the Superintendent.; 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

That the School Committee, Superintendent Nelson and Principal Devoll recognized retiree Lynn Connor, although she was unable to attend the meeting.

I. Approval of Minutes

A. Regular Minutes

Recommendation:

That the School Committee review for approval the minutes of October 10 and October 21, 2024.

MOTION to approve the regular meeting minutes of October 10, 2024 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns

MOTION PASSED 7-0-1

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

MOTION to approve the regular meeting minutes of October 21, 2024 as presented

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns

MOTION PASSED 5-0-3

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

Chairperson Smith accepted the recommendation to move executive session to this time on the agenda.

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, exception #6, to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may 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 6:38 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, exception #6, to consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may and exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

MOTION by Mr. Monteiro

MOTION Seconded by Ms. Kearns

MOTION PASSED 8-0-0

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

MOTION to exit executive session at 7:30 p.m. to return to regular session.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED 8-0-0

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

V. General

A. Approval of Out-of-Country Travel

Recommendation:

That the School Committee review a trip to Berlin, Prague, Krakow, and Budapest in April 2026 for high school students.

Mr. Devoll presented on behalf of ORRHS instructor Ms. Mogilnicki. This trip would be open to all students and fundraising will take place so that any student that wants to attend will be able to. This trip has taken place before through Educational Tours, but this will be Ms. Mogilnicki's first time coordinating this particular location.

MOTION to approve the out-of-country travel to Berlin, Prague, Krakow, and Budapest in April 2026 for ORRHS.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED 8-0-0

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

B. Community Service Learning Day Presentation

Recommendation:

That the School Committee hear a presentation from Assistant Principal Lauren Millette regarding the recently held Community Service Learning Day at the high school.

Mr. Devoll shared that while conducting research and gathering feedback from stakeholders last year regarding the portrait of a graduate at the high school, many stakeholders expressed an interest in more opportunities for community service. Ms. Millette developed and organized the Community Service Learning Day.

Ms. Millette shared that after receiving the feedback, a committee was formed and they worked closely with the Community Service Learning Club. They developed a menu of options for students to select from themselves and

on the half day before Thanksgiving students were engaged in a variety of opportunities for community service here at the school and at outside agencies. She presented photos and feedback from the day. Please see appendix A.

C. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration.

Dr. Fedorowicz, Principal Devoll and Principal Coellner presented the MCAS results for ORR High School and Junior High School, including results, areas of strengths and action steps for each grade. Please see appendix B.

D. 2025-2026 Draft School Calendar

Recommendation:

That the School Committee review the draft school calendar for the 2025-2026 school year.

Superintendent Nelson shared the draft calendar and reminded the school committee to share feedback with Chairperson Smith or Melissa Wilcox ahead of the Joint School Committee meeting on January 23, 2025.

E. ORRHS Earmark Update (Athletic Fields)

Recommendation:

That the School Committee hear an update on the 2022 Economic Development Bill Earmark for \$750,000 to be used for athletic facilities improvements.

Superintendent Nelson explained this is just an update and reminded the school committee the Facilities Subcommittee met in late October to support the district going out to bid to expend the \$750,000 by the conclusion of FY2026 for the athletic fields. Mr. Barber explained that fourteen vendors requested bid documents and three participated in a building walk through provided by the District in relation to this project. However, at the closure, no formal bids were submitted. One vendor did express interest in consultation services with a proposal of less than \$10,000. Mr. Barber and Mr. Jones (Facilities Director) have an upcoming follow up meeting with the consultant team as supported by the Facilities Subcommittee earlier this week to move forward with the proposal.

Superintendent Nelson added that the Facilities Subcommittee will meet again in the coming months once more information is provided from the consultant with next steps and phases of the projects.

VI. New Business

1. Financial Report

Mr. Barber reported the following:

The Old Rochester Regional School District currently has \$2,032,503 available of the general funds appropriated in the 2025 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 \$21,563,474 authorized to the Old Rochester Regional School District.

\$ 21,563,474 - General Funds Approved

\$ 19,530,971 – Obligations Paid or Encumbered Year to Date

\$ 2,032,503 - Remaining Available Funds

The Old Rochester Regional School District currently has \$100,000 available in the Capital Stabilization Account.

\$ 100,000 - Capital Stabilization Approved

\$ 0 – Obligations Paid or Encumbered Year to Date

\$ 100,000 - Remaining Available Funds

2. Record of Warrant(s)

Superintendent Nelson shared the record warrant(s) of September 25, October 4, October 10, October 15, October 25, October 28, October 31, November 6, November 12, November 14 and November 15, 2024.

3. Food Service Report

Superintendent Nelson reported the following Food Service Report from Food Service Director Jill Henesey:

- Meal participation continues to grow strong.
- We had a successful Board of Health inspection.
- The Food Service Department volunteered their time to cook and serve another successful Tri-Town Senior Citizen Thanksgiving Dinner banquet, hosted by ORRJHS.
- Bulldog Café is looking for per diem help. If you are looking for a flexible and rewarding part time job – this may be the opportunity for you. Contact Jill Henesey for more details.

4. Facilities Report

Superintendent Nelson reported the following Facilities Report from Facilities Director Eugene Jones:

- Replaced 3 basketball backboard winches in High School gym.
- Hired a new Custodian Night Supervisor, Luis Nolasco.
- Prepared all athletic fields for winter lay-up.
- Winterized field irrigation.
- Completed Commonwealth inspection of campus elevators.
- Resurfaced High School gym floor.
- Hosted Tri-Town Seniors 31st Thanksgiving Dinner.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

D. Personnel

Superintendent Nelson shared that Kya Thomas was hired as an instructional assistant.

CHAIRPERSON'S REPORT

Chairperson Smith shared the following: *I would like to share the gift of time. Enjoy your time with family and friends this time of year!*

CENTRAL OFFICE ADMINISTRATORS REPORT

Superintendent Nelson shared his recent Superintendent's monthly newsletter. He thanked Ms. Millette for her leadership on the Community Service Learning Day and expressed his gratitude for her investment into this event. He discussed with students throughout the event what it meant to them, and received extremely positive feedback.

Dr. Fedorowicz reported the following:

I recently presented at the Attorney General's conference at Bridgewater State University with Chief Nighelli about Handle with Care and our comfort dog programs. The New Teacher Induction program recently included IXL training in various subject areas and times with mentors; next week Dr. Curley is presenting on Student Services. On the November 5th full professional development day, Department Coordinators was very active in assisting with themes related to the strategic plan such as data analysis, curriculum writing alignment and updates, Desmos Math at the Junior High School, Investigating History and targeted PD for our arts. Our next half PD day is January 29th, where we will be continuing our work with curriculum alignment related to the CRC and data analysis. The last JHS learning walk was 11/18 and our next is scheduled for January 30th. The last ORRHHS learning walk was 11/13 and our next is scheduled for February 4th. We do this to align to DESE Look Fors which have been shared with the teachers and to calibrate teaching and learning.

Dr. Curley reported the following:

- SEPAC
 - First 2 SEPAC meetings of the year was held on October 16th (Basic Rights: Understanding the IEP) and December 4th to review by-laws

- *CPI trainings (de-escalation)*
 - *Thank you to Charley West, Denise Bouvette and Kyle Letendre*
 - *Refresher trainings on October 22, 2024*
 - *Initial training on November 12 & 19, 2024*
- *PD offering on 11/5*
 - *Executive Functioning PD*
 - *Work on the new IEP*
- *Unified Basketball game*
 - *On November 13th the 3rd annual Unified basketball game was held against the Tri-Town Police Dept. There was a huge turnout and the energy was amazing! It got a little tense when the police departments tied it up; however, the Unified basketball team was able to pull off the win.*
 - *A huge thank you to Danielle Dore and Emma Fenton at ORRHS for all of their hard work in planning and organizing this event.*

PRINCIPAL'S REPORT

Principal Devoll shared his High School Principal's Report:

High School student enrollment, through 12/3/24: 640

ORRHS Participates in Community Service Learning:

On November 27, ORRHS participated in a full-school community service learning event where students had the opportunity to participate in on-campus and off-campus activities to support the community.

Upcoming Dates:

12/13 Music Trip to Faneuil Hall

12/18 AP Seminar Presentations

12/19 Ice Cream Social, block 4

12/20 Volleyball Tournament, senior fundraiser

12/20 Early Dismissal; 11:30 a.m.

Principal Coellner shared his Junior High School Principal's Report:

CURRENT ENROLLMENT:

Grade 7 - 211

Grade 8 - 199

TOTAL: 410

SCHOOL CHOICE:

Grade 7 - 8

Grade 8 - 17

TOTAL: 25

SCHOOLWIDE/COMMUNITY ACKNOWLEDGEMENT:

Nurse Linda Deveau coordinated a "Hurricane Relief" effort. Donations were collected by Project 351 students - items collected: bandaids, toothbrushes/toothpaste, antibiotic cream, flashlights, poison ivy cream, sox/underwear, canned soup, pet food, work gloves, etc. Walmart donated plastic bins which were filled with the donated items and delivered to Joe Rubin in Pocasset, owner of United Rental. Joe drove the items to North Carolina.

The Student Affairs Committee (SAC) hosted a Food Drive and they collected just over 400 food items - the goods benefited the First Congregational Church Food Pantry in Rochester. The First Congregational Church provided food baskets for needy families of the tri-town with the assistance of our Guidance Counselors and Social Workers. The 31st Annual Jr. High School's Sr. Citizens Tri-Town Thanksgiving dinner took place on Sunday, November 24th. More than 230 Senior Citizen's attended and were served a delicious meal by over 60 of our Jr. High School student volunteers. Planning for this event begins in early October, and with the generosity of local businesses with monetary donations, as well as donations in the form of door prizes, gift cards, turkeys, pies, apple cider etc., from community members, parents and staff, this event could not take place. A special "thank you" to the cafeteria staff and their family/friends, who volunteered their time during the week as well as the morning/day of, preparing all the last minute food prep; to the custodial, maintenance and grounds crew; and to Kenny's Farm stand for the donating pumpkins, corn stalks, gourds, hay for decorating the front of the cafeteria. It is an honor to recognize our seniors, support one another, and give thanks for the blessings in our lives.

AFTERSCHOOL STUDENT ACTIVITIES OFFERED:

Jazz Band - Full Year (Director: Richard Laprise)
Student Affairs Committee - Full Year (Advisor: Lauren O'Brien)
GSA Club - Full Year - (Advisor: Julie Andrade)
Ski Club - (Advisor: Kate Ribeiro)
Drama - (Advisor: Kate Fishmen/Beth Faria) Production: Murder on the 518

SPORTS:

Girls Volleyball - Interscholastic (Coach: Ava Novakoski) ended beginning of November
Cross Country - Interscholastic (Coaches: Victoria Tutino and Mike Janicki) ended beginning of November
Boys Basketball - Interscholastic (Coach: Mike Devoll) - began 12/2/24

SPORTS THAT GRADE 8 STUDENTS WERE ABLE TO PARTICIPATE IN WITH THE HIGH SCHOOL UNDER A WAIVER

Fall: Boys Grade 8 - HS Freshman Football
Fall: Boys Grade 8 - HS Freshman Soccer
Fall: Grade 8 - HS Dance
Winter: Grade 8 - Ice Hockey
Winter: Grade 8 - HS Dance
Winter: Grade 8 - Swim
Winter: Grade 8 - Girls Basketball

RECENT EVENTS:

10/11/24 Blue Team field trip to Escobar Farms - cornfield maze
11/01/24 Red Team field trip to Escobar Farms - cornfield maze
11/01/24 Grade 8 field trips took place to Upper Cape and Old Colony; Representatives from Bristol Aggie came and presented before Grade 8 students; Grade 8 students finished the day with a visit to the High School
11/26/24 Grade 8 Orange Team field trip to Patriot's Place

UPCOMING EVENTS:

12/18/24 JHS Winter Concert - JHS Auditorium @ 6:30pm
12/20/24 Winter Concert performed for students/staff

STUDENT ADVISORY COUNCIL REPORT

Alden Cole-Vieira SERSAC's initiative for a mental health community dialogue event to take place in January. He shared the success of the Community Service Learning Day from the student perspective, and the success of the recent ORRHS student council fundraising.

VII. School Committee

B. Committee Reports

Budget Subcommittee – Chairperson Smith reported they met earlier today and will be meeting again in the coming weeks.

District Agreement Committee – no report.

Equity Subcommittee – Ms. Kearns reported the next meeting is January 23rd.

Facilities Committee – Ms. Kearns reported they met December 10th and discussed the earmark funds on the agenda earlier this evening.

Local School Committee- Ms. Rounseville reported that Rochester met recently and welcomed new Town Administrator Cameron Durant and new Police Chief Michael Assad. They also approved a PTO fundraiser, donations and heard the MCAS presentation. Superintendent Nelson shared that Marion met recently and the highlight was Rose O'Brien coming to be recognized by the school committee for winning a Feinstein Foundation Golden Ticket. There was no report for Mattapoisett.

Policy Subcommittee- Ms. McSweeney reported they next meet on January 9th.

SMEC – Ms. Smith reported they last met to hear an audit presentation and financial review. They approved normal business and they meet again in the spring.

Tri-Town Foundation Fund – Ms. McSweeny reported their annual meeting was held on November 13th to nominate new members, reorganize officers and discuss the grant timeline which will open February 1st. Their next meeting is March 26th.

MASC – Mr. Monteiro reported he recently attended the MASC conference and learned about how earmarks can be used to fund many other things.

Chairperson Smith reviewed the future timeline and stated the next meeting is scheduled for February 27, 2025 and the next Joint Meeting is January 23, 2025.

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 sidewall 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.

X. Information Items

Recommendation:

That the School Committee review a PCC letter regarding dissolving the Project Contemporary Competitiveness, Advances Studies Program.

MOTION to adjourn at 8:34 p.m.

MOTION by Ms. Kearns

MOTION Seconded by Mr. Monteiro

MOTION PASSED

ROLL CALL: Smith; yes, Bowman; yes, Kearns; yes, McSweeny; yes, Monteiro; yes, Nye; yes, Pires; yes, Rounseville; yes

Respectfully Submitted,

Melissa Wilcox

Recording Secretary

Meeting Resources

October 10, 2024 Minutes DRAFT

October 21, 2024 Minutes DRAFT

Berlin Trip Brochure and Flyer

2025-2026 School Calendar DRAFT

Financial Report Memo

Financial Report

Warrants
Food Service Report
Facilities Report
Superintendent's Newsletter
Principal's Report – HS
Principal's Report – JHS
PCC Letter

Community Service Learning Day



November 27, 2024



Blanket Making





Card Making

Cards that Show you Care & Cardz for Kidz (English and Spanish)



Campus Beautification





Disc Golf Course Clean Up

Baking for Good





Connor Lab Organization



CPR
Family &
friends



Damien's Food Pantry



Dartmouth Housing Authority



Gifts to Give



Friends of Jack



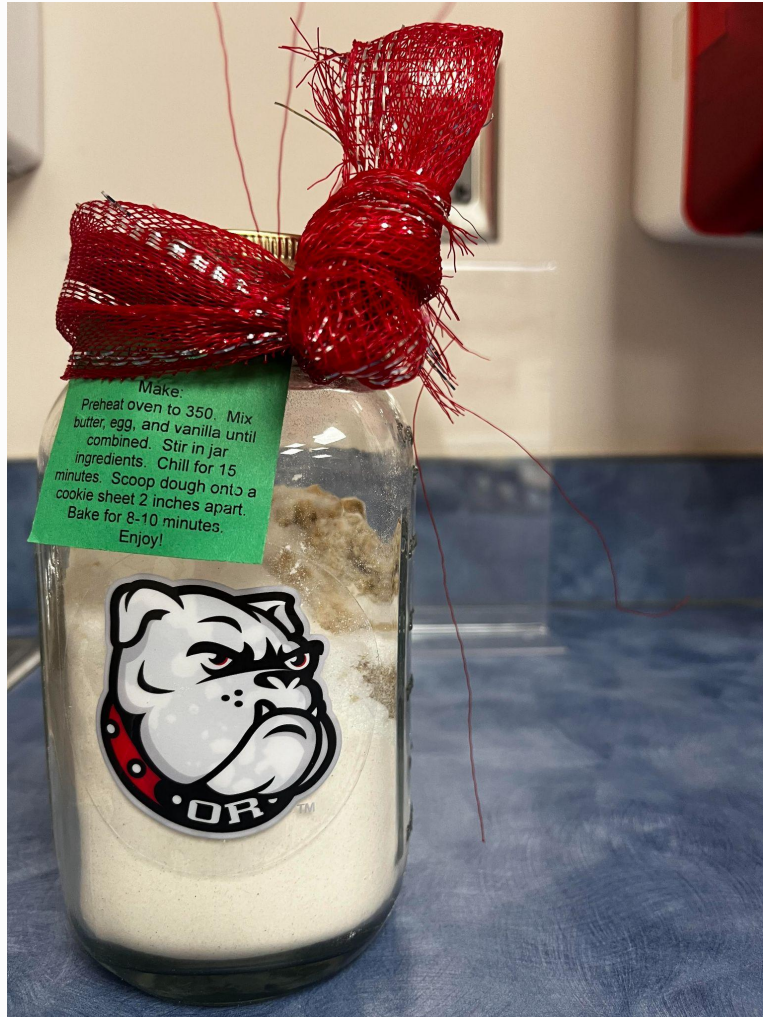
Elementary Schools



Campus Gardening



Knitting for Good



Hot Cocoa in a Jar



Kyle Cares

Letters to Soldiers





Silvershell Beach Clean Up



Sounds of Holiday Happiness

"We had students from all grades and four staff members. We all worked together well- teamwork! Everyone was happy to be there; they collaborated and were positive toward each other, listening and offering suggestions. The students were amazed how much trash was outside. They learned more about planting bulbs for the spring and about winter greens. They want to do more of this during a future bulldog block and also help clear a trail behind the school"

"I think that the kids got a huge kick out of seeming high schoolers in their classrooms and I think that it make a huge impact not on just them but also us know that we have people that look up to us"

"Community service connects you to the others in your community, and it makes you appreciate what you have. It's important to help others when you can and commit time to volunteer. Volunteering can also be fun and help you form new friendships"

"I learned how much of an impact you can have on other people by doing small gestures"

"Seeing the elderly people so happy and grateful that we were there when we delivered the bags we made"

"Reading to the elementary school students went very well, and was fun"

"I learned that having a common goal with someone you don't really like can make you have a truce for a time, and maybe grow a bit closer.

Thank you so much for sharing! So very proud to be an ORR alum and excited for my children to experience all that is good and wonderful about this community!

LOVE this! Thanks for sharing. :)

“I am just so proud of us! My old school would never do something like this. I am definitely going to graduate from here!”



ORRJHS/ORRHS MCAS Data Presentation



ORR School Committee 2024

MCAS Achievement Levels for Next-Generation:

Exceeding Expectations 530-560	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations 500-529	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations 470-499	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations 440-469	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Student Growth Percentiles (SGP) and How Are They Calculated

Student Growth Percentiles (SGPs) provide a measure of how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately for ELA and mathematics in grades 4-8 and 10 and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to the achievement of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth for that school or student group.

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP.

Overall Statewide Data Trends

- Statewide trend: Overall statewide 2024 MCAS results and trends show a decline in ELA achievement across all grades compared to 2023. Math scores remained relatively stable across most grades, while science results improved in grades 5 and 10 but showed a decline in grade 8.
- The State is comparing Recovery from 2019 to 2024 MCAS
- ORR results in 2024:
 - ELA 7-10 exceeded the state by 9%
 - Math 7-10 exceeded the state by 7%
 - Science 8-9 exceeded the state by 17%
- In ELA statewide, the scores had a declining trend
 - In ELA 7-10 in ORR, we had a 4% decrease relative to the previous year
- In Math statewide, there was no change from last year
 - In Math 7-10 in ORR, we had a 2% decrease from last year
- In Science, ORR increased in science by 17%, and up 8% from the previous year

District-Wide Grades 3-12 Achievement from 2019-2024 for English Language Arts

% Students Meeting/Exceeding

52% ↓ -3% vs. previous year
↑ +10% vs. state average

Average Scaled Score

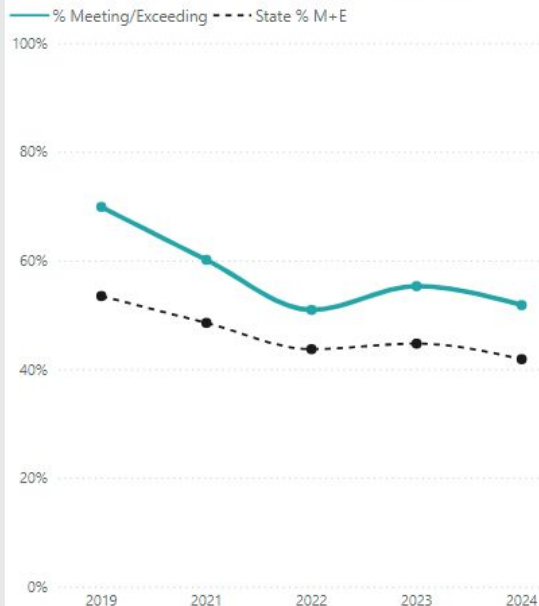
501 ↓ -1 vs. previous year
↑ +6 vs. state average

Average SGP

49.8 ↓ -1.6 vs. previous year
-0.2 vs. state average

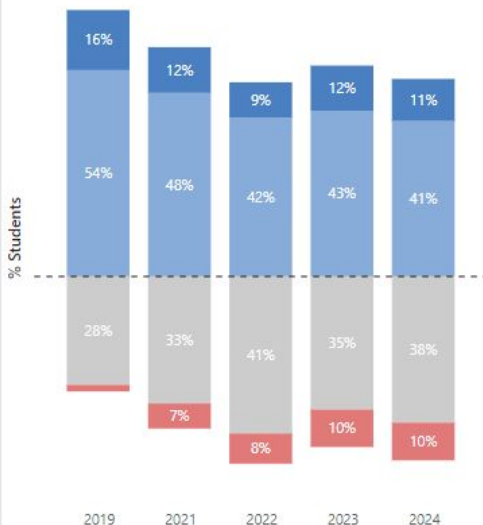
Results By Year

% Meeting/Exceeding

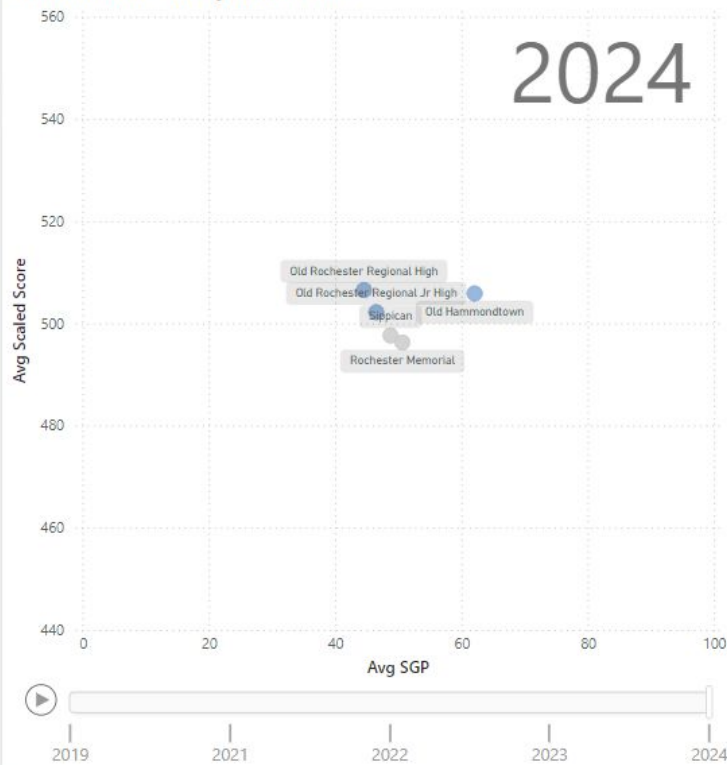


Student Performance by Year - ELA

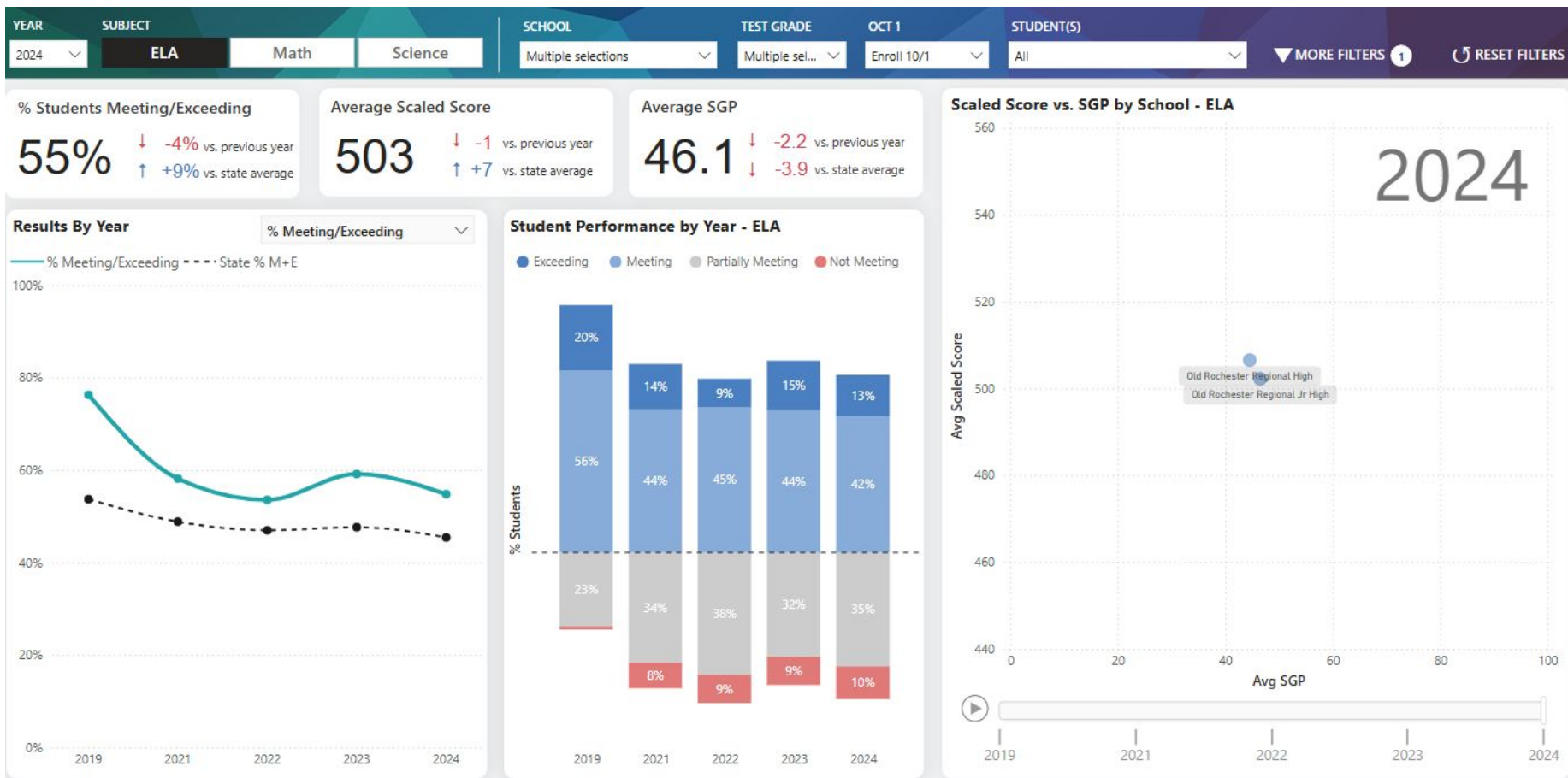
● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



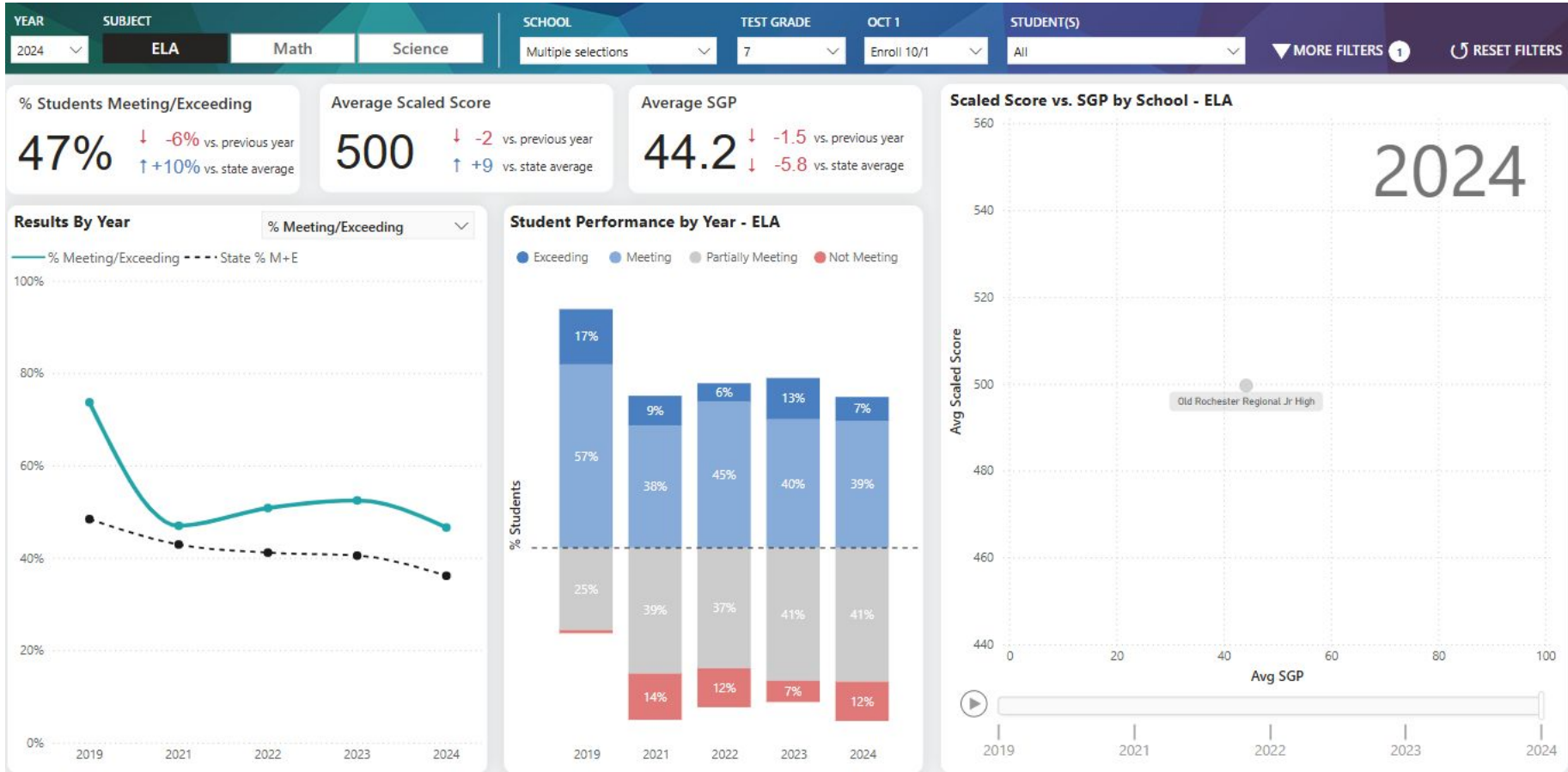
Scaled Score vs. SGP by School - ELA



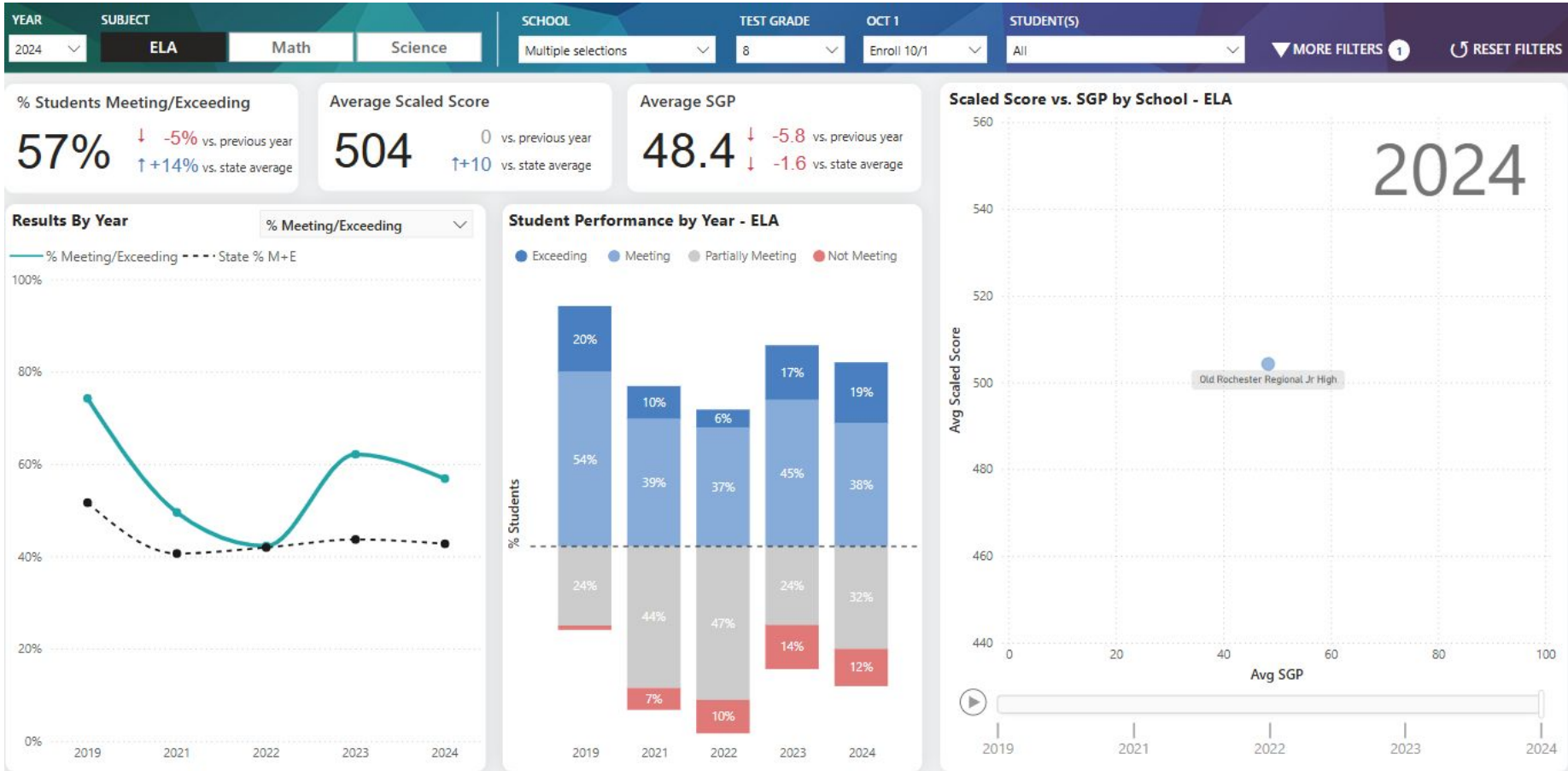
ORR Grades 7-10 Achievement from 2019-2024 for English Language Arts



ORRJHS Grade 7 Achievement from 2019-2024 for English Language Arts



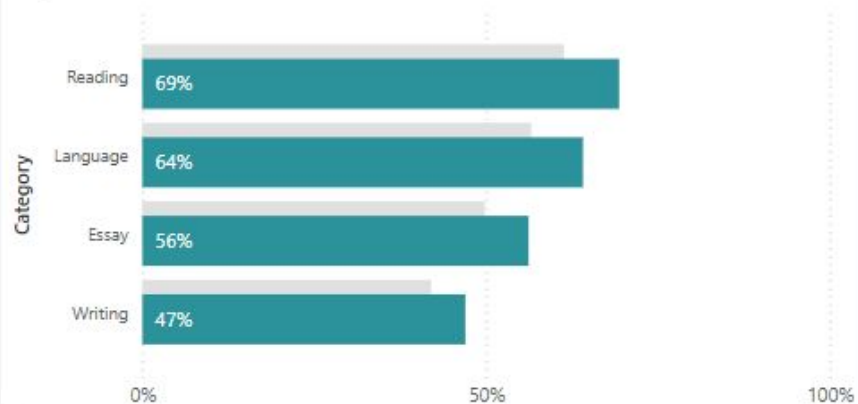
ORRJHS Grade 8 Achievement from 2019-2024 for English Language Arts



ELA Grade 7: Percent (%) Correct by Category

By Category: 7th Grade ELA Average % Correct

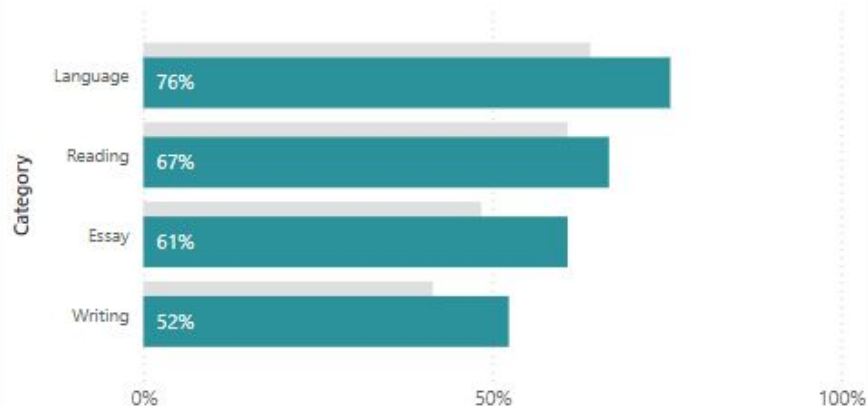
Avg % Correct ● State ● District/School



ELA Grade 8: Percent (%) Correct by Category

By Category: 8th Grade ELA Average % Correct

Avg % Correct ● State ● District/School



District-Wide Grades 3-12 Achievement from 2019-2024 for Math

% Students Meeting/Exceeding

51% ↓ -1% vs. previous year
↑ +9% vs. state average

Average Scaled Score

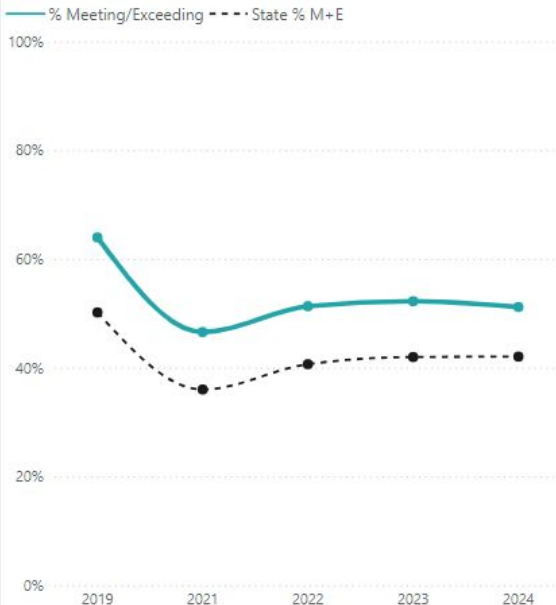
501 0 vs. previous year
↑ +6 vs. state average

Average SGP

45.9 ↓ -1.4 vs. previous year
↓ -4.1 vs. state average

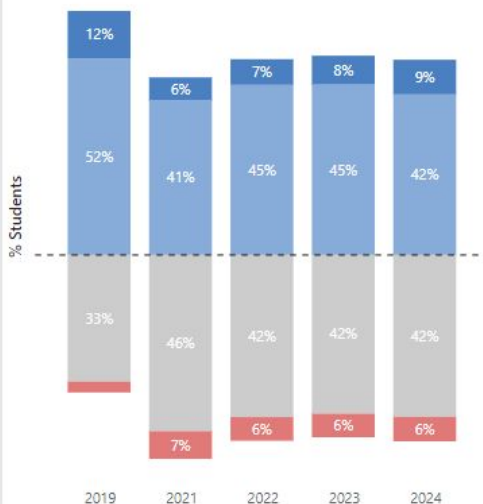
Results By Year

% Meeting/Exceeding

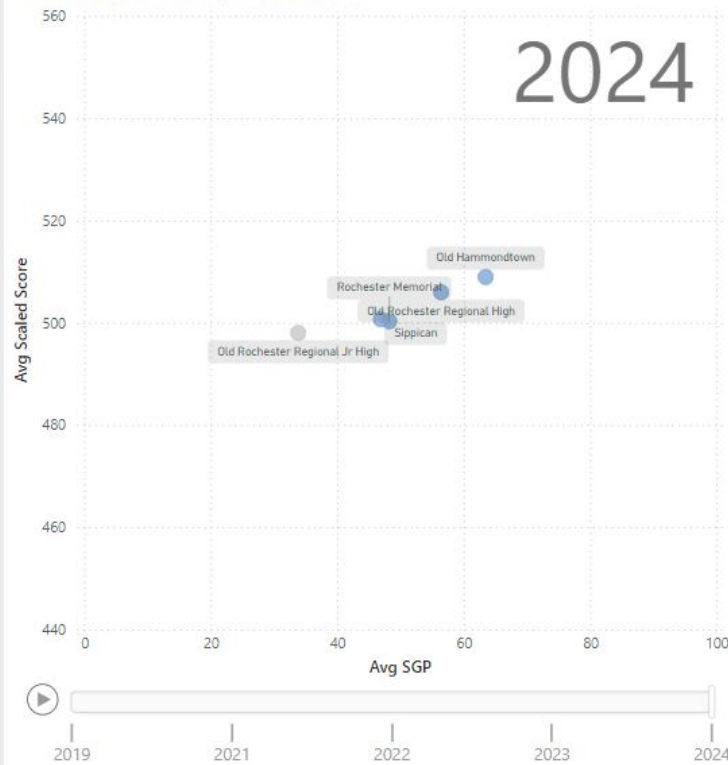


Student Performance by Year - Math

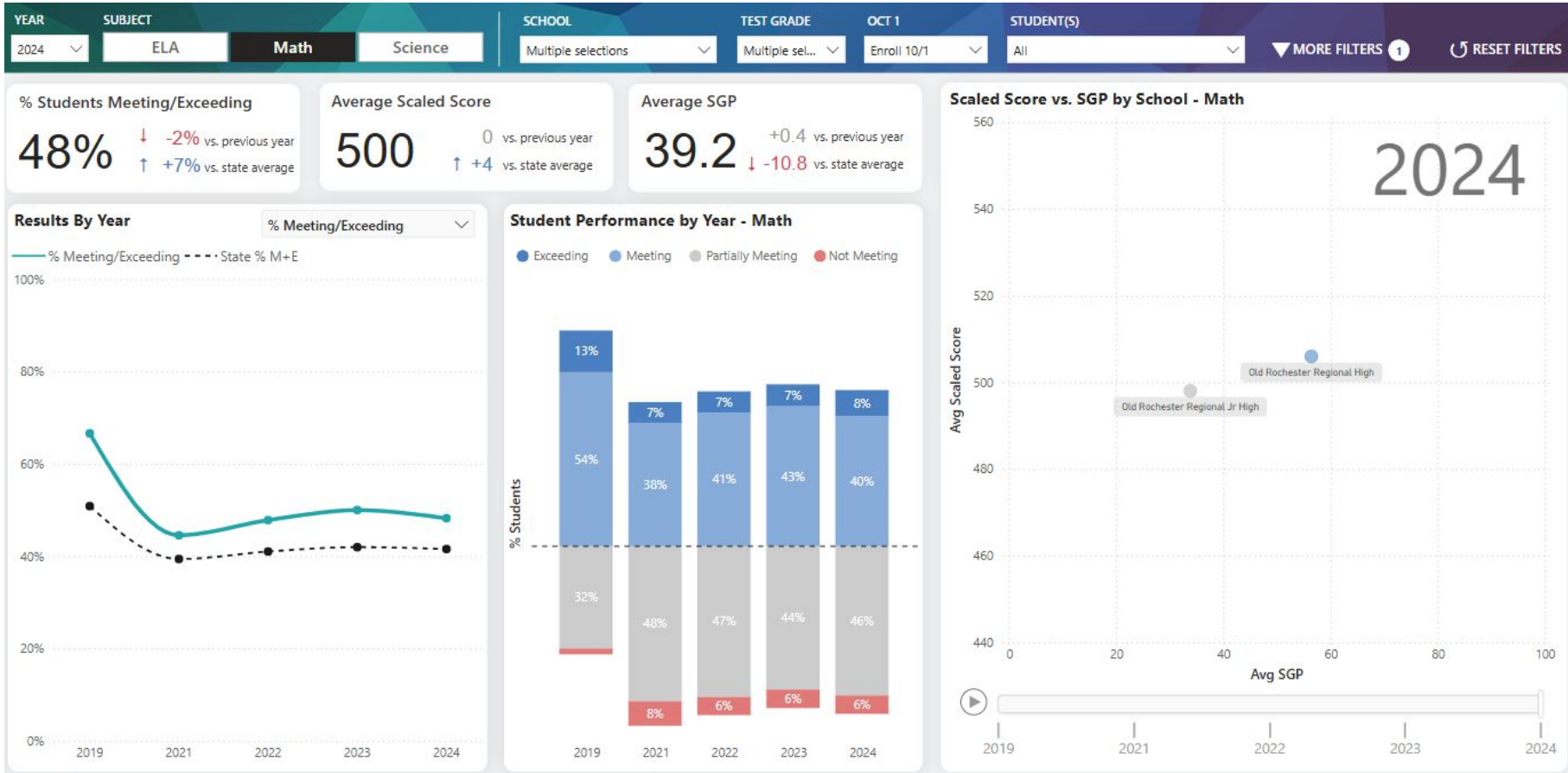
Exceeding Meeting Partially Meeting Not Meeting



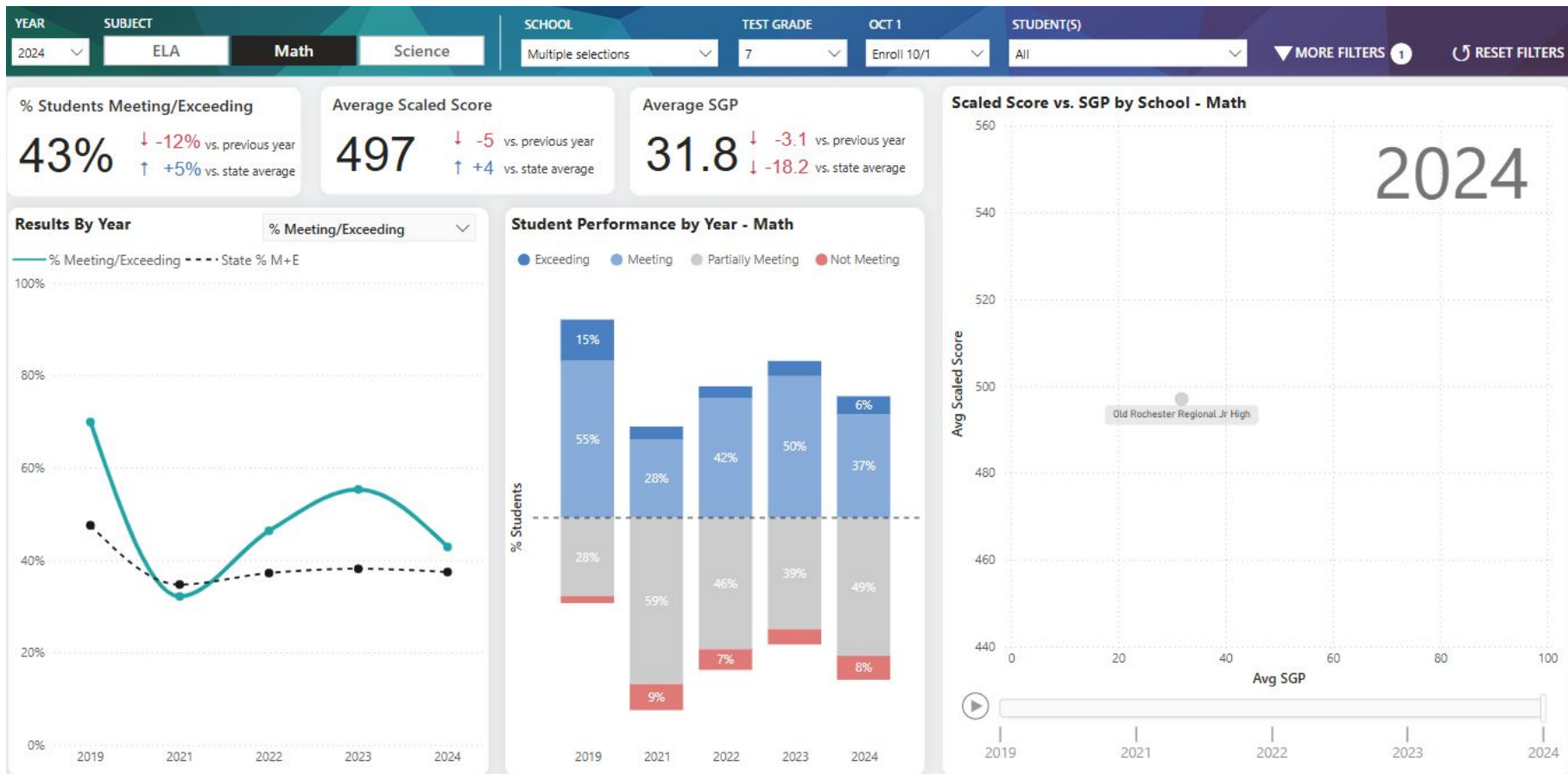
Scaled Score vs. SGP by School - Math



ORR Grades 7, 8 & 10 Achievement from 2019-2024 for Math



ORRJHS Grade 7 Achievement from 2019-2024 for Math

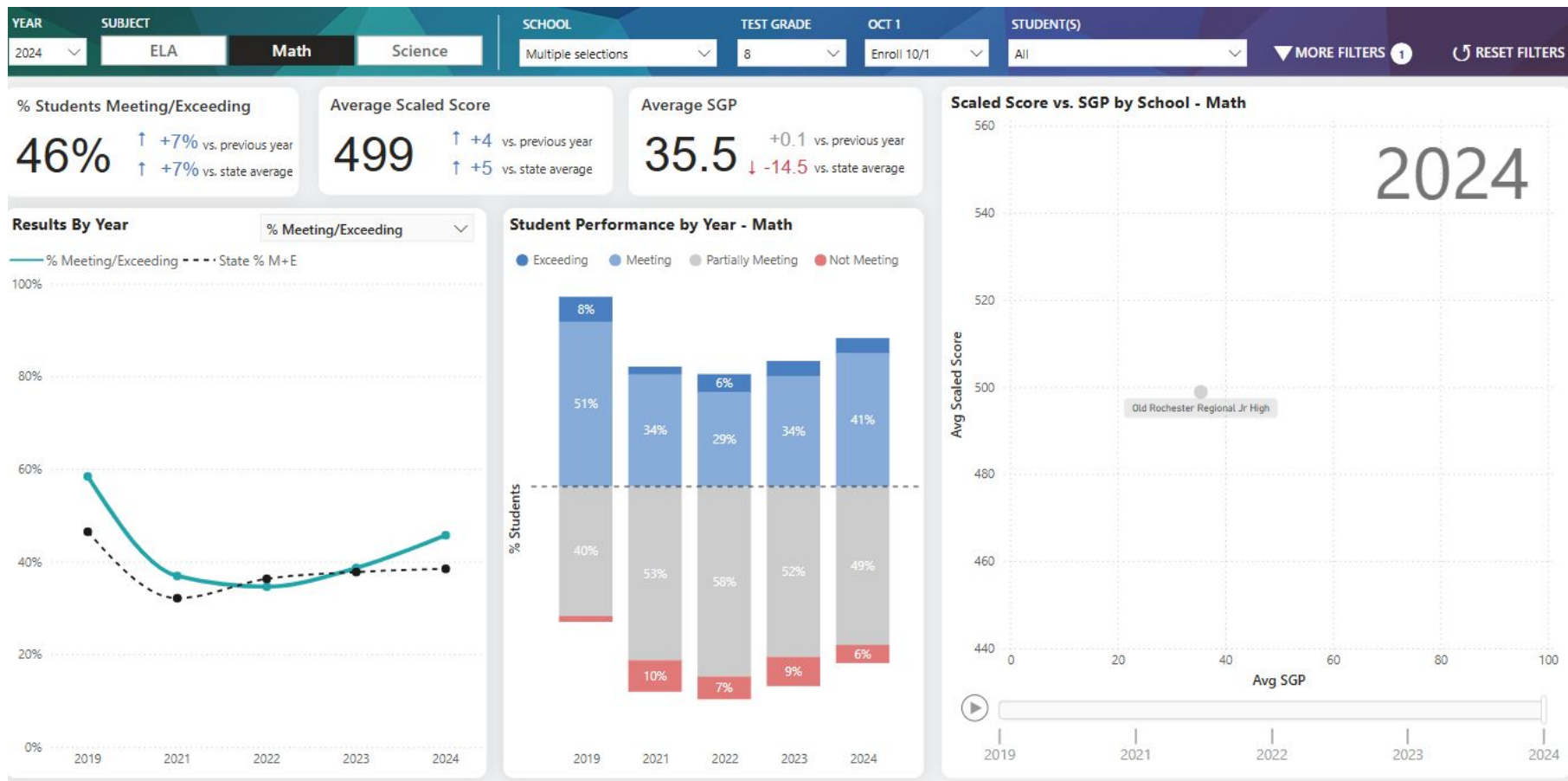


Scaled Score vs. SGP by School - Math

2024

School	Avg SGP	Avg Scaled Score
Old Rochester Regional Jr High	31.8	497

ORRJHS Grade 8 Achievement from 2019-2024 for Math



Scaled Score vs. SGP by School - Math

2024

Avg Scaled Score

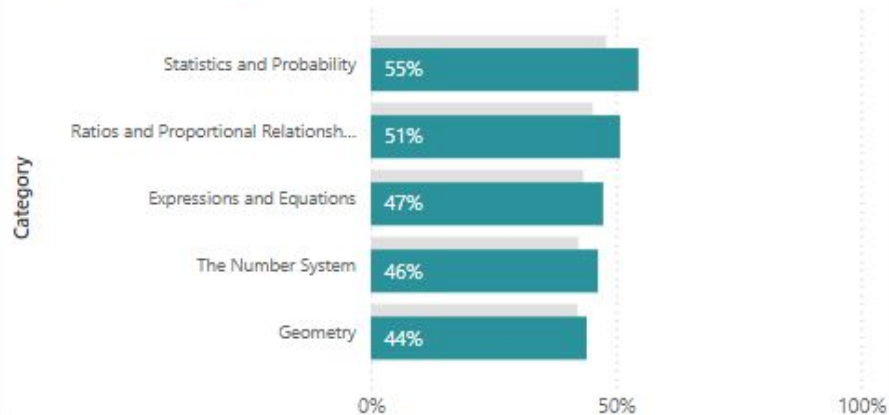
Avg SGP

Old Rochester Regional Jr High

Math Grade 7: Percent (%) Correct by Category

By Category: 7th Grade Math Average % Correct

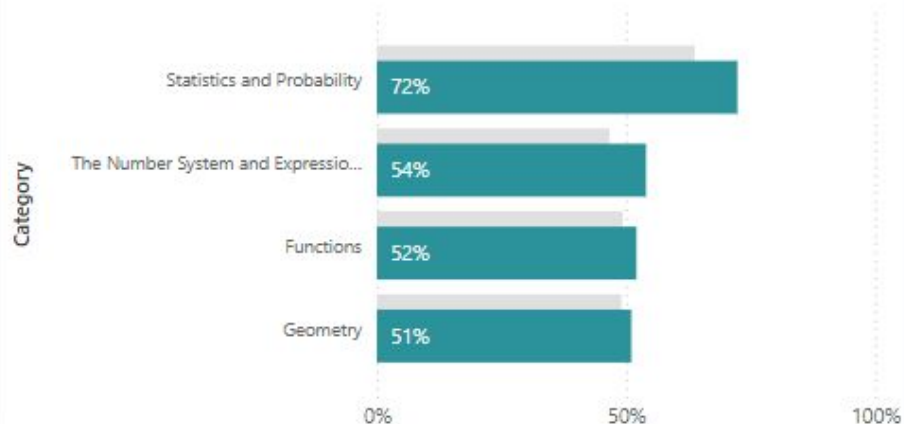
Avg % Correct ● State ● District/School



Math Grade 8: Percent (%) Correct by Category

By Category: 8th Grade Math Average % Correct

Avg % Correct ● State ● District/School



District-Wide Grades 5, 8 & HS Achievement from 2019-2024 for Science

% Students Meeting/Exceeding

59% ↑ +8% vs. previous year
↑ +17% vs. state average

Average Scaled Score

503 ↑ +2 vs. previous year
↑ +9 vs. state average

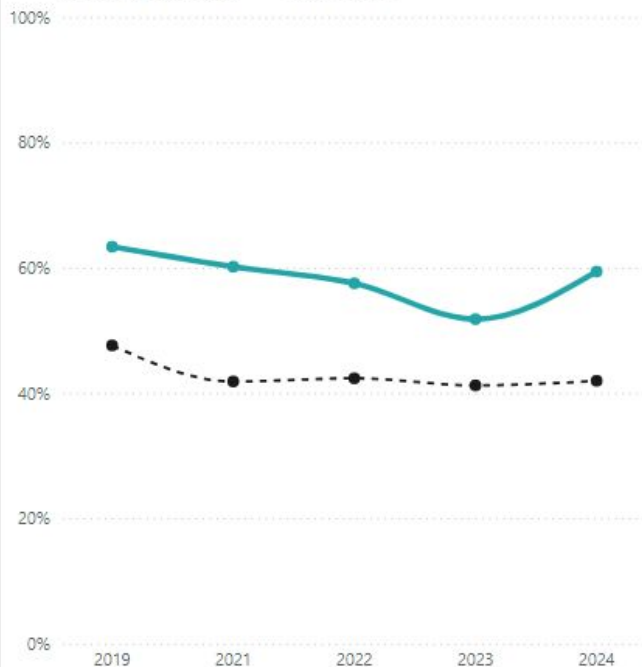
Average SGP

-- n/a vs. previous year
n/a vs. state average

Results By Year

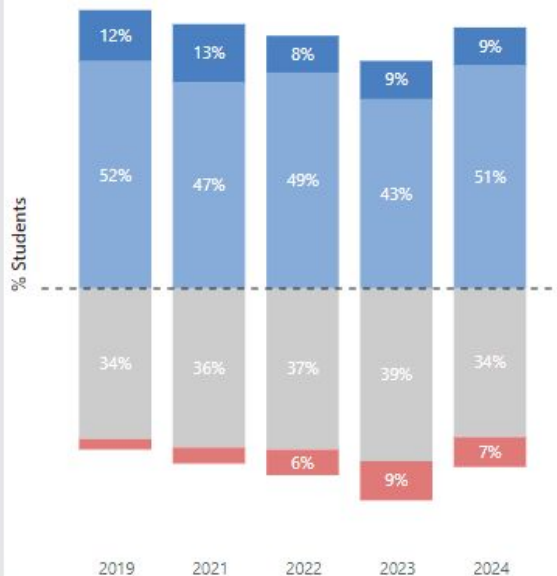
% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E

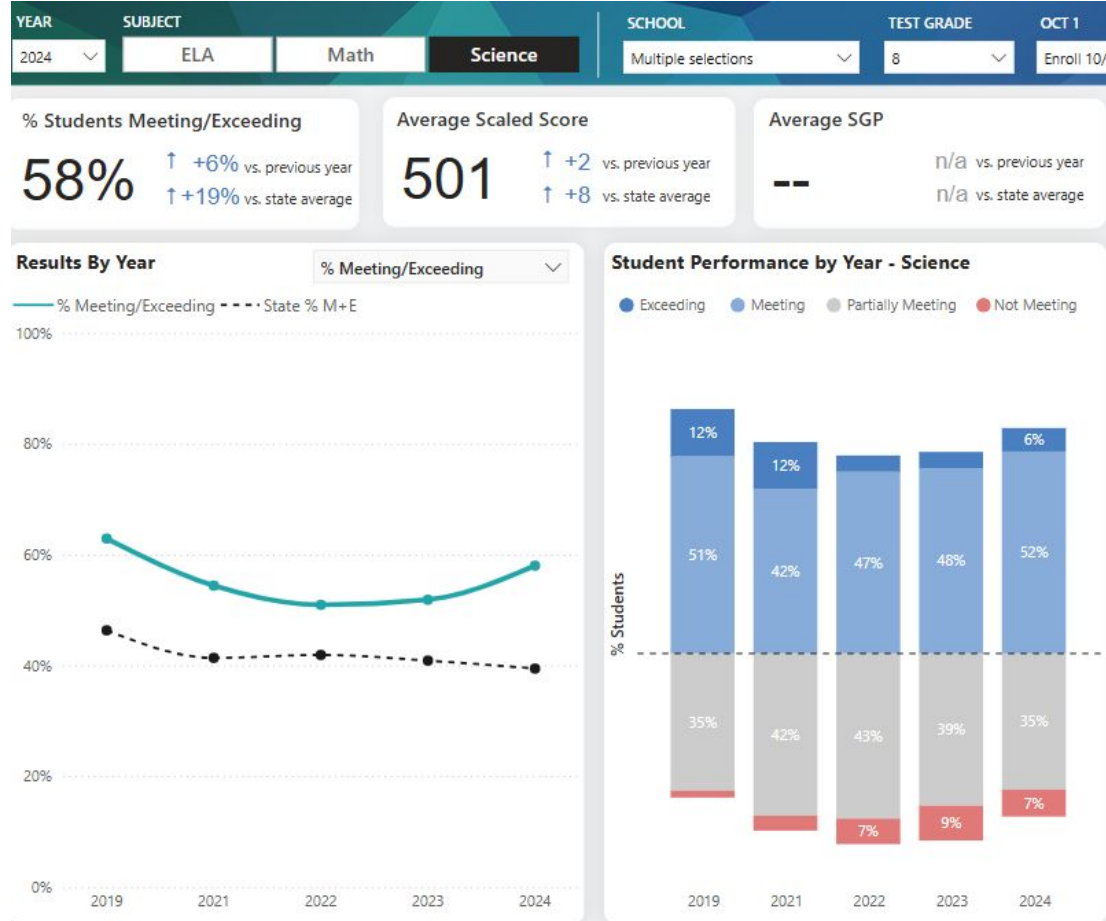


Student Performance by Year - Science

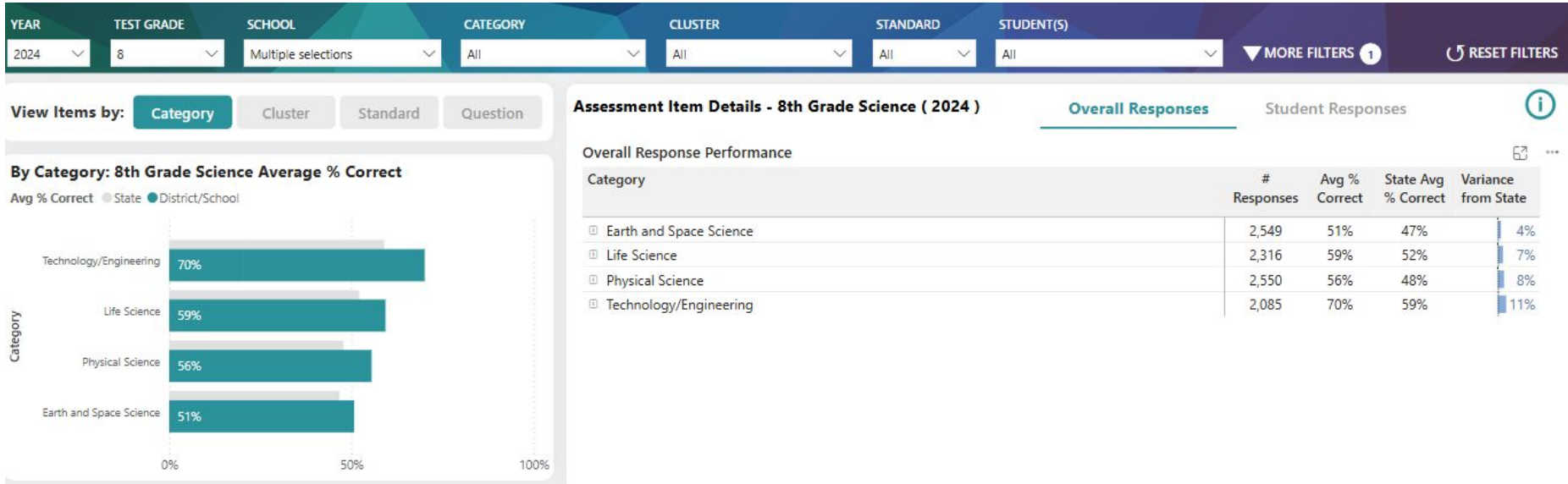
● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



ORRJHS Grade 8 Achievement from 2019-2024 for Science



Science Grade 8: Percent Correct by Category



ORRJHS Areas of Strength - ELA

7th Grade Strengths

- **Reading Comprehension:**
 - Determines central ideas & supporting evidence.
 - Makes inferences & analyzes character traits.
 - Understands purpose of paragraphs & articles.
- **Literary Analysis:**
 - Analyzes mood & figurative language.
 - Compares and contrasts information across texts.
- **Language Use & Conventions:**
 - Understands word meanings in context.
 - Identifies purpose of punctuation.

8th Grade Strengths

- **Reading Comprehension:**
 - Analyzes character development & motivations.
 - Understands paragraph connections & word meanings.
 - Interprets sentence structure & author's purpose.
- **Writing:**
 - Compares & contrasts characters across texts.
 - Analyzes character traits through multiple sources.
- **Language Use & Conventions:**
 - Selects appropriate transitions.
 - Understands word meanings in context.

7th Grade: Curriculum review of close reading and literary analysis of poetry.

- Practice close reading: Analyze poems line-by-line, paying attention to word choice, imagery, and sound devices.
- Develop inferencing skills: Practice drawing conclusions and making connections based on limited information.
- Focus on literary analysis: Learn to identify and analyze poetic devices like metaphors, similes, symbolism, and personification.

8th Grade: Curriculum review of comprehension and analysis of multiple texts

- Improve analytical skills: Practice summarizing, paraphrasing, and analyzing information from different sources.
- Focus on identifying key ideas: Determine which ideas are unique to each text and which are explored by both authors.
- Practice summarizing and synthesizing: Learn to summarize the main points of each text and then synthesize the information to identify shared themes and common ground.

ORRJHS Areas of Strength - Math

7th Grade Math MCAS Strengths

- **Data Analysis & Probability:**
 - Understands & compares medians, means, and ranges.
 - Determines probabilities in real-world contexts.
- **Number Sense & Operations:**
 - Computes with & orders rational numbers.
 - Solves problems with fractions & mixed numbers.
- **Proportional Reasoning:**
 - Uses proportions to create equations.
- **Algebra & Functions:**
 - Writes & solves expressions & inequalities.
- **Problem-Solving:**
 - Solves multi-step problems involving percents.

8th Grade Math Strengths

- **Geometry:**
 - Orders 3D shapes by volume.
 - Transforms figures on a coordinate plane.
- **Number Sense & Operations:**
 - Converts scientific notation.
 - Approximates square roots & identifies rational/irrational numbers.
- **Data Analysis & Probability:**
 - Creates & analyzes scatterplots.
 - Makes predictions based on data.
- **Algebra & Functions:**
 - Solves equations with exponents.
 - Interprets & analyzes graphs.
 - Constructs functions from real-world contexts.

- Enhance curriculum with Problem-based Amplify Math Units
 - Implement lessons that are centered around real-world problems that encourage students to think critically, develop conceptual understanding and apply their knowledge.

ORRJHS Areas of Strength - Science

Life Science:

- Understands body systems (e.g., nervous system).
- Explains genetics and inheritance.

Physical Science:

- Interprets data on motion and energy.
- Understands chemical reactions (exothermic).
- Classifies matter (mixtures).

Engineering & Technology:

- Analyzes and evaluates design solutions.
- Interprets communication systems.

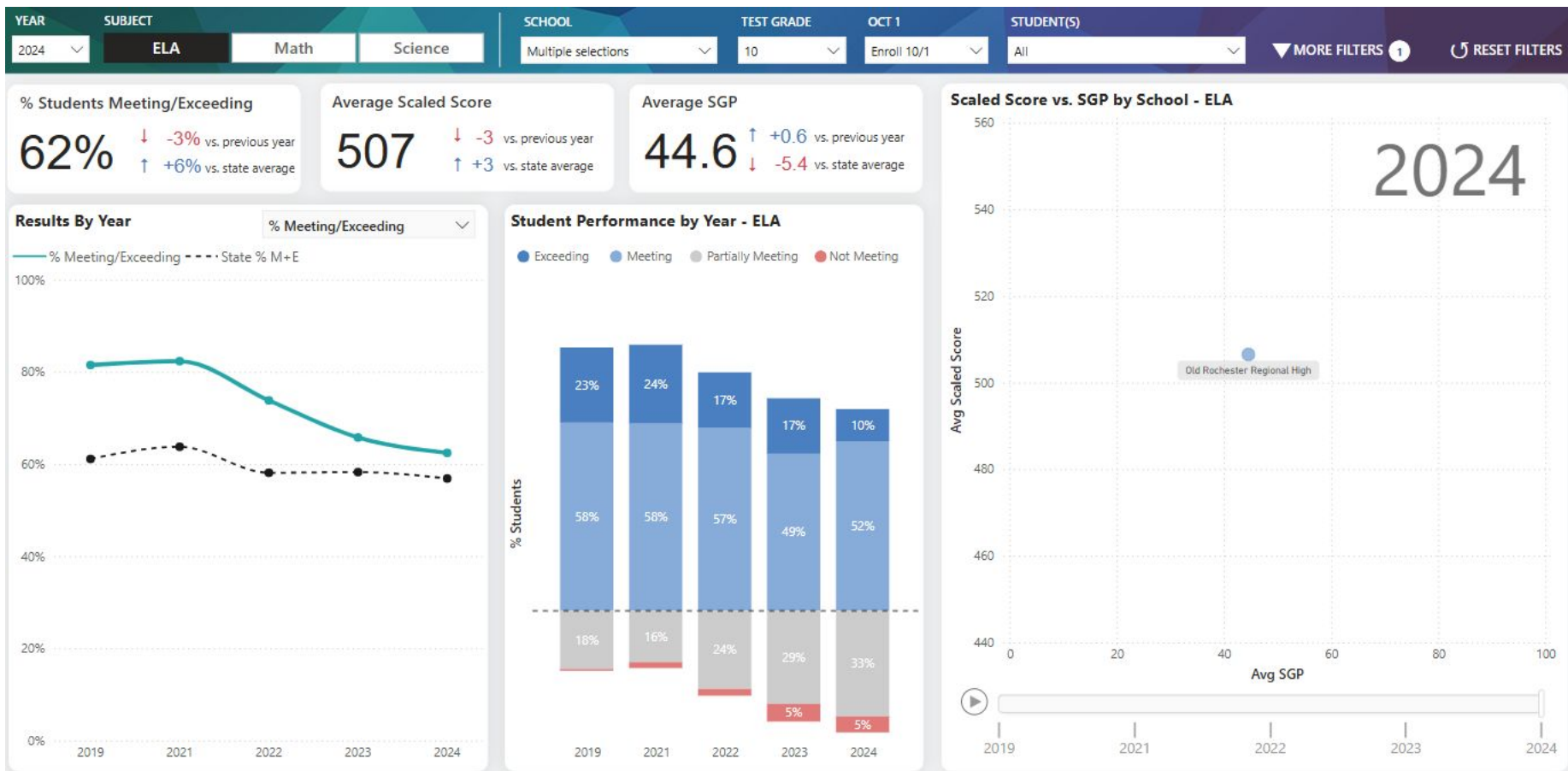
Scientific Inquiry:

- Evaluates investigations and interprets data.

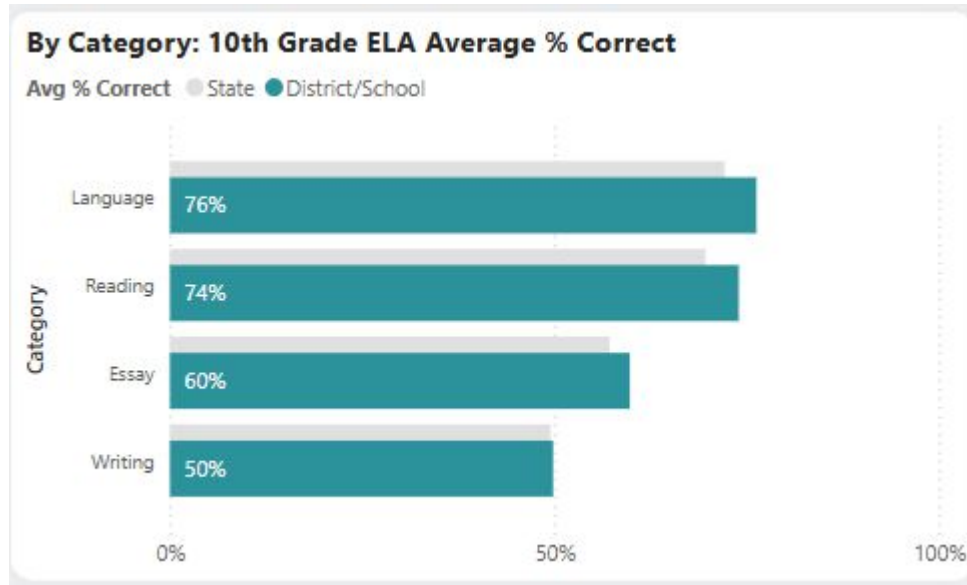
ORRJHS Action Steps - Science

- Continued support for DESE aligned OpenSciEd curriculum and instruction for sustainability through PD and collaborative work
- Students will continue to engage in more guided practice in answering constructed response type questions (multi-part questions)
- The 7th and 8th grade teams have identified standards where students need additional assistance
 - Broken down by grade level standards that identified how well students performed on each standard and what standards we need to address in more detail
 - Standards in need of attention are in alignment with the Open Scie Ed unit roll out plan. (8th Gr Natural Selection and Weather, 7th Gr Ecosystem Dynamics and Earth's Resources/Human Impact)
- Engineering curriculum continues to expand upon PBL high interest options

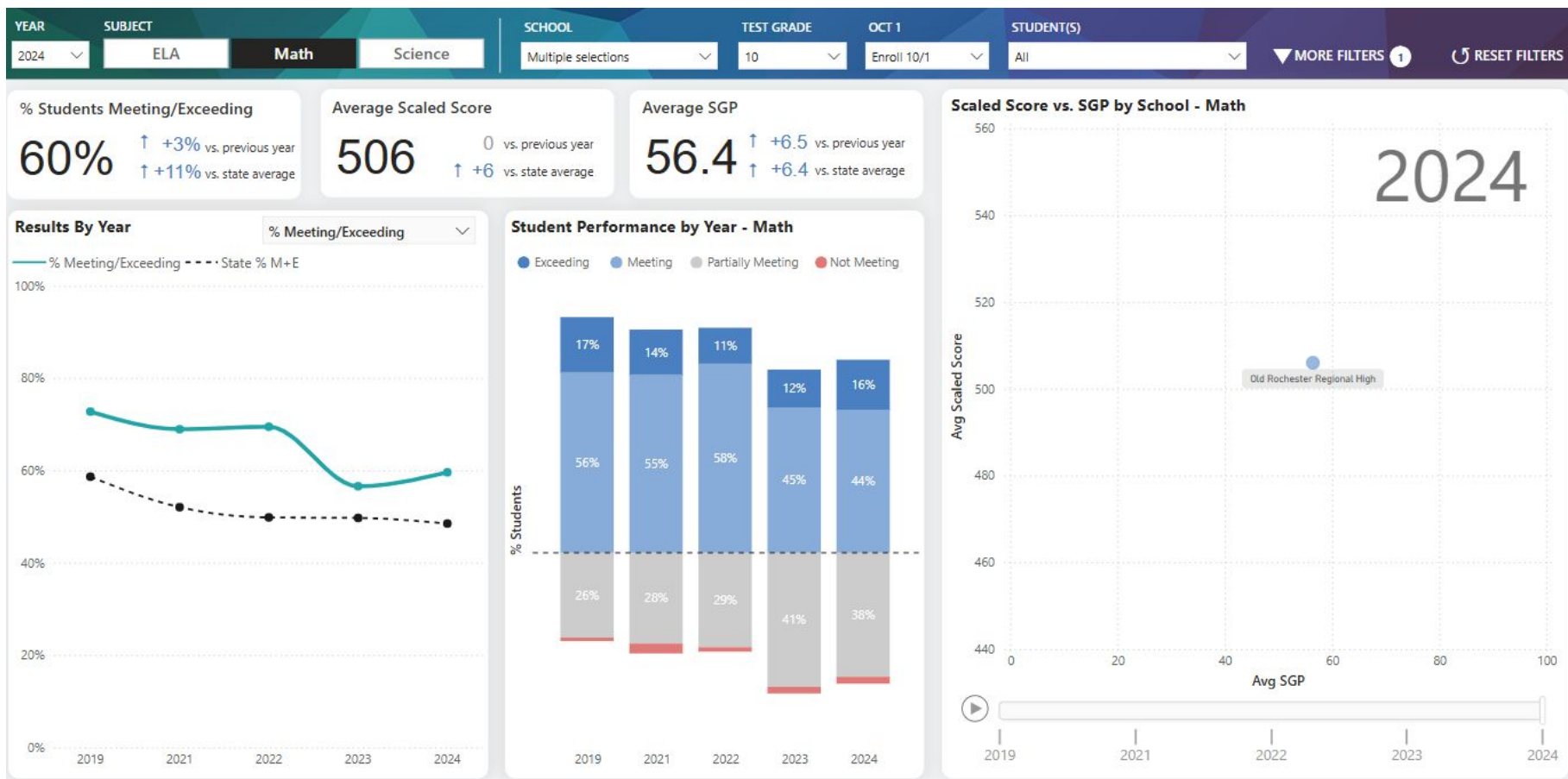
ORRHS Grade 10 Achievement from 2019-2024 for English Language Arts



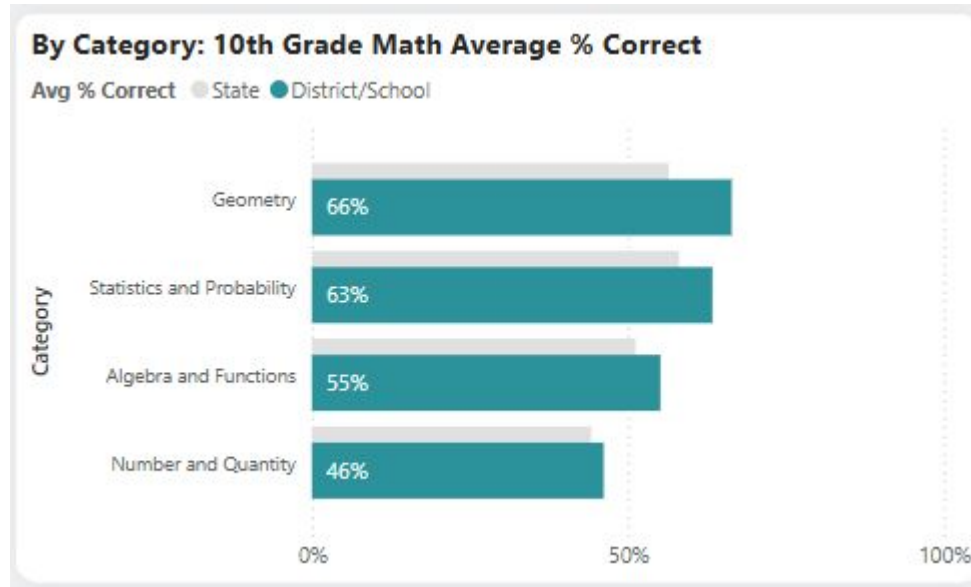
ELA Grade 10: Percent (%) Correct by Category



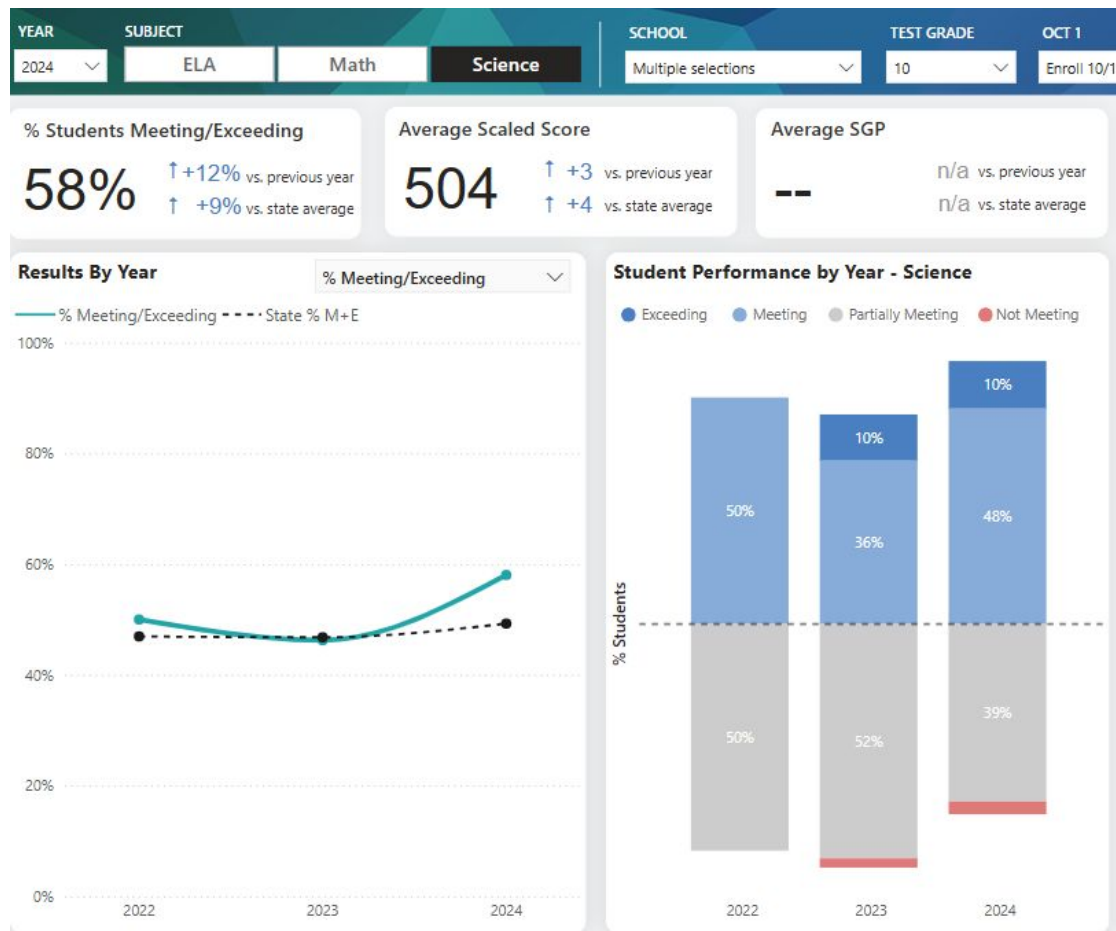
ORRHS Grade 10 Achievement from 2019-2024 for Math



Math Grade 10: Percent (%) Correct by Category



ORRHS Science Achievement from 2019-2024 for Science



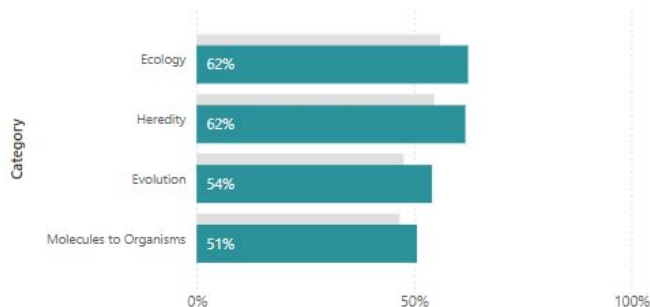
HS Science: Percent Correct by Category

YEAR: 2024 | TEST GRADE: 9 | SCHOOL: Multiple selections | CATEGORY: All | CLUSTER: All | STANDARD: All | STUDENT(S): All | MORE FILTERS 1 | RESET FILTERS

View Items by: **Category** | Cluster | Standard | Question

By Category: Other Biology Average % Correct

Avg % Correct | State | District/School



Assessment Item Details - Other Biology (2024)

Overall Responses

Student Responses

Overall Response Performance

Category	# Responses	Avg % Correct	State Avg % Correct	Variance from State
Ecology	1,060	62%	56%	6%
Evolution	1,064	54%	48%	7%
Heredity	1,823	62%	55%	7%
Molecules to Organisms	2,429	51%	47%	4%

ORRHS Areas of Strength - ELA

- Percentage of students meeting or exceeding expectations increased above the state average
- Average Student Growth Percentile increased
- Exemplar Areas:
 - Determine the meaning of an unfamiliar word based on context.
 - Determine the reason an author uses quotation marks in an article.
 - Determine which paragraph from an article presents an idea similar to an idea expressed in another article on a similar topic.
 - Select evidence from two articles that supports an idea presented in an excerpt on a similar topic.
 - Analyze how a paragraph from an excerpt develops an author's ideas.
 - Make an inference comparing ideas addressed in three texts on similar topics.
 - Determine which quotations from three texts on similar topics support stated central ideas shared by the texts.
 - Determine the main idea that is expressed in lines from a poem.

ORRHS Action Items - ELA

- September Professional Development led by Department Coordinators; ITEM ANALYSIS
- Curriculum work in accordance with the identified Phases in the “2024 Curriculum Review Cycle Plan”
- Instructional Council Curriculum Collaboration
- PD-best practice Common Assessments practices
- Identify priority content based on CRC phase Implement best practices
- Atlas Rubicon; Update in alignment with CRC Phase
- Professional Development SBC Instruction and Assessment; Support the planning and development of PD for standards based curriculum, instruction and assessment

ORRHS Areas of Strength - Math

- Geometry & Measurement:
 - Mastery of Circle Properties: Determine center, calculate arc measures.
 - Transformation Proficiency: Identify transformations proving circle similarity.
 - Parallel Lines & Transversals: Analyze angle relationships.
 - Geometric Constructions: Understand angle bisector construction.
- Algebra & Functions:
 - Linear Function Expertise: Compare properties, interpret rate of change.
 - Quadratic Function Analysis: Interpret vertex, analyze function behavior.
 - Rational & Irrational Numbers: Identify variable expressions.
- Data Analysis & Probability:
 - Strong Analytical Skills: Interpret data from graphs and equations.

ORRHS Action Items - Math

- September Professional Development led by Department Coordinators; ITEM ANALYSIS
- Curriculum work in accordance with the identified Phases in the “2024 Curriculum Review Cycle Plan”
- Instructional Council Curriculum Collaboration
- PD-best practice Common Assessments practices
- Identify priority content based on CRC phase Implement best practices
- Atlas Rubicon; Update in alignment with CRC Phase
- Professional Development SBC Instruction and Assessment; Support the planning and development of PD for standards based curriculum, instruction and assessment

ORRHS Areas of Strength - Science

- Continued support and professional development of the Open-Sci Ed Curriculum at ORRJHS
- Percentage of students meeting and exceeding expectations increased
- Student average scores increased
- Exemplar Items:
 - Describe a condition that is necessary for natural selection to occur.
 - Explain why a large amount of blood passes through the kidneys in humans.
 - Analyze data to determine which evidence best supports a conclusion that a population was affected by predation and analyze graphs to determine which one best shows how a population changed over time.
 - Describe how a model shows the segregation of alleles during meiosis.
 - Analyze heritability data to determine the traits that are more likely determined by the environment than by genetics.
 - Determine the parts of the respiratory system in humans that are most closely related to the movement of oxygen and carbon dioxide.

ORRHS Action Steps - Science

- September Professional Development led by Department Coordinators; ITEM ANALYSIS
- Curriculum work in accordance with the identified Phases in the “2024 Curriculum Review Cycle Plan”
- Instructional Council Curriculum Collaboration
- PD-best practice Common Assessments practices
- Identify priority content based on CRC phase Implement best practices
- Atlas Rubicon; Update in alignment with CRC Phase
- Professional Development SBC Instruction and Assessment; Support the planning and development of PD for standards based curriculum, instruction and assessment

Questions

**ORR BUDGET SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES**

**December 12, 2024 at 5:00 p.m.
Hybrid**

COMMITTEE MEMBERS PRESENT: James Muse, Michelle Smith and Matthew Monteiro (all in-person).

COMMITTEE MEMBERS ABSENT: None

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools, Howard Barber, Assistant Superintendent of Finance & Operations, Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning, Jaime Curley, Assistant Superintendent of Student Services, Michael Devoll, Principal – ORR High School and Silas Coellner, Principal – ORR Junior High School (all in-person).

Meeting called to order at 5:03 p.m. by Ms. Smith.

SUMMARY OF DISCUSSION:

Superintendent Nelson welcomed the school committee members and explained that the ORR FY2026 draft budget currently stands at 6.51% of an increase, sharing these types of increases are being seen across the Commonwealth. As he has discussed in the past, he does not expect a large increase in state aid and he expects the school committee to be faced with advising the administration on challenging decisions for FY26 based on the budget. He explained that main budget drivers are contractual obligations related to salaries, insurances, and facility related costs. The majority of the items included in the draft budget are mandatory expenses. There is one retirement at ORR High School and one retirement at ORR Junior High School. There is a one-year position of a second social worker at ORR JHS in place at this time and the Director of Guidance position is currently vacant as Ms. Millette filled the Interim Assistant Principal position.

Mr. Barber reviewed the draft FY2026 budget with the school committee by department. He explained that the current budget does not include requests submitted by the administration this year such as a computer lab in the high school, another administrative assistant, phased replacement of the promethean boards or mac books, or an increase in athletics supplies and materials. He explained the inclusion of Open SciEd materials, increase in insurance rates, pension and benefits. Mr. Barber acknowledged that the increase includes about \$525,000 in staffing expenses. The District is currently in negotiations with the Old Rochester Professional Educators Association (ORPEA), the Old Rochester Secretarial Association, the Old Rochester Instructional Assistants Association and the United Electrical, Radio and Machine Workers of America (UE), Local 248.

School Committee feedback:

Mr. Monteiro asked about current enrollment compared to last year. Mr. Devoll shared that the high school enrollment has increased by about forty students and Mr. Coellner shared that the junior high school has decreased by about thirty-eight students. Mr. Monteiro asked about solar

at ORR. Mr. Barber explained that the state has approved our site for solar, but has not moved us forward in the process to date.

Ms. Smith asked for a breakdown of the increases that illustrate staffing, mandatory expenses, etc. at their next meeting. She also asked about reimbursements but Mr. Barber explained at this time they do not have that information from the state as the Governor's budget is typically released in January.

Meeting was adjourned at 6:02 p.m.

Motion by Ms. Smith to adjourn the meeting.

Seconded by Mr. Monteiro.

Motion Carried 3-0.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'M. Nelson'.

Michael S. Nelson
Superintendent of Schools

**ORR BUDGET SCHOOL COMMITTEE MEETING
BUDGET SUBCOMMITTEE MINUTES**

**February 12, 2025 at 12:00 p.m.
Remote via Zoom**

COMMITTEE MEMBERS PRESENT: James Muse, Michelle Smith and Matthew Monteiro (all remote).

COMMITTEE MEMBERS ABSENT: None

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools, Howard Barber, Assistant Superintendent of Finance & Operations and Michael Devoll, Principal – ORR High School

Meeting called to order at 12:09 p.m. by Ms. Smith.

SUMMARY OF DISCUSSION:

Superintendent Nelson welcomed the school committee members and explained that the Governor's budget had been released and as expected because the District is in 'Hold Harmless' status still, the Chapter 70 funding is not supportive of the projected increases for FY2026. He shared that many are still advocating state-wide for school funding but at this point the preliminary level-service budget is based on the provided Governor's budget. The increase in mandated expenses of insurance premiums, transportation, and more, continue to be the driving factors in the budget. He reminded the school committee that as shared at the last meeting, the level-service FY2026 budget is an increase of about 6.51% or about \$1.2 million. Superintendent Nelson expressed that the next step would be to share preliminary information with each town.

Superintendent Nelson shared with the school committee that the level-service draft budget would be an increase to the towns of 3.5-8.5% based on the three-year average of allocation as stated in the regional agreement. He also proposed having FY2026 draft budget discussions with the entire ORR School Committee in the near future as well as the administration will need guidance from the school committee members on what will likely be difficult decisions.

School Committee feedback:

Mr. Monteiro asked to clarify how the state calculates transportation reimbursements. Mr. Barber explained information is gathered from annual end of year reporting provided by all regional districts.

The subcommittee agreed with starting the discussion with Marion, Mattapoisett and Rochester town officials, along with working with the entire school committee in the near future. They expressed their gratitude to the administration for their work thus far and will strive to advocate for the best situation for students and staff.

Motion by Mr. Muse to enable the administration to share preliminary budget information with each Town.

Seconded by Mr. Monteiro.

Roll Call: Muse (yes); Monteiro (yes); Smith (yes)
Motion Carried 3-0.

Meeting was adjourned at 12:24 p.m.
Motion by Mr. Muse to adjourn the meeting.
Seconded by Mr. Monteiro.
Roll Call: Muse (yes); Monteiro (yes); Smith (yes)
Motion Carried 3-0.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M~N~".

Michael S. Nelson
Superintendent of Schools

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE MEETING
FACILITIES SUBCOMMITTEE MINUTES**

**October 31, 2024 at 10:30 a.m.
Remote (Zoom)**

COMMITTEE MEMBERS PRESENT: Frances-Feliz Kearns (remote) and Joseph Pires (remote).

COMMITTEE MEMBERS ABSENT: April Nye

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools (remote).

Meeting called to order at 10:36 p.m. by Ms. Kearns.

SUMMARY OF DISCUSSION:

Superintendent Nelson welcomed the subcommittee members present to discuss the \$750,000 in funds advocated for by Representative Strauss earmarked for the athletic fields, which must be expended by FY2026 as part of the 2022 Economic Development Bill. He explained that next steps, with school committee support, is to put the project out for bid this week. Procurement rules and regulations are followed for the bid requesting professional engineering services for designing, planning, bid specifications and permitting for renovations to the ORRHS athletic fields. This bid will be public in the central register, the local newspaper and the district website. Superintendent Nelson reminded the school committee that going out to bid does not necessarily mean a contract will be awarded and the subcommittee will reconvene to discuss the proposals received. Superintendent Nelson shared potential ideas after collaboration with Mr. Barber (Assistant Superintendent of Finance and Operations), Mr. Jones (Facilities Director), Mr. Devoll (ORRHS Principal) and Mr. Carrig (ORR Athletic Director) for use of the funds including expanding irrigation systems and field restoration work.

School Committee Feedback:

Ms. Kearns and Mr. Pires supported posting the bid and reconvening to review proposals. They discussed reviewing the plan from previous years for assistance in this process. Superintendent Nelson shared that he, Mr. Barber, Mr. Jones, Mr. Devoll and Mr. Carrig had utilized this information in their discussions around these earmarked funds.

Meeting was adjourned at 10:54 a.m.

Motion by Ms. Kearns to adjourn the meeting

Seconded by Mr. Pires

Roll Call: Pires (yes); Kearns (yes)

Motion Carried 2-0.

Respectfully submitted,



Michael S. Nelson, Superintendent of Schools

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE MEETING
FACILITIES SUBCOMMITTEE MINUTES**

**December 10, 2024 at 3:30 p.m.
Remote (Zoom)**

COMMITTEE MEMBERS PRESENT: April Nye, Frances-Feliz Kearns and Joseph Pires (all remote).

COMMITTEE MEMBERS ABSENT: None

ADMINISTRATORS PRESENT: Michael S. Nelson, Superintendent of Schools, Howard Barber, Assistant Superintendent of Finance and Operations, Eugene Jones, Director of Facilities (all remote).

Meeting called to order at 3:33 p.m. by Ms. Nye.

SUMMARY OF DISCUSSION:

Superintendent Nelson reviewed that at the last meeting the subcommittee supported posting the bid and reconvening to review proposals for the \$750,000 in funds advocated for by Representative Strauss earmarked for the athletic fields, which must be expended by FY2026 as part of the 2022 Economic Development Bill. This bid was public in the central register, the local newspaper and the District website. Mr. Barber explained that fourteen vendors requested bid documents and three participated in a building walk through provided by the District in relation to this project. However, at the closure, no formal bids were submitted. Superintendent Nelson shared with the school committee the proposal from Activitas for athletic field planning services with an estimated total of \$9,250.00. The proposal includes an existing conditions assessment, sports field soil sampling, review of current maintenance practices, meetings to review the requirements of the athletic programs, athletic field renovation options, renovation assessment and preliminary pricing, renovation review meetings and planning with future phases.

School Committee Feedback:

Ms. Kearns asked if there would be anything that would need to be moved based on the project, such as disc golf. Mr. Barber shared that the administration would work with all clubs and activities throughout the process. Ms. Nye inquired about the next steps. Superintendent Nelson explained that the administration can move forward with the consultant proposal. Mr. Barber and Mr. Jones agreed that this was the best first phase of the project, and the District can conduct future bid processes for additional phases of the project. Mr. Pires questioned if the District has worked with this vendor before and the vendor's experience working with schools. Mr. Barber stated that ORR has not worked this vendor, however, the vendor has experience working with schools and he has seen their work at other districts. Mr. Jones confirmed that this vendor is also on the Massachusetts approved vendor bidding list.

Motion by Ms. Kearns to move forward with the proposal from the consultant.

Seconded by Ms. Nye

Roll Call: Nye (yes), Kearns (yes), Pires (yes)

Motion Carried 3-0.

Next, Ms. Nye inquired about next steps of the long-term debt discussion that took place last year but ultimately the debt authorization vote and related article was rescinded/withdrawn from the town meeting warrants in Marion, Mattapoisett and Rochester. Superintendent Nelson reminded the subcommittee that the current long-term debt will no longer be part of the ORR budget at the conclusion of this fiscal year and the District must determine how to support the campus moving forward. He shared three possible options; building up the capital stabilization fund that was established as part of the regional agreement, consider when to propose new debt and determine the project size or target small projects one at a time proactively or reactively.

School Committee Feedback:

Ms. Nye shared her preference was to proactively look at the debt authorization again and not wait until something on the campus breaks. Mr. Pires asked for the itemized proposal. Superintendent Nelson shared it and showed the subcommittee where it was posted on the District website, under the Business and Finance page. Ms. Kearns expressed an idea to provide tours for the Select Boards and state representatives. Ms. Nye added that Marion supported this last year. Superintendent Nelson expressed the formula for inflation was included on the original proposal shared last year and the administration can work to update that. He explained ideally, the school committee would be in full agreement, along with the Select Boards and Finance Committees going into Town Meetings in the spring.

Meeting was adjourned at 4:22 p.m.

Motion by Ms. Nye to adjourn the meeting

Seconded by Ms. Kearns

Roll Call: Nye (yes), Kearns (yes), Pires (yes)

Motion Carried 3-0.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "M. Nelson", written in a cursive style.

Michael S. Nelson, Superintendent of Schools



CULTURAL HOMESTAY INTERNATIONAL

255 West End Avenue · San Rafael · CA 94901

TEL: 415-459-5397 • FAX: 415-459-5603 • E-MAIL: CHIMAIN@CHINET.ORG, WWW.CHINET.ORG

AYP

ACADEMIC YEAR PROGRAM APPLICATION FORM



Student Profile

Student Code: 25GMTS3647Y

Last Name:		First Name:	Paula	Middle Name:	
Gender:	Female	Date Of Birth:	01/23/2009	Age On Arrival:	16
Birth Place City:		Birth Country:	Germany	Citizenship:	Germany
Native Language:	German, Dutch	Passport #:		Expiration Date:	09/24/2030
Address:	Theodor-Fontane-Strasse 9	City:		Country:	Germany
Telephone:		Email:		Postal Code:	30989
Grade level (US): 11 th					

Program and school information

Is this an IEP (Intensive English Program) student? No

iTEP (score): **TOEFL (score):** **ELTIS (score):**

Are you currently studying English in your home High School? Yes

Have you taken any Private English Lessons? No

How many years have you studied English? 6 years

Have you participated in any High School program in U.S. before? No

Have you officially graduated from a High School? No

What other foreign languages have you studied and how long?	Language 1:	French	Years:	4
	Language 2:		Years:	
	Language 3:		Years:	

CHI will consider requests from students who want to attend private school at a cost. Please indicate if you want to be considered for a private school and pay tuition.

Please note: Select carefully. If you check "Yes", your choice will be considered final. If you are placed in a private school, you will then be expected to follow through with attending the private school and paying for all costs.

Private school selected option: No

Your family

Relation	Name	Age	Occupation	Living with the Student
Father				
Mother				
Sister				
Sister				
Brother				
Grand father				
Grand mother				
Grand father				
Grand mother				

Student's letter to Host Family

Dear host family!

I'm Paula from Gehrden, Germany. I've always wanted to make an exchange year to another country and go to school and live there. I think it's a big opportunity to become part of another family, widen my horizon and of course to improve my English. So, thanks for providing this opportunity to people like me. I am so excited to spend a year in an American host family and who knows maybe it is going to be you reading this letter.

So let me introduce myself:

I am 15 years old, born January 23, 2009, as the oldest of 4 siblings. I'm attending 10th grade high school. I'm being raised bilingual for my dad is Dutch. Our home is in Gehrden near Hannover in northern Germany. Since my dad is Dutch, we also travel regularly to the Netherlands. My siblings are Sophie (12), Vincent (9) and Thelma (6). My Mother's name is Nora, she is 45 years old and works in her own medical practice as a doctor. My dad, Michel, is 55 years old and works as an IT architect. To our family we also count our beloved dog Mala, our cat Lilly and our pony Kasper. Family is very important to me. As a Family we love doing things together. We especially enjoy spending time outside, sailing, swimming, biking or just walking the dog. We also love traveling, especially to the mountains to go hiking or skiing but we also love the sea. My hobbies are playing the guitar, kickboxing, horseback riding, doing arts and meeting friends.

I also enjoy playing basketball, swimming, teaching our pets tricks, speed skating and basically everything that has to do with sports or is outside. All in all, I'm a very active person. Most of the time I'm outside, walking the dog, hiking, climbing or just spending time with friends. My best friends are Jana, Ida and Lea. Together we often go swimming, hang around or try new things. But I also spend a lot of time together with my cousins, Oscar and Carla, as we have a very tight relationship. With Carla, who lived in America for 2 years, I mostly go to our pony, and we do horseback riding together. With Oscar and Carla, we often walk our dogs (they both have a dog too) and after that we love cooking together, always trying new recipes.

Cooking is also a responsibility I sometimes have at home but as I like cooking that is not a burden to me. Besides cooking I of course have the task to walk our chihuahua, take care of our Pony, help my mother with paperwork in her practice and sometimes babysit my younger sister Thelma. With her I mostly do creative things like painting or crafting. Furthermore, I love Music: just listening to it or making it myself. I started playing the piano, but I switched to guitar one year ago. In this respect I'm very blessed with my dad, not only do I have the chance to build stuff with him all the time. As an example, I helped him build a garage, meaning laying bricks, painting and a lot of other little things. But he also plays the guitar so he can teach me a lot and it's far more fun doing it with him than with my old piano teacher. With his help I also customized my own guitar which was awesome to do. I love creating things in general.

In a school week I usually stand up at 6am so I have enough time to walk our dog before I must go to school. When I'm home at 1:30pm I always first do my homework. When there are any exams or tests, I will focus on that after doing my homework. Luckily, I'm an easy learner, so I mostly don't have to learn longer than an hour a day.

During my stay in the US, I hope to make a lot of memories and gain new experiences. I would like to integrate and become part of an American family and have a second home in America. My Mother also spent a year in America, and she is still in close contact with her host family. She always says that her exchange year has been the best thing she has ever done. I hope I will be able to say this also after my exchange. I think this exchange will have a great influence on my life and the development of my personality.

Best
Paula

Massachusetts Department of Public Health School Health Services Unit

Massachusetts Controlled Substance Registration (MCSR) Guidance Document:

- 1) School Health Controlled Substance Registration (Medication Delegation)
- 2) School Epinephrine Controlled Substance Registration (Epinephrine Training)

All primary and secondary public and non-public schools in the Commonwealth are required to comply with [M.G.L. 94C: The Controlled Substances Act](#) and [105 CMR 210.000: The Administration of Prescription Medications in Public and Private Schools](#).

All primary and secondary public and non-public school entities that handle and store medications must obtain a Massachusetts Controlled Substance Registration (MCSR) via the Massachusetts Department of Public Health (MDPH) School Health Services (SHS).

Only **licensed healthcare professionals** may administer medications in Massachusetts primary and secondary public and non-public schools **unless** the school entity's Registered Nurse (RN) completes the application for the **School Health MCSR** (delegation) **and/or** the application for **School Epinephrine MCSR** (epinephrine training).

This guidance document details the process by which primary and secondary public and non-public school entities in the Commonwealth can apply for authorization to allow a school nurse (RN) to:

1. **Delegate** the administration of medications to Unlicensed School Personnel (UAP)
2. **Train** their staff on the administration of student-specific pre-dosed epinephrine

While [105 CMR 210.000](#) allows a school committee or board of trustees, in consultation with the board of health, to seek authorization from MDPH SHS to delegate administration of medications to UAPs; delegation to UAPs is not intended to take the place of a school nurse but rather intended to add flexibility to the nurse's daily practice.

[105 CMR210.000](#) requires that *"The School Committee or Board of Trustees, in consultation with the Board of Health where appropriate, shall provide assurance that sufficient school nurse(s) are available to provide proper supervision of unlicensed school personnel."*

MDPH SHS recommends that a needs assessment be completed by the school nurse with attention paid to those children with special health care needs, as well as emergency response time for each building when determining safe and appropriate health office staffing.

Note: An RN must always be on-call/available for consultation when a delegated medication is being administered by the trained UAP. Training materials can be found on [BU SHIELD's Medication Admin and Delegation resource page](#).

The primary or secondary school/district must have policies for handling, storage, delegation, and disposal of prescription medications and these policies must comply with the laws of the Commonwealth and the regulation [105 CMR 210](#). The written policies can be requested by MDPH SHS at any time.

The RN that applies for the MCSR(s) **is** the Medication Manager (the Medication Manager must be a Registered Nurse in the Commonwealth of Massachusetts) and is legally responsible for the management of the medication administration and/or epinephrine training program for their school entity.

Please Note: When the Medication Manager (RN) leaves their position, they **must** inform the MDPH School Health Unit via email medication.delegation@mass.gov. Otherwise, the RN will remain on the MCSR as the RN responsible for the management of the school entity's medication program.

Registration Instructions for Medication Delegation & Epinephrine Training

- ☐ Obtain certificates of attendance from the two mandatory BU SHIELD courses, [Medication Administration in a School Setting: School Nurse Practice in Massachusetts](#) (credit or audit version) and [Medication Administration in Schools: What School Nurse Managers Need to Know](#). Both classes need to be taken every **three** (3) years.
- ☐ Meet with the signatories to review the school/district policies regarding health services, medication administration, and/or epinephrine training at least every other year. All signatories must sign the [MDPH Signature Page](#). The signatures can be scanned and emailed or be an electronic signature (typed signatures will not be accepted).

Please note: This is the **only** approved signature page. It is used for **both** MCSR applications.

- ☐ Fill out the [MDPH Staffing Spreadsheet](#) when applying for the **School Health MCSR**. The staffing spreadsheet is **not** required for the School Epinephrine MCSR application. Please include only the healthcare professionals and health office support staff that are working in the school health office. Healthcare professionals assigned to an individual student or specific classroom should not be included in the staffing spreadsheet. Other school staff (i.e. secretaries, teachers, school administrators, etc.) are **not** to be included on the staffing

spreadsheet.

- ☐ Create a [Health Professions Licensing System](#) (HPLS) user account (account needs to be in the RN Medication Program Manager's name. Recommended to use your school/work email address).
- ☐ Log onto your [HPLS](#) account. Complete the **online** application(s).

[MDPH School Health Services MCSR Application Instruction Guide](#)

If you need assistance with the **website**, please complete the online complete the online [eLicensing Support Request Form](#) or call the Help Desk at (800) 414-0168. If you have questions specific to the application process after following this guidance reach out to medication.delegation@mass.gov.

- ☐ The school entity's registration expires **one year** (365 days) from the MCSR approval date. School entities can apply for a **new** registration up to 90 days prior to the expiration date. It is recommended that your application is submitted **at least** two (2) weeks prior to the expiration date to avoid a lapse in registration, as this is the average processing/approval time. Applications are approved in the order they go into the system.
Please note: There is **no option for renewal**; it is a **new** application **each year** for **both** MCSRs.

Optional Back-Up Medication Manager (RN)

School entities have the option to include a back-up Medication Manager (RN) with their MCSR application(s). In the event the primary Medication Manager (RN) leaves their position, or steps down from this registration, the back-up Medication Manager (RN) on this application can immediately fill in as the primary Medication Manager (RN), without lapse of registration. In the event there is no back-up Medication Manager (RN), or the back-up Medication Manager (RN) does not confirm their intention to become the primary Medication Manager (RN) within **10 business days** (2 weeks), the school district/school's registration will be null and void and the school district/school cannot delegate medication to unlicensed school staff.

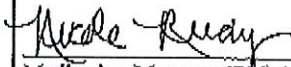
The optional back-up Medication Manager (RN) **must**:

1. Be a Registered Nurse in the Commonwealth of Massachusetts
2. Complete both required BU SHIELD medication courses. The certificates of completion for both courses need to be uploaded to the online application under 2nd RN Contact section. Both classes need to be taken every **three (3)** years.
 - [Medication Administration in a School Setting: School Nurse Practice in Massachusetts \(credit or audit version\)](#)
 - [Medication Administration in Schools: What School Nurse Managers Need to Know](#)

2025/01/27 11:35:12 3 /6




I hereby attest that as the **School Nurse Manager (RN)**, I have completed this application and understand my roles as manager and supervisor of the medication storage, handling and delegation program in the applicant school system / school. I will act as the Massachusetts Department of Public Health contact on all matters relating to the administration of medications in the school setting. I have developed and/or reviewed the policies and procedures in compliance with regulations 105 CMR 210.000 in consultation with the school physician and have recommended to the School Committee/Board of Trustees adoption of the policies.

	BSN, RN	Nicole Reedy BSN, RN	01/06/2025
Medication Manager (RN) (Signature / Credentials)		Medication Manager (RN) (Please Print)	Date
Old Rochester Regional School District Old Rochester Regional Junior and Senior High School 135 Marion Road		Mattapoisett	MA 02739
School Name and Address of Medication Manager (RN)		City	State Zip Code
508-758-3745	nicolereedy@oldrochester.org	RN2264610	
Telephone Number	E-mail Address	RN License Number	

I hereby attest that as **School Physician (MD)**, I have consulted with the Medication Manager (RN) in the preparation of this application. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Board of Trustees adoption of the policies.

	Steven J. Mendes, MD	1/28/25
School Physician (MD) (Signature)	School Physician (MD) (Please Print)	Date

I hereby attest that as **Superintendent of Schools or Administrator of the School**, I agree with the intent of the regulations and with the policies as specified in this application. I thus acknowledge the Medication Manager (RN) management role and responsibility as defined in regulations 105 CMR 210.000. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Board of Trustees adoption of the policies.

	Michael S. Nelson	01/30/2025
Superintendent of Schools or Administrator of School (Signature)	Superintendent of Schools or Administrator of School (Please Print)	Date

I hereby attest that as **Chair, School Committee or Chair, Board of Trustees**, the Committee/Board has agreed to adopt the policies and procedures governing the administration of prescription medications as defined by statute and regulation (M.G.L. 94C and 105 CMR 210.000). The School Committee/Board of Trustees has approved the categories of unlicensed personnel who may administer prescription medications and understands the Medication Manager (RN) role as manager of the medication program in the school.

Chair, School Committee or Chair, Board of Trustees (Signature)	Chair, School Committee or Chair, Board of Trustees (Please Print)	Date
--	---	------



Mattapoissett
Land Trust Inc.

Red 1/27/25

Needs
S.C.
approval
Ellen

CHECK/PAYMENT REQUEST FORM

Wendy Copps

1/17/25

Requestor's name

Date

\$750

EO-2 EC-2

Amount requested

Budget code

Purpose: MLT Education Committee Educator Grant

Awardee Name: Emma Fenton
Project Name: EmpowORR Garden
School Name: ORRHS
Grant #: FY25-MLTED-02

Payee name & address:

Old Rochester Regional
135 Marion Road
Finance Department
Attn: Assistant Superintendent of Finance Dept
Mattapoissett, MA 02739

☒ Check ☐ electronic payment (provide details if needed/relevant)

☐ W-9 to be obtained before payment (for non-corporate entities that may receive more than \$600 in a year).

Wendy Copps

Requestor signature

Pd. 24 Jan '25
2831

For use by MLT President, Treasurer, or other authorized figure:

Mattapoissett Land Trust, Inc
P.O. Box 31
Mattapoissett, MA 02739

2831
53-179/113

PAY TO THE
ORDER OF

Old Rochester Regional

DATE 24 January 2025

Seven hundred fifty and

\$ 750.00

EASTERN BANK

00/100

DOLLARS

Security features
included.
Details on back.

2 Signatures required over \$500

MEMO Grants FY25-MLTED-02

M. P. H.

Emma Fenton

Students aged 18-22, Special Education Transitional Program

“EmpowORR Garden”

Ongoing Project

The EmpowORR Garden aims to create an inclusive, hands-on learning environment tailored for students in special education, fostering growth in academic, social, and life skills. Through engaging in gardening activities, students will explore science, math, and environmental studies, while also developing fine and gross motor skills, sensory processing, and social interaction abilities. The garden serves as a therapeutic and educational space where students can learn teamwork, responsibility, and patience. Our goal is to enhance students' self-confidence and independence, while providing them with meaningful, real-world learning experiences. Our main focuses in the garden include growing garlic, daffodils, and cultivating a pollinator garden.

Garlic

- Weed and prepare the garden beds
- Plant in the Fall
- Trim the scapes in the Spring
- Harvest in the late Summer
- Trim the head from the stalk
- Clean and prepare for selling
- Design and create bags for selling
- Deliver to staff and faculty who purchase bags!

Daffodils

- Weed and prepare garden beds
- Plant the bulbs in the Fall
- Cut flowers when they bloom
- Create bouquets with cards and ribbon
- Sell and deliver bouquets to staff and faculty

Pollinator Garden

- Weed and prepare space
- Plant Black Eyed Susans
- Plant Goldenrod
- Plant native wildflower seeds in the Spring

Currently, the garden is run by the Transition Program at ORRHS. The program has 7 students from ages 18-22. The garden is also maintained by the Life Skills program, which has 8 students with severe disabilities.

We have purchased daffodil bulbs from the Mattapoisett Women's Club, and garlic and garlic fertilizer from Keene Garlic Company. We have used Lowe's to purchase mulch, gardening gloves, tools, etc.

We are currently doing an overhaul of the garden, and would like to prepare it for increased use and growth in the future. Our proposed budget is \$750 to purchase new tools, mulch, hay, seeds, bulbs, and more. This would help the garden for years to come.

We would like to utilize the garden as a space where all students can learn about native flora and fauna, and their importance to our ecosystem. We would love science classes to utilize the space for hands-on lessons, or art classes to portray the growth through art.

Educators Name: Emma Fenton

Project Name: EmpowORR Garden

Date of event: On Going

Mailing Address: Emma Fenton, Transition Skills Program, 135 Marion Rd,
Mattapoisett, MA 02739

Thank you for your consideration!

Cape Cod 5 Educational Mini-Grants

Name	Teacher Name	Project Title	Grant Amount
Old Rochester Regional High School	Ms. Kathleen Brunelle	Shrek's Shakespearean Adventure	\$500.00
Old Rochester Regional High School	Elizabeth Kennedy	Spring Touch-A-Truck	\$500.00
<i>Total OLD ROCHESTER REGIONAL HIGH SCHOOL (2 items)</i>			<u>\$1,000.00</u>

Please find enclosed a summary of each teacher who won a Cape Cod 5 Educational Mini-Grant from your school this year, along with a check for each of those teachers. We are happy to answer any questions you might have at community@capecodfive.com.

THIS CHECK HAS A COLORED BACKGROUND AND CONTAINS MULTIPLE SECURITY FEATURES - SEE BACK FOR DETAILS

**CAPE
COD5**
Foundation

1500 Lyannough Road
Hyannis, MA 02601

VOID AFTER ONE YEAR

53-7107
2113

002440

DATE

11/25/2024

AMOUNT

500.00

TO THE
ORDER
OF
PAY

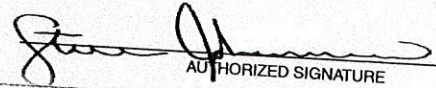
OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Five Hundred and 00/100

Old Rochester Regional School District
135 Marion Road
Mattapoisett, MA 02739



SECOND SIGNATURE LINE REQUIRED \$100,000 OR MORE


AUTHORIZED SIGNATURE

⑈002440⑈ ⑆211371078⑆ 83 2753009⑈

Cape Cod 5 Foundation, Inc.

OLD ROCHESTER REGIONAL SCHOOL DISTRI

Document Date	Document Number	Description	99-8857	2440	11/25/2024
11/18/2024	4503	Kathleen Brunelle		Base Amount	Net Amount
				\$500.00	\$500.00
		Total		\$500.00	\$500.00

THIS CHECK HAS A COLORED BACKGROUND AND CONTAINS MULTIPLE SECURITY FEATURES - SEE BACK FOR DETAILS

CAPE
COD5

Foundation

1500 Iyannough Road
Hyannis, MA 02601

VOID AFTER ONE YEAR

53-7107
2113

002441

DATE

11/25/2024

AMOUNT

500.00

TO THE
ORDER
OF
PAY

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Five Hundred and 00/100

Old Rochester Regional School District
135 Marion Road
Mattapoisett, MA 02739



SECOND SIGNATURE LINE REQUIRED \$100,000 OR MORE

[Signature]
AUTHORIZED SIGNATURE

⑈002441⑈ ⑆211371078⑆ 83 2753009⑈

Cape Cod 5 Foundation, Inc.

OLD ROCHESTER REGIONAL SCHOOL DISTRI

99-8857

2441

11/25/2024

Document Date	Document Number	Description	Base Amount	Net Amount
11/18/2024	4562	Elizabeth Kennedy	\$500.00	\$500.00
Total			\$500.00	\$500.00

These have been donated by Friends of Old Rochester Music-

2 Alto Saxophones

1 Bell Kit

5 Clarinets

4 Flutes

1 Trombone

6 Trumpets



Shutterfly, LLC

Customer #: 0000115244

Check Date: 12/09/24

Check #: 232602

Invoice#	PO#	Invoice Date	Gross Amount	Discount Amount	Net Amount Paid
573200		12/02/24	\$1,373.98	\$0.00	\$1,373.98
On behalf of Shutterfly Lifetouch, LLC, enclosed is a commission check for the Lifetouch Fall Individuals 2024-2025 Program. Thank you for allowing us to photograph your students. If you have any questions, concerns or suggestions please contact us at 401-7 81-6320					
TOTALS:			\$1,373.98	\$0.00	\$1,373.98

Shutterfly, LLC

Shutterfly, LLC
10 Almaden Blvd, Suite 900
San Jose CA 95113

Wells Fargo
56-382/412

THE FACE OF THIS CHECK HAS A ORANGE BACKGROUND AND MICROPRINTING IN THE BORDER. SEE BACK FOR ADDITIONAL SECURITY FEATURES.

\$1,373.98

PAY EXACTLY

ONE THOUSAND THREE HUNDRED SEVENTY-THREE and 98/100
Dollars

PAY
TO THE
ORDER
OF

OLD ROCHESTER REGIONAL JUNIOR HIGH SCH
133 Marion Rd
Mattapoisett MA 02739-1621

Date

12/09/2024

Number

232602

Amount

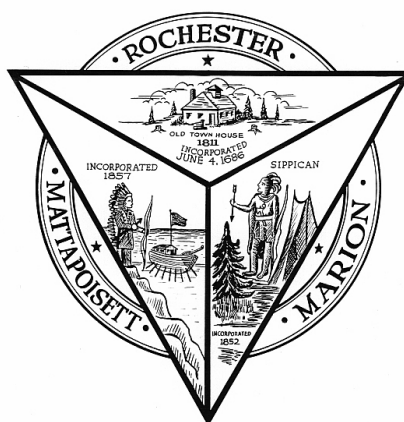
\$****1,373.98

⑈0000232602⑈ ⑆041203824⑆ 9622001213⑈

Junior
high
school pix

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.

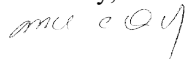
After reviewing the Student Handbook with your student, please sign the following form electronically.

We would also like to direct your attention to the Internet Acceptable Use and Safety Policy found on pages 38-40. 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 7:33 – 8:48
Block 2	8:53 – 10:08
Bulldog Block	10:12 – 10:52
Block 3	10:57 – 12:40
Block 4	12:43 – 1:58

1st Lunch 10:55– 11:15

Directed Studies
Library
Mathematics
Science/Health/Technology
Unified Arts – music/art

Last Lunch 12:20 – 12:40

English
World Language
Social Studies
Learning Support
Physical Education

TABLE OF CONTENTS

FORWARD

Bell Schedule	2
Accreditation Statement.....	7
Student Advisory Committee	7
Nondiscrimination Notice.....	7
Mission Statement	8
ORRHS Core Values	8
Beliefs About Learning.....	9
Academic Rubrics.....	10
Civic Expectations	16
Social Expectations.....	16
Testing Dates	18

ACADEMIC MATTERS

Graduation Requirements	19
Minimum Student Requirements	19
Promotion	19
Course Change.....	19
Auditing	20
Grading System	20
Grade Point Average (GPA)/Class Rank.....	20
Report Cards	21
Transcripts	21
Bulldog Block.....	21
Advanced Placement Courses.....	22
Dual Enrollment	22
Online Coursework.....	22
Principal's Honor Roll	22
Non-Custodial Parents Rights.....	23
Final Exams	23
Incomplete Grades	23
Failing Grades – Make-Up Procedure/Summer School	23
Standing Committee on Graduation Requirements	23
Senior Obligations	23
Senior Privilege – Directed Study Release.....	24
Senior Week.....	24
Cheating and Plagiarism	24
Class Cuts and Truancy	25
Tardy to School/Class.....	25
Planned Early Dismissals	25
Attendance Policy	25
Make-Up Work – Absence	28
Family Vacations	28
National Honor Society	29

PROCEDURAL AND INFORMATIONAL MATTERS

Video Camera System	30
Visitors.....	30
Procedure for Enrolling New Students.....	30
Transfer.....	30
Student Records	31

Withdrawal From School.....	31
Daily Bulletin.....	31
Distribution of School Property - including Replacement Fee	
Schedule for School Issued Technology Equipment.....	31
Before School	32
After School.....	32
Passes.....	32
Health.....	32
Dispensing Medication at School	33
Administering Medication to Students	33
Rules for Student Self-Administration of Medication.....	34
Information Regarding Use of Alcohol and Drugs.....	35
Lost and Found	35
Locks and Lockers.....	35
Fire Drill	35
Lock Down Procedures.....	36
Traffic Regulations	37
Speed Limit.....	37
Library Code of Conduct.....	37
Internet Acceptable Use and Safety Policy	38
Privacy and Right of Access to Student Records	40
Use of the Elevator	41
Exchange Student Policy	41
Sexual Harassment Policy	41
Grievance Procedures	42
Sex Education Policy.....	46
Child Abuse Policy	46
Procedures for Reporting Cases of Child Abuse	47
Bullying Prevention and Intervention.....	47

RULES AND REGULATIONS

Student Dress and Appearance	53
Backpack Policy	53
Electronic Media and Communication Devices	54
Destruction of Public Property	54
No Smoking Policy.....	54
Restricted Areas.....	55
Bus Transportation.....	55
Student Conduct on a Bus.....	55
Videotaping on School Buses	55
Bus Discipline Policy	55
Fighting.....	56
The Discipline Code	56
Category One Offenses	56
Category One Consequences	57
Category Two Offenses	57
Category Two Consequences	58
Category Three Offenses	58
Category Three Consequences	58
Due Process	59
Policies Governing Suspensions.....	59
The Appeal Process	61
Policies Prohibiting Weapons and Drugs	61
Search and Seizure.....	61
Chapter 380 – An Act Relative to Safety in the Public Schools	62

Faculty Authority	62
Pass Restriction.....	63
Afterschool Detention.....	63
Removal from Class	63
In-School Suspension	64
Out-of-School Suspension	64
Saturday School	64
Saturday School Regulations	64
Gang Involvement/Activity	65
Referral to Superintendent	65
Discipline of Students with Disabilities	65
Procedural Requirements Applied to Students not yet Determined to be Eligible for Special Education	67
False Alarms	68

ACTIVITIES

Evening Activities	69
Social Activities.....	69
Hazing	70
Duty to Report Hazing.....	70
Field Trips.....	70
Student Government	70
Activities, Clubs, and Organizations	72
Fundraising	72
Athletics	73
School Year Calendar	82

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

Interim Assistant Principal: Lauren Millette

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 contribution
- 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 solve the problem	Sometimes relies on limited knowledge/resources to solve the problem	Does not yet demonstrate clarity of what is needed
Develop a Plan	Consistently presents organized, accurate plans with attention to detail, differentiates between useful and extraneous	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

	information and arrives at meaningful solutions		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,	-Limited variety of sentence structures and lengths -Significant errors in grammar, word usage, spelling, capitalization, punctuation,

			and/or pronunciation	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	-Presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning, -Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience -Clearly and completely addresses alternative or	-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 -Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but	-Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of Reasoning -Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be

		opposing perspectives	does not fully succeed -Attempts to address alternative or opposing perspectives, but not clearly or completely	too much or too little information, or the wrong approach) -Does not address alternative or opposing perspectives
Consideration of Audience	Voice	-Communicates clearly; not too quickly or slowly -Uses accurate pacing and word choice for a specific audience -Rarely uses filler words -Demonstrates a command of formal English when appropriate	-Communicates clearly most of the time -Usually uses accurate pacing and word choice for a specific audience -Occasionally uses filler words -Attempts to adapt voice for the context and task but is unsuccessful or inconsistent	-Does not yet communicate clearly -Do not yet use accurate pacing and word choice for a specific audience -Uses filler words - Does not yet adapt voice for the context and task
	Presentation Aids	-Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest -Smoothly brings audio/visual aids or media into the presentation	-Uses audio/visual aids or media, but they may distract from or not add to the presentation -Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation	-Does not use audio/visual aids or media -Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation

“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 is new, unique,	Had some new ideas or	Relies on existing models, ideas, or

	content	surprising; Shows a personal touch	improvements, but some ideas are predictable or conventional	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 commons 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 tasks	Evaluated available options and choose the most appropriate tool for a specific task	Chooses a digital tool that performs the task but is not the most appropriate tool available	Chooses an inappropriate digital tool for specific task
	Trouble-shoots 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	Is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources

			too few sources; some of it may not be relevant	
	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 prototypes or problem solutions; Revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria	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 solutions based on incomplete or invalid criteria	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)

“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 maintaining a respectful environment	Sometimes contributes but is not always receptive of others' contributions	Does not yet participate within the group
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 an 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/calenefees.html

MCAS Dates*

November 6, 7	ELA Retest
November 12, 13	Math Retest
February 4, 5	Biology Retest
March 6, 7	ELA Retest
March 11, 12	Math Retest
March 25, 26	Grade 10 ELA
May 20, 21	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) Exams - May of 2025

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.

The following courses are graduation requirements	
English	Math
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
Social Studies	Science
World History US History I US History II	Two lab sciences, including Biology
Health Education	Physical Education
1 full year	4 years or 2 years with a waiver*
The Arts	
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 the 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 4th 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:
 - 1st Offense - Student will be assigned to their mentor during Bulldog Block the following week
 - 2nd 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 4th 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 privilege 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

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 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 a 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

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.
- Parent/guardian/caregiver written notes of excusal using the following guidelines should be submitted in hard copy form to the main office or via email to the school receptionist at susandurocher@oldrochester.org
- 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. 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.
- 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.

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 credits 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 programs, 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 a "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 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 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

Too 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:

- 1st 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.
- 2nd offense
 - The student may be suspended from school.
- 3rd 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 the 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 the 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 the school intercom.
- Police will unlock the 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 the immediate hallway.
- Lock and close the door.
- Keep teaching.
- Make sure no student is using an 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 a 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.

1st Offense: Parking on school grounds suspended 1 school day

2nd Offense: Parking on school grounds suspended 2 school days

3rd 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.
- **School buses and personal motor vehicles are strictly prohibited from idling on school grounds.**
- 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 is 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 an 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 ORRHS 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 voicemail.
- 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
- 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
- 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 the 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) ORRSD/Massachusetts School Superintendency Union No. 55 makes no warranties of any kind, whether expressed or implied, for the service it is providing. ORRSD/ 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. ORRSD/ 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 Superintendent 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 Superintendent 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 Superintendent 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 address 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 Harassment

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.

According to [M.G.L. c. 71 s. 37O](#):

Bullying, as defined in M.G.L. c. 71, § 37O and adopted by the Districts, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- A. Causes physical or emotional harm to the target or damage to the target’s property
- B. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- C. Creates a hostile environment at school for the target
- D. Infringes on the rights of the target at school
- E. Materially and substantially disrupts the education process or the orderly operation of a school

For the purposes of this section, bullying shall include cyber-bullying.

“Cyberbullying” is:

bullying through the use of technology or electronic devices such as telephones, cell phones, computers, tablets, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social media postings, and other Internet postings.

See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to intimidation, bullying, or harassment. Verbal, physical, and sexual harassment of others will not be tolerated. Students who bully and/or harass others will be subject to disciplinary measures that may include suspension from school. Students who feel they are being harassed should report the incident immediately to a teacher, guidance counselor, adjustment counselor, or administrator. Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Before fully investigating the allegations of bullying and/or harassment, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. The principal or designee will promptly investigate all reports of bullying, cyberbullying, or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The Principal/Investigator instructs all parties of the importance of the investigation, their obligation to be truthful, and the fact that retaliation against someone who participates in a bullying or harassment investigation is strictly prohibited and may result in disciplinary action. To the extent practicable, and given their obligation to investigate and address the matter, the Principal/ Investigator maintains confidentiality during the investigation process. Procedures for investigating reports of bullying and retaliation will be consistent with Old Rochester Regional School District & MA Superintendency Union #55 policies and procedures for investigations.

Upon determining that bullying, cyberbullying, or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this orally and in writing, and an investigation will take place.

If the reported incident involves students from outside of the District, the Principal/ Investigator must promptly notify the principal of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

At any point after receiving a report of bullying, harassment or retaliation, if the Principal/Investigator has a reasonable basis to believe that a crime has been committed and criminal charges may be pursued against an alleged aggressor, they will notify the relevant town's police department. Notice is consistent with the requirements of 603 CMR 49.00.

When the investigation is complete, the Principal/ Investigator considers all of the information and evidence gathered and makes a determination based upon the facts and circumstances. The Principal/ Investigator promptly notifies the parents/ guardians of the alleged target and the alleged aggressor about the results of the investigation and, if bullying, harassment or retaliation is substantiated, what action(s) is being taken to prevent further acts of bullying, harassment or retaliation. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary. In instances where bullying is not substantiated, this event may fall under other categories of the discipline code.

Notices to parents/ guardians are in compliance with applicable state and federal privacy laws and regulations. Because student and personnel records are confidential, the Principal/ Investigator cannot report specific information to the target's parents/ guardians about disciplinary actions taken unless they involve a “stay away” order or other directives that the target must be aware of in order to report violations.

The Principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

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/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 it 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.

Bullying Prevention and Intervention Policy

Please click on the link to see the policy.

<https://docs.google.com/document/d/1W6pcrg4nBVEkLi1WTjIRtCvgsoDZ-UXo/edit>

Statement of Non-discriminatory Practices

Old Rochester Regional School District & MA Superintendency Union #55 does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, sexual orientation, gender identity, or any other legally protected group in its admission of students, or access of students to all programs or activities offered by Old Rochester Regional School District & MA Superintendency Union #55, including athletics and extracurricular activities.

The Old Rochester Regional School District & MA Superintendency Union #55 strives to prevent, oppose, and prohibit harassment or discrimination based on a student's race, color, religion, gender, sex, national origin, age, disability, sexual orientation, gender identity, or any other legally protected group, and will respond promptly and appropriately to any complaint or report of discrimination or harassment.

Procedures for Responding to Harassment Complaints

Students who bully and/or harass others will be subject to disciplinary measures that may include suspension from school. Students who feel they are being harassed should report the incident immediately to a teacher, guidance counselor, adjustment counselor or administrator.

Harassment is conduct of a verbal, written, electronic, or physical nature directed towards a person of a protected class based on their race, sex, creed, color, national origin, sexual orientation, gender identity, religion, age, or disability that is designed to distress, agitate, threaten or endanger, students includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Sexual harassment is also included in this area. When a student comes forth with a complaint that he/she has been the subject of sexual harassment, the procedures set forth in the School Committee Policy on Sexual Harassment will be followed. Consequences for students are a verbal warning; reprimand; a written warning/reprimand entered into the student's file; suspension; expulsion; an apology to the victim; a written paper on the topic; learning about sexual harassment; referral for psychological assessment; parental/student/school administrator conference; police involvement; community service; other sanctions deemed appropriate by the school administrator.

In any of the above cases where an act of harassment, including sexual harassment, is charged, the person affected should refer their allegation to the compliance officer:

Jaime Curley, Ed.D., Assistant Superintendent of Student Services
135 Marion Road.
Mattapoisett, MA 02739
Telephone: (508) 758-2772, Ext. 1942

See School Committee Policies [ACAB](#) and [JICFB](#).(link policies)

BULLYING AND CYBERBULLYING

~~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.~~

RULES AND REGULATIONS

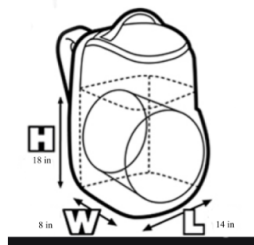
STUDENT DRESS AND APPEARANCE

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.

Tobacco and Vaping

Paraphernalia or possession/use of tobacco and/or vaping within school buildings, facilities, on school grounds, and on school buses is prohibited. See [School Committee Policies ADC](#) and [JICH](#).

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 it to the front office. Verbal permission will not be accepted unless an emergency exists. Students must have a pass to board the late bus.

Idling

School buses and personal motor vehicles are strictly prohibited from idling on school grounds.

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 st Offense	Warning
2 nd Offense	3-day bus suspension
3 rd 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:

- 1st fight – suspension of three (3) or more days with possible recommendation for an expulsion hearing.
- 2nd fight – suspension of five (5) or more days with possible recommendation for an expulsion hearing.
- 3rd 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

Student Code of Conduct: (direct link to the standards for due process, as set forth in M.G.L. c. 71, §§ 37H, 37H½ and 37H¾)

In addition to providing students with academic rigor and educational opportunities, the staff and community of the Old Rochester Regional School District & MA Superintendency Union #55 strive to support students' conduct and discipline toward becoming contributing members of society and achievement of their individual and collective goals. Students are expected (a) to arrive at school and at classes promptly, (b) to be in attendance every day except for illness or family emergencies, (c) to be prepared for classroom work, (d) to contribute in positive ways to the activities of each class, and (e) to accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due.

Conduct expectations are based on a system of progressive discipline, where an administrator has the discretion to significantly increase penalties in cases of second or subsequent offenses, or in cases where the severity of the infraction requires it. In addition, student discipline might be provided not only to hold students accountable for inappropriate behaviors but also to teach students about their responsibilities for good citizenship. Students may participate in a community service project or other alternative remedy as a means of accountability. Alternative remedies may include (but are not limited to): lunch detention, structured school day, collaborative problem solving, removal of privileges, referral to outside support (e.g. counseling).

The principal or designee will consider ways to re-engage the student in the learning process and shall not suspend the student until alternative remedies have been employed and their use and results documented. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Principals or designees will document the use and results of alternative remedies. Principals or designees do not have to utilize alternative remedies in the following situations: 1) if the alternatives are unsuitable or counter-productive, and 2) in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Disciplinary Investigations

Nothing shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident. After a behavior complaint is made, an investigation will take place. This investigation, in accordance with M.G.L. Ch 76, Section 5, will be nondiscriminatory, and will take into account explanations from involved parties and witnesses. Student discipline shall be addressed on an individual basis with each student, and may range from a conversation with the student to an expulsion, depending on the infraction. Individual student discipline will only be discussed with the family/guardians of the child directly involved. No information regarding students or their discipline will be given to anyone who is not a parent or guardian of that child. If the disciplinary procedures herein have been implemented and have been unsuccessful in changing the unacceptable behavior of a student, the parents/guardians will be contacted by the administration and may be asked to come into school to meet with their child's team of teachers and/or the administration.

POLICIES GOVERNING SUSPENSIONS

M.G.L. c. 71, s. 37H ¾

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 the hearing, 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/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.

~~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.

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.

Suspension

In-School Suspension: removal of a student from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days, or no more than 10 school days cumulatively for multiple infractions during the school year.

Short-Term Suspension: removal of a student from the school premises and regular classroom activities for 10 consecutive school days or less. May be served in school, at the Principal's discretion.

Long-Term Suspension: removal cumulatively 10 to 90 days from the school premises and regular classroom activities. A Principal may, in his or her discretion, allow a student to serve a long-term suspension in school.

- Long-term suspension may not exceed 90 days (becomes expulsion)
- Suspension may not extend beyond the end of the school year in which the suspension is imposed

See Discipline Section above for more discussion on discipline and due process.

Suspension and Extracurricular Activities

Students, who are suspended from school, whether that suspension is an in-school or out-of-school suspension, are ineligible to participate in or to attend any extracurricular activity until the first day they return to school. For example, if a student's suspension runs through close of school on Friday, that student is not eligible to participate or to attend any school-sponsored activities, whether they are on or off school property, until the student has re-entered school on Monday. Furthermore, if a student's suspension runs through the close of school on Friday and a vacation period or school cancellation follows, the student is not eligible to participate in or to attend any school-sponsored activities, on or off campus, until the student has re-entered school.

Emergency Removal

Emergency Removal: temporary removal from school, not more than 2 school days following date of removal, when student is charged with offense, and where continued presence poses danger or presents material and substantial disruption, and in the principal's judgment there is no alternative.

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 hours. 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 an 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

Disciplining of Students with IEPs

State and federal regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The Individual Education Program (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student’s disability. Such modifications will be described in the student’s IEP.

As provided for in state and federal regulations:

- Any eligible child may be suspended up to 10 school days in any school year.
- After a student with special needs has been suspended for 10 school days in any school year, during subsequent removal, the school district must provide sufficient services for the student to continue to receive a free and appropriate public education.
- A suspension of longer than 10 consecutive school days or a series of suspensions that constitute a pattern are considered to represent a change of placement.
- Prior to a suspension that constitutes a change of placement, district personnel, the parent/guardian and other relevant members of the team will convene a “Manifestation Determination” meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP.
- If the Manifestation Team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without

disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment and appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.

- If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise
- Regardless of the manifestation determination, the student may be placed in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is “substantially likely” to injure himself or others.
- These procedural requirements apply to students not yet determined to be eligible for special education if the Parent/Guardian has expressed concern in writing or requested an evaluation, or if staff had expressed concerns about the student’s behavior directly to the director of student service or other supervisory personnel.

Disciplining of Students with 504s

The code of conduct applies to students with and without disabilities; however, students on 504 plans must have an equal opportunity to be successful with classroom rules and behavioral regulations. Section 504 prohibits districts from disciplining students more severely than non-disabled students on the basis of disability. The free and appropriate education (FAPE) requirement of Section 504 provides that appropriate procedures for discipline are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

Students with 504 plans may be excluded from their programs, as can students without disabilities. If students are suspended or expelled, they are entitled to oral or written notice of charges and an appeal for the opportunity to tell their side. Expulsion or suspensions of 10 or more days are considered a change of placement and must follow the procedures designated by the Americans with Disabilities Act (ADA).

When students with 504 plans are excluded from their program for more than 10 school days in the school year, it must be determined if the behavior was a result of the students’ disability (manifestation determination). If it is determined that the behavior was related to the disability, students may not be excluded from the current educational placement until a new plan is written. The behavioral intervention services and modifications in the plan should address the behavior violation so that it does not recur.

If the student's misconduct is determined not related to their disability then the district may discipline in the same way as other students would be disciplined. 504 students do not have to be provided with a free and appropriate public education (FAPE) during expulsion or suspension for behavior not related to the disability. Students currently engaged in drug or alcohol abuse are not protected under Section 504.

When the placement of students with disabilities is changed for disciplinary reasons, the students and parents are entitled to the procedural protections required by Section 504 and the ADA. A school district may employ due process procedures that meet the requirements of IDEA to comply with the Section 504 and ADA requirements for procedural safeguards. These protections include appropriate notice to parents or guardians, an opportunity for their examination of records, an impartial hearing with the participation of parents or guardians and an opportunity for their representation by counsel and a review procedure. Thus, if, after a reevaluation of an initial placement decision, the parents disagree with the determination regarding the relationship of the behavior to the disability or with the subsequent placement proposal in those cases where the behavior is determined to be caused by the disability, they may request an impartial hearing.

A school district is not prohibited from employing its normal, reasonable procedures short of a significant change in placement for dealing with 504 students who are endangering themselves or others. When students present an immediate threat to the safety of others, school officials may promptly adjust the placement or suspend the students for up to 10 school days, in accordance with rules that are applied evenhandedly to all children.

~~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.

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.
- 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.

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 9th 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 coursework 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	Drama Club	Model UN
American Field Service (AFS)	DECA	Music Appreciation
AmbassadOR Club	D&D Club	National Honor Society
Art Club	Esports	Paw Prints Newspaper
Bring Change to Mind	Environmental Club	Science Club
Board Game Club	Gender Sexuality Alliance	Science Fair Club
Chess Club	Jazz Band	Sci-Fi Club
Chorus	Knitting Club	Student Government
Community Service Learning	Latin Club	Tea Talks
Concert Band	Math Team	Yearbook Club
Debate Team	Mock Trial	

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.

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.

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
Freshman 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
Freshman 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>		

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 the 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:

Apponequet
Dighton Rehoboth
Old Rochester
West Bridgewater

Bourne
Fairhaven
Seekonk

Case
GNBRVTHS
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 . 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 parts 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 the student is attending or issue a certificate of completion. If the student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an

event will be truncated i.e. All fractional parts 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 the same academic year: they 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/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 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 the school committee will be notified. 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 post-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.

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 coursework 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 prerequisite 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.
6. 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 a head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return a 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 that 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

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**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- Early Dismissal for Students & Teachers					9/2 - Labor Day X - Prof. Dev. All Schools Early Release				
22 days					3 days					20 days				
45 days accrued					62 days accrued					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. Dev. 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					17 days					15 days				
45 days accrued					62 days accrued					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	3	4	5	6	7	3	4	5X	6	7
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28
27	28	29X	30	31						31				
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					X - Prof. Dev. All Schools Early Release				
21 days					15 days					21 days				
98 days accrued					113 days accrued					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					21 days					8 days				
151 days accrued					172 days accrued					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					Telephone Numbers									
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									
					www.olderochester.org									

Approved by the Joint School Committee 07.29.2024

**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

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

Table of Contents

Section I -Academic Matters	5
Core Subjects	5
Exploratory Subjects	5
Marking System and Achievement Grades	5
Exploratory Area Grades	5
Report Cards	5
Awards	6
Grouping	7
Guidelines for Promotion	7
Physical Education Requirements	7
Section II - Discipline Policy	7
Discipline Code	7
Disciplinary Sanctions For Harassment, Discrimination, And Hate Crimes	8
Glossary of Terms Related to Harassment, Discrimination, And Hate Crimes	8
Disciplinary Policy Regarding Civil Rights Issues	9
False Charges	10
Student Responsibilities	10
Protection Against Retaliation	10
Bullying Prevention And Intervention	10
Bullying and Harassment	10
Sexual Harassment	16
Use Of Detection Dogs On School Property	17
Category One Offenses (Major)	18
Category Two Offenses (Major)	24
Category Three Offenses (Minor)	24
Disciplinary Investigations	26
Section III - Disciplinary Procedures	26
A. General Disciplinary Process	26
B. Procedure for Suspension of a Student for Ten Days or Less.	27
C. Procedures for Suspension in Excess of Ten Days	27
D. Referral to the Superintendent	27
E. Procedures for Discipline for Students with Disabilities	27
F. Suspension	29
G. Emergency Removal	29
H. Disciplining of Students with IEPs	29
I. Disciplining of Students with 504s	30
J. Detention	31
K. Planning Room	32

24-25 ORRJHS Student Handbook

L. Community Service	32
M. Saturday Detention	32
Section IV - Other Policies	33
Accidents, Illness, and Health Services	33
Addressing Parent/Guardian/Caregiver or Student Concerns	33
Advisory	33
Attendance, Tardiness & Work Makeup Policy	33
School Attendance	33
Absences Due to Illness	35
Arrival, Tardies & Make-up Policy	35
Assemblies	36
Athletics – see Intramurals	36
Band and Chorus	36
Book Bags	36
Breakfast	36
Personal Electronic Devices	36
Cafeteria	38
Care of Text and Library Books	38
Cell Phones	38
Change of Address or Telephone #	38
Commercial Activities	39
Computer Education	39
Conferences - Pupil/Teacher/Parent, Guardian, Caregiver	39
Courtesy	39
Dances	39
Dinner Dance for Grade Eight	39
Dismissals	40
Dismissals Other Than Illness or Accident:	40
Responsibility For Appearance (Dress Code)	40
E- Hall Pass	41
Extra Curricular Eligibility	41
Extra Curricular Activities	41
Field Trips	41
Fire Drill Regulations	42
RTI Mod	42
Health Services	42
Health	42
Homework	43
Inclement Weather Procedure	43

24-25 ORRJHS Student Handbook

Insurance	43
Intramurals	43
Library-Media Center	43
Lockers	43
Messages for Students	44
Safety Drills	44
School Council	44
Skateboards	44
Smoking	44
Tobacco and Vaping	44
Special Services	44
Student Pregnancy	45
Student Records	45
Student Valuables	46
Substitute Teachers	46
Survival	46
S.C.O.P.E.	47
Staying after School	47
Supervision of Students Beyond Regular School Hours	47
Telephones	48
Traffic Regulations	48
Idling	48
Transitions	48
Bus Transportation	48
Truancy	50
Visitors	50
Walkers	50
Chromebook Care	50
Section V. High School Athletics	51
Interscholastic Sports Programs	51
Athletic Policies	52
Interscholastic Athletic Eligibility Requirements	54
Hazing	58
Anti-Bullying Policy	58
Athletic Concussion Information	59
Athletic Concussion Procedures	62

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	Average	C	(73-76)
		C-	(70-72)
D	Passing	D	(65-69)
	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.

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 and 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.

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.

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

(Secondary 7-12 Version)

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 Harassment

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.

According to M.G.L. c. 71 s. 37O:

Bullying, as defined in M.G.L. c. 71, § 37O and adopted by the Districts, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- A. Causes physical or emotional harm to the target or damage to the target's property
- B. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- C. Creates a hostile environment at school for the target
- D. Infringes on the rights of the target at school
- E. Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

“Cyberbullying” is: bullying through the use of technology or electronic devices such as telephones, cell phones, computers, tablets, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social media postings, and other Internet postings.

See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to intimidation, bullying, or harassment. Verbal, physical, and sexual harassment of others will not be tolerated. Students who bully and/or harass others will be subject to disciplinary measures that may include suspension from school. Students who feel they are being harassed should report the incident immediately to a teacher, guidance counselor, adjustment counselor, or administrator. Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Before fully investigating the allegations of bullying and/or harassment, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. The principal or designee will promptly investigate all reports of bullying, cyberbullying, or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The Principal/Investigator instructs all parties of the importance of the investigation, their obligation to be truthful, and the fact that retaliation against someone who participates in a bullying or harassment investigation is strictly prohibited and may result in disciplinary action. To the extent practicable, and given their obligation to investigate and address the matter, the Principal/ Investigator maintains confidentiality during the investigation process. Procedures for investigating reports of bullying and retaliation will be consistent

with Old Rochester Regional School District & MA Superintendency Union #55 policies and procedures for investigations.

Upon determining that bullying, cyberbullying, or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this orally and in writing, and an investigation will take place.

If the reported incident involves students from outside of the District, the Principal/ Investigator must promptly notify the principal of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

At any point after receiving a report of bullying, harassment or retaliation, if the Principal/Investigator has a reasonable basis to believe that a crime has been committed and criminal charges may be pursued against an alleged aggressor, they will notify the relevant town's police department. Notice is consistent with the requirements of 603 CMR 49.00.

When the investigation is complete, the Principal/ Investigator considers all of the information and evidence gathered and makes a determination based upon the facts and circumstances. The Principal/ Investigator promptly notifies the parents/ guardians of the alleged target and the alleged aggressor about the results of the investigation and, if bullying, harassment or retaliation is substantiated, what action(s) is being taken to prevent further acts of bullying, harassment or retaliation. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary. In instances where bullying is not substantiated, this event may fall under other categories of the discipline code.

Notices to parents/ guardians are in compliance with applicable state and federal privacy laws and regulations. Because student and personnel records are confidential, the Principal/ Investigator cannot report specific information to the target's parents/ guardians about disciplinary actions taken unless they involve a "stay away" order or other directives that the target must be aware of in order to report violations.

The Principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

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 Junior 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.

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 ORRJHS.

Disciplining Bullies And Rehabilitation/Remediation

ORRJHS 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 it 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.

~~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.~~

24-25 ORRJHS Student Handbook

~~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;~~

24-25 ORRJHS Student Handbook

~~-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.~~

Bullying Prevention and Intervention Policy

Please click on the link to see the policy.

Link to policy will be inserted here once approved by legal.

Statement of Non-discriminatory Practices

Old Rochester Regional School District & MA Superintendency Union #55 does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, sexual orientation, gender identity, or any other legally protected group in its admission of students, or access of students to all programs or activities offered by Old Rochester Regional School District & MA Superintendency Union #55, including athletics and extracurricular activities.

The Old Rochester Regional School District & MA Superintendency Union #55 strives to prevent, oppose, and prohibit harassment or discrimination based on a student’s race, color, religion, gender, sex, national origin, age, disability, sexual orientation, gender identity, or any other legally protected group, and will respond promptly and appropriately to any complaint or report of discrimination or harassment.

Procedures for Responding to Harassment Complaints

Students who bully and/or harass others will be subject to disciplinary measures that may include suspension from school. Students who feel they are being harassed should report the incident immediately to a teacher, guidance counselor, adjustment counselor or administrator.

Harassment is conduct of a verbal, written, electronic, or physical nature directed towards a person of a protected class based on their race, sex, creed, color, national origin, sexual orientation, gender identity, religion, age, or disability that is designed to distress, agitate, threaten or endanger, students includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Sexual harassment is also included in this area. When a student comes forth with a complaint that he/she has been the subject of sexual harassment, the procedures set forth in the School Committee Policy on Sexual Harassment will be followed. Consequences for students are a verbal warning; reprimand; a written warning/reprimand entered into the student's file; suspension; expulsion; an apology to the victim; a written paper on the topic; learning about sexual harassment; referral for psychological assessment; parental/student/school administrator conference; police involvement; community service; other sanctions deemed appropriate by the school administrator.

In any of the above cases where an act of harassment, including sexual harassment, is charged, the person affected should refer their allegation to the compliance officer:

Jaime Curley, Ed.D., Assistant Superintendent of Student Services
135 Marion Road.
Mattapoisett, MA 02739
Telephone: (508) 758-2772, Ext. 1942

See School Committee Policies ACAB and JICFB.(link policies)

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 Mattapoisett 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 Mattapoisett 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.

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 1st 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.)

24-25 ORRJHS Student Handbook

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.

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.

- i. 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

24-25 ORRJHS Student Handbook

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.

- ii. 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.

- iii. 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.

- iv. 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.

~~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.~~

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

~~Principal or designee 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 or designee 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 or designee'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.~~

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.

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 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.

Due Process

[Student Code of Conduct: \(direct link to the standards for due process, as set forth in M.G.L. c. 71, §§ 37H, 37H1/2 and 37H3/4.\)](#)

In addition to providing students with academic rigor and educational opportunities, the staff and community of the Old Rochester Regional School District & MA Superintendency Union #55 strive to support students' conduct and discipline toward becoming contributing members of society and achievement of their individual and collective goals. Students are expected (a) to arrive at school and at classes promptly, (b) to be in attendance every day except for illness or family emergencies, (c) to be prepared for classroom work, (d) to contribute in positive ways to the activities of each class, and (e) to accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due.

Conduct expectations are based on a system of progressive discipline, where an administrator has the discretion to significantly increase penalties in cases of second or subsequent offenses, or in cases where the severity of the infraction requires it. In addition, student discipline might be provided not only to hold students accountable for inappropriate behaviors but also to teach students about their responsibilities for good citizenship. Students may participate in a community service project or other alternative remedy as a means of accountability. Alternative remedies may include (but are not limited to): lunch detention, structured school day, collaborative problem solving, removal of privileges, referral to outside support (e.g. counseling).

The principal or designee will consider ways to re-engage the student in the learning process and shall not suspend the student until alternative remedies have been employed and their use and results

documented. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Principals or designees will document the use and results of alternative remedies. Principals or designees do not have to utilize alternative remedies in the following situations: 1) if the alternatives are unsuitable or counter-productive, and 2) in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Disciplinary Investigations

Nothing shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident. After a behavior complaint is made, an investigation will take place. This investigation, in accordance with M.G.L Ch 76, Section 5, will be nondiscriminatory, and will take into account explanations from involved parties and witnesses. Student discipline shall be addressed on an individual basis with each student, and may range from a conversation with the student to an expulsion, depending on the infraction. Individual student discipline will only be discussed with the family/guardians of the child directly involved. No information regarding students or their discipline will be given to anyone who is not a parent or guardian of that child. If the disciplinary procedures herein have been implemented and have been unsuccessful in changing the unacceptable behavior of a student, the parents/guardians will be contacted by the administration and may be asked to come into school to meet with their child's team of teachers and/or the administration.

Section III - Disciplinary Procedures

A. 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 begins 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.

B. 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:

1. 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.
2. 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.
3. *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.

C. 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.

D. 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.

E. Procedures 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.~~

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.

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.

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.

F. Suspension

In-School Suspension: removal of a student from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days, or no more than 10 school days cumulatively for multiple infractions during the school year.

Short-Term Suspension: removal of a student from the school premises and regular classroom activities for 10 consecutive school days or less. May be served in school, at the Principal's discretion.

Long-Term Suspension: removal cumulatively 10 to 90 days from the school premises and regular classroom activities. A Principal may, in his or her discretion, allow a student to serve a long-term suspension in school.

- Long-term suspension may not exceed 90 days (becomes expulsion)
- Suspension may not extend beyond the end of the school year in which the suspension is imposed

See Discipline Section above for more discussion on discipline and due process.

Suspension and Extracurricular Activities

Students, who are suspended from school, whether that suspension is an in-school or out-of-school suspension, are ineligible to participate in or to attend any extracurricular activity until the first day they return to school. For example, if a student's suspension runs through close of school on Friday, that student is not eligible to participate or to attend any school-sponsored activities, whether they are on or off school property, until the student has re-entered school on Monday. Furthermore, if a student's suspension runs through the close of school on Friday and a vacation period or school cancellation follows, the student is not eligible to participate in or to attend any school-sponsored activities, on or off campus, until the student has re-entered school.

G. Emergency Removal

Emergency Removal: temporary removal from school, not more than 2 school days following date of removal, when student is charged with offense, and where continued presence poses danger or presents material and substantial disruption, and in the principal's judgment there is no alternative.

H. Disciplining of Students with IEPs

State and federal regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The Individual Education Program (IEP) for a student must indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified due to the student's disability. Such modifications will be described in the student's IEP.

As provided for in state and federal regulations:

Any eligible child may be suspended up to 10 school days in any school year.

- After a student with special needs has been suspended for 10 school days in any school year, during subsequent removal, the school district must provide sufficient services for the student to continue to receive a free and appropriate public education.
- A suspension of longer than 10 consecutive school days or a series of suspensions that constitute a pattern are considered to represent a change of placement.
- Prior to a suspension that constitutes a change of placement, district personnel, the parent/guardian and other relevant members of the team will convene a “Manifestation Determination” meeting to review all relevant information to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP.
- If the Manifestation Team determines that the behavior was not a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities. The district will, however, provide services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals. A functional behavioral assessment and appropriate behavioral intervention services will be provided to lessen the likelihood of the behavior reoccurring.
- If the Manifestation Determination determines that the behavior is a manifestation of the disability, then the team will complete a functional behavioral assessment and behavioral intervention plan. Except when the student is placed in an interim alternative education setting, the student will return to their original placement unless the parents and district agree otherwise.
- Regardless of the manifestation determination, the student may be placed in an interim alternative education setting (as determined by the team) for up to 45 school days if the behavior involves weapons or illegal drugs, another controlled substance, or the infliction of serious bodily injury on another person at school or school function; or, considered case by case, unique circumstance; or on the authority of a hearing officer if the district provides evidence the student is “substantially likely” to injure himself or others.
- These procedural requirements apply to students not yet determined to be eligible for special education if the Parent/Guardian has expressed concern in writing or requested an evaluation, or if staff had expressed concerns about the student’s behavior directly to the director of student service or other supervisory personnel.

I. Disciplining of Students with 504s

The code of conduct applies to students with and without disabilities; however, students on 504 plans must have an equal opportunity to be successful with classroom rules and behavioral regulations. Section 504 prohibits districts from disciplining students more severely than non-disabled students on the basis of disability. The free and appropriate education (FAPE) requirement of Section 504 provides that appropriate procedures for discipline are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

Students with 504 plans may be excluded from their programs, as can students without disabilities. If students are suspended or expelled, they are entitled to oral or written notice of charges and an appeal for the opportunity to tell their side. Expulsion or suspensions of 10 or more days are considered a change of placement and must follow the procedures designated by the Americans with Disabilities Act (ADA).

When students with 504 plans are excluded from their program for more than 10 school days in the school year, it must be determined if the behavior was a result of the students’ disability (manifestation

determination). If it is determined that the behavior was related to the disability, students may not be excluded from the current educational placement until a new plan is written. The behavioral intervention services and modifications in the plan should address the behavior violation so that it does not recur.

If the student's misconduct is determined not related to their disability then the district may discipline in the same way as other students would be disciplined. 504 students do not have to be provided with a free and appropriate public education (FAPE) during expulsion or suspension for behavior not related to the disability. Students currently engaged in drug or alcohol abuse are not protected under Section 504.

When the placement of students with disabilities is changed for disciplinary reasons, the students and parents are entitled to the procedural protections required by Section 504 and the ADA. A school district may employ due process procedures that meet the requirements of IDEA to comply with the Section 504 and ADA requirements for procedural safeguards. These protections include appropriate notice to parents or guardians, an opportunity for their examination of records, an impartial hearing with the participation of parents or guardians and an opportunity for their representation by counsel and a review procedure. Thus, if, after a reevaluation of an initial placement decision, the parents disagree with the determination regarding the relationship of the behavior to the disability or with the subsequent placement proposal in those cases where the behavior is determined to be caused by the disability, they may request an impartial hearing.

A school district is not prohibited from employing its normal, reasonable procedures short of a significant change in placement for dealing with 504 students who are endangering themselves or others. When students present an immediate threat to the safety of others, school officials may promptly adjust the placement or suspend the students for up to 10 school days, in accordance with rules that are applied evenhandedly to all children.

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.

J. 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.

K. 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.

In-house staff work to support students who are assigned to the Planning Room. While in the Planning Room, students may receive counsel, be advised, have their sense of belonging bolstered and their connection with the school community restored. 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.*

L. 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.

M. 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.

24-25 ORRJHS Student Handbook

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 during 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
- 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 at 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 their 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 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 their 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.

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:

24-25 ORRJHS Student Handbook

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 the student's locker during the school day (7:10am - 2:04pm - between arrival and dismissal).
- If a student 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 secure their cell phone in another student's locker.

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.

Students with a medical requirement for cell phone access will be exempted from 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.

- 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

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, and are attending remediation/extra help sessions in the remaining core subject.

Athletic Eligibility

- 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 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 channels, 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 children 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.

Tobacco and Vaping

Paraphernalia or possession/use of tobacco and/or vaping within school buildings, facilities, on school grounds, and on school buses is prohibited. See School Committee Policies ADC and JICH.

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. 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.

Idling

School buses and personal motor vehicles are strictly prohibited from idling on school grounds.

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

School buses and personal motor vehicles are strictly prohibited from idling on school grounds.

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 the 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.
- 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

24-25 ORRJHS Student Handbook

"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.

Technology Replacement & Damage Fee Schedule	
Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00

24-25 ORRJHS Student Handbook

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

Section V. High School 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

24-25 ORRJHS Student Handbook

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

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.

24-25 ORRJHS Student Handbook

- 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 in or attend any sport's practice, sport's game or extracurricular sport's activity, 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 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 trainers 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.
- 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.

24-25 ORRJHS Student Handbook

- 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 at the end of the preceding academic trimester.
- To be eligible for fall athletics, a student must have passed their four (4) core courses 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 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

Bourne

Case

Dighton Rehoboth

Fairhaven

GNBVTHS

Old Rochester

Seekonk

Somerset Berkley

West Bridgewater

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.
- the Board of Directors is made up of Principals from various districts throughout the state.
- the 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. 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.

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*

24-25 ORRJHS Student Handbook

must certify that the 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).***

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 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 their 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

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 it 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 ORRJHS/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 the school committee will be notified. 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 reentry accommodation plan to school activities and academic coursework 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 prerequisite 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 may not be limited to:
 - o Physical and cognitive rest as appropriate.
 - o Graduated return to classroom studies as appropriate.
 - o Estimated time intervals for resumption of activities.
 - o Frequent assessments by the school nurse as appropriate.
 - o 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.
- 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 a 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 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 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.

GRADUATION REQUIREMENTS AND COMPETENCY DETERMINATION

In order to graduate from Old Rochester Regional High School with a High School Diploma, a student must satisfactorily complete the local graduation requirements established by the Old Rochester Regional School Committee and earn the Competency Determination in English, mathematics, and an approved science subject.

In order to be eligible for a Certificate of Attainment from Old Rochester Regional High School, a student, who does not meet the competency determination, must satisfactorily complete the local graduation requirements and additional criteria set forth by the Massachusetts Department of Elementary and Secondary Education.

LOCAL GRADUATION REQUIREMENTS

In order to graduate from Old Rochester Regional High School, a student must

-Accumulate 120 total credits. In order to receive full credit a student must receive either passing grade of a Pass (P) or 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.*

Within the 120 total credits, the following five-credit courses at the college prep, honors, Advanced Placement or Dual Enrollment levels are graduation requirements:

English Language Arts	Mathematics
English 9, 10, 11, 12	Four years of high school math, including Algebra 1
Social Studies	Science
World History, U.S. History 1, U.S. History 2	Two lab sciences, including Biology
Health Education	Physical Education*
Health 9, 10	Four years or two years with a physical activity waiver
The Arts	
One full-year or two 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.

The additional credits needed for a graduation may be selected from among elective courses. For transfer students, prior credits from other schools will be reviewed and accepted by the Standing Committee on Graduation Requirements (SCGR) with Principal oversight. For Old Rochester Regional High School students seeking to apply for credits to be awarded from other institutions, these credits will only be granted with advanced approval from the SCGR.

COMPETENCY DETERMINATION

Students must meet the Old Rochester Regional High School requirements for a Competency Determination to receive a high school diploma. These requirements are in addition to the outlined Local Graduation Requirements.

As defined by the Massachusetts Department of Elementary and Secondary Education, the "Competency Determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies, and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board.

Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their Competency Determination.

Students in the Old Rochester Regional High School who have not yet earned their Competency Determination through previous MCAS administrations can meet the requirements for a Competency Determination through passing **all** of the following coursework:

- English 9 and 10
- Algebra 1 and Geometry, including coursework in grade 8
- Biology, Chemistry, Physics or Physical Science course or an equivalent course.

*or its equivalent as identified as certified courses through SCGR approval.

(Old Rochester Regional High School reserves the right to substitute any courses for the above stated courses provided they fully align with the appropriate MA Curriculum Framework

Standards and the State Law regarding Competency Determination M.G.L. Title XII Ch.69 S.1D.)

Students who do not meet the required passing grades in the above prescribed courses may enroll in summer school, credit recovery courses, or be scheduled to take additional assessments and/or coursework by their guidance counselor that meet the same MA Curriculum Framework Standards. These opportunities will provide a student who has yet to meet the CD requirements additional opportunities to meet this standard for graduation.

In the event that a student transfers into Old Rochester Regional High School at any point during their high school career, a transcript review will be conducted by the Standing Committee for Graduation Requirements to ensure that the coursework from the previous school is aligned with ORRHS coursework for the Competency Determination and local graduation requirements. The Principal shall be the arbiter for all disagreements in transcript review. An appeal of the principal's decision may be made to the Superintendent. The Superintendent's decision on transcript reviews as related to CD is final.

Legal References: M.G.L. c. 69 s. 1D



OLD ROCHESTER REGIONAL HIGH SCHOOL

'25-'26 Program of Studies Updates

Introducing Our New Courses

In Mathematics:

466 **STATISTICS**

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADE 11/12

In this course, you will develop a basic understanding of statistics. You will learn how to describe the characteristics of a set of data by finding mean and standard deviation. You will make inferences using predictions about the set of data. Statistics plays a crucial role in various fields including science, business, social sciences and more. You will organize data using tables and graphical representations. You will analyze scatter plots and regression models. You will also utilize properties of the normal distribution and determine the confidence intervals. You will formulate and test a hypothesis. You will learn how to collect data in a way that ensures valid conclusions. You will justify conclusions on data collected from sample surveys, experiments, and observational studies. You will develop an understanding of randomness as you perform basic probability calculations and understand probability distributions.

Prerequisite: Successful completion of Algebra 2 or concurrent with Algebra 2

467 **PEER MATHEMATICS SUPPORT**

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADE 11/12

This course offers juniors and seniors the opportunity to support Algebra 1 and Geometry students in their learning. As an instructional assistant, students will work directly with classroom teachers to provide one-on-one and small-group assistance during class, reinforcing foundational math concepts and fostering a collaborative learning environment. Through this course, students will develop skills in communication, leadership, and problem-solving while deepening their own understanding of algebraic and geometric principles. Responsibilities may include assisting with practice problems, reviewing homework, explaining concepts, and encouraging positive study habits. Students will also learn strategies for effective teaching and peer support through occasional reflection and guidance sessions with their supervising teacher. This elective course is ideal for students who excel in math, enjoy working with others, and are interested in mentoring or teaching. Students will play a vital role in creating a supportive academic community, making a meaningful difference in the success of their peers.

Grading: Pass/Fail (based on participation, effort, and feedback from the supervising teacher)

Prerequisites: Teacher recommendation, strong academic performance in Algebra 1 and Geometry (minimum grade of B or higher), and approval from the counseling office.

In Family & Consumer Science:

909 **UNIFIED PEER PARTNERSHIP**

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADE 10-12

In this course, students will engage in meaningful collaboration by supporting peers in the Life Skills and Transition Skills special education classrooms. Through this program, students will develop empathy, leadership, and communication skills while fostering an inclusive environment. Students will assist with classroom activities, provide academic and social support, and build positive relationships with their peers. Participants will also gain an understanding of special education practices, strategies for effective peer support, and the importance of diversity in learning environments. Reflective journaling and regular discussions will encourage students to analyze their experiences and personal growth.

Prerequisite: Application and teacher recommendation.

In Social Studies:

215 **CIVICS AND FINANCIAL LITERACY**

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADE 11-12

This semester-based course for juniors and seniors will have students in the first term explore the structure and functions of local and state government as well as design a civics action project. This project will focus on a student-identified need and require students to create a plan on how to engage the community to bring about change. Following the civics part of the course, students will spend the second term examining various concepts of personal finance such as budgeting, investing, loans, identity protection, etc. The culmination of the personal finance segment will be a project where students research potential jobs and then create budgets for themselves based on anticipated costs and incoming revenue.

In Science:

543 **FIELD BIOLOGY AND NATURAL HISTORY**

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADE 10

Field Biology and Natural History is the scientific study of living things in their natural environments. It involves the identification of plants and animals, patient observation of their behavior, life history, and inter-relationships, as well as research of their evolution and unique adaptations. Additional course components include citizen science, stewardship, and aesthetics. Students will also learn about the lives and contributions of various naturalists such as Wallace, Fossey, Gould, and Irwin. Coursework will consist of homework readings, group discussions, fieldwork, lab investigations, and projects.

Prerequisite: Successful completion of biology.

CLASS CHANGES

168 JOURNALISM

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 9-12

In this course you will become a journalist. You will not only become a student of Journalism, but you will also become a writer and a member of a staff that creates Paw Prints, the school newspaper. This class will offer you a practical, hands-on, rather than a theoretical exploration of journalism. You will learn the organization of a newspaper and its staff, as well as how to write all types of newspaper stories, articles, and features. You will also have the opportunity to work on photography for the newspaper, as well as creative writing. All students in this course become involved in producing the school newspaper and learn to follow the ethics of professional journalism. You will also be able to assume leadership positions on the staff, such as Section Editor, Photo Editor, or Layout Editor. You will get the opportunity to learn the layout process and develop the visual design of the student newspaper. You may continue in Journalism for multiple years. Seeing the newspaper in print and distributed to fellow students and teachers is an exciting experience. The Journalism course is an elective within the English Department taken in addition to, and not replacing, your English course.

174 MEDIA & POPULAR CULTURE

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 9-12

Have you ever wished you were part of the creative team behind your favorite television show, movie, album, or video game? Have you ever labored to perfect a social media post or been ambushed by targeted advertising? Have you ever seen your friends, family, and acquaintances share misinformation without considering the consequences? In this ever-evolving course, you will learn how to analyze and interpret media messages, assess their value, and apply those lessons to media you create on your own. You will review film, television, video games, music, and social trends, pitch your own entertainment and advertising concepts, and create your own media products. Other major parts of the course include lessons in film study, and the development of a final, personalized media project that reflects your skills and interests. This elective course is designed for students in all grades.

257 ADVANCED PLACEMENT HUMAN GEOGRAPHY

LEVEL 5 | 5 CREDITS | FULL YEAR

GRADES 9-12

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). AP Human Geography prepares students for 20 different academic majors and 71 different career options.

Prerequisite: Teacher recommendation

CLASS REMOVAL

860 PUBLIC AND ENVIRONMENTAL ART

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 9-12

This course takes you out of the classroom and into the world. Through exploration and analysis of aesthetic relationships present in your surroundings, you will develop, present and create project proposals for installations such as murals, sculpture and other site-specific artwork. Works of public art, environmental art, monuments, gardens and architecture will be viewed and visited.



PROGRAM OF STUDIES

2025-2026

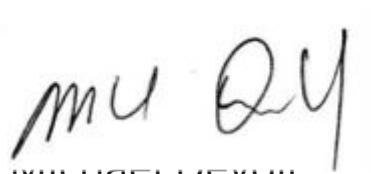
Hello students,

The 2025-2026 Old Rochester Regional High School Program of Studies is now available for you to examine with your family. Please read through the document carefully as you begin the process of selecting your courses for next year. It is important to share the Program of Studies and your course selection card with a parent or guardian to keep them informed of the difficult choices that you have for your academic future. You will be meeting with your teachers in the coming days to have discussions around your proper placement for next year.

The new courses we will roll out next year include Statistics, Peer Mathematics Support, Unified Peer Partnership, Civics and Financial Literacy, Field Biology and Natural History, Please be mindful of prerequisites for courses you are intending to register for as your work this current year will position you for future success.

Thank you for downloading and reading this important document. Best of luck as you embark on your course selections for the coming school year. Please contact a guidance counselor if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "mu QY", is positioned above a thin vertical line.

MICHAEL DEVON

Principal

TABLE OF CONTENTS

<u>Principal's Message</u>	2
<u>Course Selection Information</u>	6
<u>Graduation Requirements</u>	7
<u>Fine Arts Graduation Requirement</u>	10
<u>AP Capstone</u>	13
<u>English</u>	17
<u>Mathematics</u>	31
<u>Science & Technology</u>	39
<u>Social Studies</u>	59
<u>Unified Arts</u>	68
<u>Art</u>	70
<u>Early Childhood Education</u>	76
<u>Music</u>	78
<u>Wellness</u>	83
<u>World Language</u>	89
<u>Index</u>	102



COURSE LEVEL DESCRIPTIONS

All levels of core courses prepare you for college. Students in a particular course follow the same curriculum with varying degrees of pace, depth and breadth based upon their level of academic development.

In College Preparatory courses (Level 3), you are expected to complete work more independently and explore topics more deeply and at a faster pace.

At the Honors level (Level 4), you are expected to apply concepts to new situations and develop more critical thinking skills. The honors level will move at a faster pace, and you will be expected to complete more work outside of class.

Advanced Placement (AP) (Level 5) courses require a substantial amount of independent work. Coursework is equivalent to a semester college level class. The AP curriculum is designed for the AP exam. 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 exams will result in weighting the particular course as "Honors", not "Advanced Placement". Colleges will be notified if such a change occurs.

COURSE SELECTION PROCESS

The selection of courses from the program of studies is the most important task that should be carried out by teachers, parents and students. The steps to be used are as follows:

1. Counselors will be available to meet with you to discuss choices.
2. Teachers will initial your student course request card. Teacher recommendations for your placement provide valuable insight into the appropriate level or course that you may eventually take.
3. Parents should review your request card with you and sign it. If your parents have any questions, they should contact your subject teacher or counselor.
4. Your counselor will review your course requests, and individual appointments will be made with students as needed.
5. 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, parents, guidance counselor, and 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.

Please keep in mind the following when selecting your courses:

1. The master schedule is based on student requests. Please make informed decisions when selecting courses. Following initial registrations, time will be allowed for course changes until the end of the current school year. This can be done by scheduling a meeting with the counselor, an administrator, and a subject-area teacher.
2. Course selection changes will not be considered after the end of the previous school year.
3. You should take courses that will challenge, but not overwhelm you.
4. You should select alternative electives, as your first choice may not be available.
5. Please note prerequisites when selecting courses.

GRADUATION REQUIREMENTS

In order to graduate from Old Rochester Regional High School you must:

- A. Students will need 120 total credits to graduate. In order to receive full credit you must receive a passing grade of 65 (D) or above and meet the attendance requirements. You will earn 5 credits for each full year course and 2.5 credits for each semester (half year) course. Credits will not be granted for partial completion of any course.
- B. Satisfactorily complete the local graduation requirements established by the Old Rochester Regional School Committee and earn the Competency Determination in English 9 & 10, Mathematics (Algebra 1 and Geometry), and an approved science subject.

STUDENT PROGRAM REQUIREMENTS

Unless scheduled for an AP course, no student is allowed more than 1 Directed Study block per semester. Directed Study provides students with the opportunity to engage in independent or small-group learning under the supervision of a teacher. During Directed Study students explore a specific topic, extend their knowledge in a subject area, or complete coursework with additional support.

PROMOTION

Promotion is based upon credits earned according to the following schedule:

Grade 10	A minimum of	30 credits
Grade 11	A minimum of	60 credits
Grade 12	A minimum of	90 credits

OLD ROCHESTER REGIONAL HIGH SCHOOL GRADUATION REQUIREMENTS

120 CREDIT REQUIRED

ORRHS GRADUATION REQUIREMENTS, 2 YEAR-COLLEGE ACCEPTANCES, AND SCHOOL TO CAREER OPPORTUNITIES		4 YEAR COLLEGES (SELECTIVE/LESS COMPETITIVE)
<u>ENGLISH</u>	4 YRS (9,10,11,12)	4 YRS
<u>SOCIAL STUDIES</u>	3 YRS (WORLD HISTORY, US HISTORY 1 & 2)	3 YRS
<u>MATH</u>	4 YRS (ALGEBRA 1)	4 YRS (INCLUDING SENIOR YR (BEYOND ALG 2))
<u>SCIENCE</u>	2 YRS (BIO)	3 YRS (LAB SCIENCE)
<u>PE</u>	4 YRS	
<u>HEALTH</u>	1 YEAR	
<u>WORLD LANGUAGE</u>		2 YRS
<u>THE ARTS</u>	1 YEAR (1 YEAR OR 2 SEMESTERS)	
ELECTIVES		2 YRS (ARTS & HUMANITIES OR COMP SCI)
4 YEAR COLLEGES (COMPETITIVE/HIGHLY COMPETITIVE)		
AP OR HONORS ENGLISH	4 YRS	
AP OR HONORS SOCIAL STUDIES	4 YRS	
AP OR HONORS MATH	4 YRS	
AP & HONORS SCIENCE	4 YRS (BIO, CHEM, PHYSICS)	
WORLD LANGUAGE	4 YRS	
ELECTIVES	2 YRS (ARTS & HUMANITIES OR COMP SCI)	

GRADUATION REQUIREMENTS

120 CREDIT REQUIRED

RECOMMENDED TESTS FOR COLLEGE ADMISSION

PSAT	SOPHOMORE / JUNIOR YEAR - OCTOBER
SAT	JUNIOR YEAR: SPRING & SENIOR YEAR: FALL
ACT	JUNIORS and/or SENIOR YEAR

RECOMMENDED TESTS FOR HIGH SELECTIVE COLLEGES

PSAT	SOPHOMORE / JUNIOR YEAR - OCTOBER
SAT	JUNIOR YEAR: SPRING & SENIOR YEAR: FALL
AP EXAMS	(AS REQUIRED)
ACT	JUNIOR and/or SENIOR YEAR

***CAUTION:** STUDENTS SHOULD ALWAYS CONSULT THEIR COUNSELOR ABOUT COLLEGE CHOICE!!
COLLEGES MAY OR MAY NOT BE FLEXIBLE ABOUT THEIR ADMISSIONS STANDARDS. STUDENTS SHOULD START THIS PROCESS IN THEIR JUNIOR YEAR.

To access the Program of Studies please visit the High School website at: oldrochester.org/orrhs
If you do not have internet access or if you require a paper copy please contact the high school front office

Additional information and scholarship opportunities can be found on the guidance webpage at
<https://sites.google.com/oldrochester.org/guidance>

FINE ARTS GRADUATION REQUIREMENT

The Massachusetts Arts Curriculum Framework applies to the study of dance, music, theatre, and the visual arts. In dance, music, theatre, and the visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.

All ORRHS students are required to complete one unit of a fine arts course over their four years to graduate with an ORRHS diploma. This can be done with either a full year course or two half-year courses over four years. The following courses meet the graduation requirement:

ART:

- Art 1
- Art 2
- Honors Art 3
- AP Art & Design
- Ceramics 1 (half year)
- Ceramics 2 (half year)
- Drawing and Painting (half year)
- Photography (half year)
- Visual Design (half year)
- Art History (half year)

ENGLISH LANGUAGE ARTS:

- Journalism (half year)
- Theater (half year)
- Creative Writing (half year)

SOCIAL STUDIES:

- Philosophy (half year)

MUSIC:

- Concert Band
- Honors Concert Band
- Honors Jazz Band
- Mixed Chorus
- Honors Chorus
- Honors Contemporary A Cappella
- Beginning Guitar (half year)
- Music Composition and Theory (half year)
- Music Technology (half year)
- Popular American Music (half year)

TECHNOLOGY:

- Architectural Design 1 (half year)
- Architectural Design 2 (half year)
- Architectural Design 3 (half year)
- Architectural Design 4 (half year)
- Multimedia Design (half year)
- Game Design and Development 1 (half year)
- Game Design and Development 2 (half year)
- Intro to 3D Design (half year)
- Intro to CAD Design (half year)
- Web Design and Development 1 (half year)



ROCHESTER

MARION

MAITTAPOISETT





1861-1865 1. Search based cards 2. Confederate symbols 3. "What was his intention?" 4. Class research & perspective 5. Great debate	English 10A 3 Vocab #1 Quiz 2. Share poster symbols 3. Intro war letter 4. Create your claim + ethos, pathos, logos	English 10A 4.5 Vocab #1 Quiz 2. Share poster symbols 3. Intro war letter 4. Great ticket - claim, ethos, pathos, logos	History English 10A Vocab Quiz #1 2. Work on Film Pitch
1. You will develop solid research questions	1. You will apply evidence to support your claim + letter decision	1. You will apply evidence to support your claim + letter decision	1. You will collaborate to moderate the Crucible on the Scarlet Letter
1. You will read + annotate (or take notes on) "Vanishing Voices"	1. You will read + annotate p. 184-190 due next class Vocab #2 due Tues 9/26 Quiz Fri 9/26	1. You will read + annotate p. 291-300 due next class Vocab #2 due Wed 9/27 Quiz Fri 9/27	1. You will read + annotate p. 291-300 due next class Vocab #2 due Wed 9/27 Quiz Fri 9/27

How should we deal w/ Confed statues/monuments?
Should any Confederate legacy be celebrated?
Should monuments be taken down or just added to?
Are Confederate symbols simply a part of
history, or also reflect racism?
What can be considered a symbol of
racism?
How is media influencing people's opinions
on the statue?
What does the Confederate flag mean to different
people based on where they live?
How do people's political opinions influence their views
on removing the monuments?

Mr. Hall
September 14, 2017
Day 3

2-3 Strikes, Rules:
1. Respect yourself + others
2. Come prepared (book +
writing utensil)
3. No cell phones or
backpacks (go right to #3)

1. You will read + annotate
p. 291-300 due next class
Vocab #2 due Wed 9/27
Quiz Fri 9/27

AP CAPSTONE

The AP Capstone program is made up of two courses, AP Seminar (offered in grades 10 and 11) and AP Research (offered in grades 11-12). The purpose of AP Capstone is to teach students to consider and evaluate a variety of texts and issues from multiple perspectives. Students will complete inquiry based research and present and defend their findings both orally and textually. Students who complete AP Capstone, as well as at least four other AP courses and score a 3 or higher on the respective exams may earn the AP Capstone diploma.

Grades 10-11	Grades 11-12
AP Seminar	AP Research
Completing AP Seminar and AP Research, combined with four AP scores of 3 or higher earns the AP Capstone diploma.	

AP CAPSTONE

159

ADVANCED PLACEMENT SEMINAR LEVEL 5 | 5 CREDITS | FULL YEAR | GRADES 10-11

AP Seminar is a foundational course open to sophomores and juniors that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Oral presentation, group and independent research, essay writing, team collaboration are expectations in this course. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.



160

ADVANCED PLACEMENT RESEARCH LEVEL 5 | 5 CREDITS | FULL YEAR | GRADES 11-12

AP Research is a follow-up to the AP Seminar course, in pursuit of the AP Capstone Certificate or AP Capstone Diploma, and is open to juniors and seniors. Students build upon the skills learned in AP Seminar through a step-by-step process of conducting a comprehensive research inquiry, including the development of a research question, a review of existing literature on their topic, designing an appropriate method to advance their chosen field of inquiry, and analyzing the results/implications of their research. After incorporating these components into a 4,000-5,000-word paper, students prepare a 15-20 minute multimedia presentation and oral defense of their inquiry process. As with AP Seminar, students can draw their topic from virtually any discipline and are given an opportunity to consult with expert advisors within their chosen field of inquiry throughout the process, should the need arise. Ultimately, this course is designed to teach students the detailed processes of scholarly research, including reviewing existing scholarly works, discipline-specific citation and style, seeking necessary approvals, designing and conducting research based on appropriate methodologies, and interpreting the results of collected data. Students must be highly motivated and able to consistently conduct independent research and analysis within the classroom setting and beyond.

Prerequisite: Successful completion of AP Seminar.



IN A LIMB

Transabled BDD Sufferers

Harry Callahan
Bachelor Regional High School
AP Research 2022-2023

CONCLUSIONS

Most people have a positive attitude towards trans people and are willing to help them. However, some people still have negative attitudes and are not willing to help them.

RESULTS

100% of people have a positive attitude towards trans people.

38% of people are willing to help trans people.

100% of people believe that trans people should be treated equally.

WHY NOT?

Medical competency
Social competency
Medical competency
Social competency

WHY?

Medical competency
Social competency
Medical competency
Social competency

Data Collection (107 patients)

Age	Gender	Sexual Orientation	Relationship Status	Employment Status	Education Level	Income Level	Health Insurance	Access to Healthcare	Support System	Stigma	Discrimination	Self-Harm	Suicidal Thoughts	Substance Use	Mental Health	Physical Health	Overall Well-being
18	M	Gay	Single	Unemployed	High School	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
22	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
25	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
28	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
30	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
32	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
35	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
38	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
40	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
42	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
45	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
48	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
50	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
52	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
55	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
58	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
60	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
62	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
65	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
68	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
70	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
72	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
75	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
78	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
80	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
82	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
85	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
88	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
90	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
92	F	Lesbian	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
95	M	Bisexual	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
98	F	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good
100	M	Gay	Single	Unemployed	College	Low	Medicaid	Good	Strong	Low	Low	No	No	No	Good	Good	Good

Zzz To What

Do Cognitive Processes Show Trends in Behavioral Trends in Sleep?

METHOD

Participants were asked to complete a survey about their sleep habits and cognitive processes. The survey included questions about sleep duration, sleep quality, and cognitive function. The data was then analyzed using statistical methods.

INTRODUCTION

Sleep is a critical component of human health and well-being. It plays a role in cognitive function, emotional regulation, and physical health. Understanding the relationship between sleep and cognitive processes is essential for improving sleep quality and overall health.

REM

REM sleep is the stage of sleep where most dreaming occurs. It is characterized by rapid eye movements and increased heart rate and breathing. REM sleep is important for memory consolidation and emotional regulation.

NREM

NREM sleep is the stage of sleep where the body repairs and regenerates itself. It is characterized by slow-wave sleep and is important for physical health and cognitive function.

AUDIOBOOKS ARE NOT CHEATING
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AUDIOBOOKS ARE NOT CHEATING
AUDIOBOOKS ARE NOT CHEATING
AUDIOBOOKS ARE NOT CHEATING
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AUDIOBOOKS ARE NOT CHEATING



A BOOK IS A GIFT
you can't open
again and again.

STORAGE



ENGLISH DEPARTMENT

The English Department's mission is to help students become confident, competent, and accurate writers who can respond with voice, detail, style, and imagination to a wide variety of assignments, as well as skilled, analytical, and appreciative readers of all genres of literature. In order to achieve this goal, each of our core courses focuses on an essential question that challenges students to synthesize information from multiple and various sources.

The English Department offers a sequence of courses 9 through 12 designed to prepare students to become skilled and critical readers, writers, speakers, and appreciators of literature. Our courses prepare students for success in demanding college programs, in other post high school programs, in the workplace, and in all facets of their personal and professional lives.

OR GRADUATION REQUIREMENTS

4 YEARS (9, 10, 11, 12)

ENGLISH

Our programs in the high school build on the junior high coursework to offer students a strong and fundamental background in language, in reading, in analysis, in rhetoric and argument, and in research, as well as in the many ways technology allows for further learning, research, and creative expression. English courses in grades 9 through 12 are designed for students to experience at two levels of sophistication and challenge: College-Prep and Honors. The department also offers two Advanced Placement options at the eleventh grade and twelfth grade level – Advanced Placement Language and Composition in Grade 11 and Advanced Placement Literature and Composition in Grade 12.

The curriculum in each grade centers on the following essential questions that guide reading, writing, and course discussion:

- **9TH GRADE:** How does man meet the challenges of life's journey? What does the individual learn from success and from failure?
- **10TH GRADE:** What is the purpose of storytelling?
- **11TH GRADE:** Is man inherently good or evil?
- **12TH GRADE:** Who am I? What is my place in the universe?

In all four years, students will gain greater skill and confidence in all aspects of writing – including argumentative writing, research writing, creative writing, anecdotal writing, creative non-fiction, and analytical response writing. The department also offers a varied and engaging array of electives, which students can select in addition to the required four years of English study. The electives are listed and described below in our program of studies. In addition, the department offers instruction, practice, and experience in writing for MCAS, for SAT testing, and for college application essay writing.

COURSE PROGRESSION

ENGLISH

GRADUATION REQUIREMENTS					
GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Grade 7 English Grade 7 Reading	Grade 8 English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 AP Lang. Composition	English 12 Creative English Monsters, Murder, & Madness Multicultural Literature Media Literacy AP Lit. and Composition

ELECTIVES – ENGLISH DEPARTMENT			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
*Journalism (half year) Media & Popular Culture (half year) Creative Writing I (half year) Genealogy (half year) Sports Media (half year) *Theater (half year)	*Journalism (half year) Media & Popular Culture (half year) Creative Writing I (half year) Genealogy (half year) Sports Media (half year) *Theater (half year)	*Journalism (half year) Media & Popular Culture (half year) Creative Writing II (half year) Genealogy (half year) Sports Media (half year) *Theater (half year)	*Journalism (half year) Media & Popular Culture (half year) Creative Writing II (half year) Genealogy (half year) Sports Media (half year) *Theater (half year)

*class may be taken more than once for credit.

ENGLISH

GRADE 9

Essential Questions that guide reading, writing, and course discussion:

How does man meet the challenges of life's journey?

What does the individual learn from success and from failure?

111

ENGLISH 9

LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 9

English 9 will prepare you for the next three years of high school English classes, as well as set you up for success in both higher education and in the workplace. You will learn how to be effective communicators, in all facets of the English language: readers, writers, speakers, and listeners. You will read, explore, and analyze a wide variety of texts and genres, including novels, memoirs, short stories, poems, and non-fiction. Specifically, you will study: *The Odyssey*, *Romeo and Juliet*, *The Alchemist*, *The Boy Who Harnessed the Wind*, *Beowulf*, and *Night*. You will analyze these texts for a deeper meaning, and make connections between the texts and the world around you. Students will use these texts to address the essential questions, which include: How do people deal with conflict in their lives? What tools do authors use to convey their messages? What is the role of a hero in a culture? How do various cultures reward/recognize their heroes? How is one's life affected by outside events and family situations? How can love be defined? How do we develop character through struggle? In the face of adversity what causes some to prevail and some to fail? In the A-level, you will have required reading and writing outside of class.



110

HONORS ENGLISH 9

LEVEL 4 | 5 CREDITS | FULL YEAR GRADE 9

English 9 honors will prepare you for the next three years of high school English classes, as well as set you up for success in both higher education and in the workplace. You will learn how to be effective communicators, in all facets of the English language: readers, writers, speakers, and listeners. You will read, explore, and analyze a wide variety of texts and genres, including novels, memoirs, short stories, poems, and non-fiction. Specifically, you will study: *The Odyssey*, *Romeo and Juliet*, *The Alchemist*, *The Boy Who Harnessed the Wind*, *Beowulf*, and *Night*. You will analyze these texts for a deeper meaning, and make connections between the texts and the world around you. Students will use these texts to address the essential questions, which include: How do people deal with conflict in their lives? What tools do authors use to convey their messages? What is the role of a hero in a culture? How do various cultures reward/recognize their heroes? How is one's life affected by outside events and family situations? How can love be defined? How do we develop character through struggle? In the face of adversity what causes some to prevail and some to fail? In the honors level, you will be required to do more independent reading and writing, as well as work at an accelerated pace.



GRADE 10

Essential Question that guides reading, writing, and course discussion:

What is the purpose of storytelling?

121

ENGLISH 10

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10**

What is the purpose of storytelling? In English 10, you will navigate a variety of fiction and nonfiction from various time periods and perspectives to explore this question. You will reflect on the stories we tell and the power they have to shape society. You will read such titles as Arthur Miller's *The Crucible*, Chinua Achebe's *Things Fall Apart*, and F. Scott Fitzgerald's *The Great Gatsby*, or similar works, as well as selections of poetry and literary nonfiction. Utilizing the process approach to writing, students will compose in a variety of genres with a special emphasis on the argumentative essay. Through the study of these forms of writing and the critical reading of the literature, you will build a solid foundation for success on the MCAS test and in future education. In the college prep course, you will have required reading and writing outside of class.



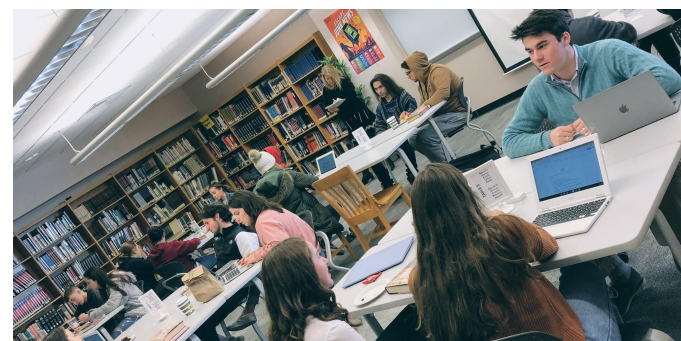
120

HONORS ENGLISH 10

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 10**

How does society impact the individual? In English 10 Honors, you will navigate a variety of fiction and nonfiction from various time periods and perspectives to explore this question. In this course you will examine the ever-evolving concept of self, and the impact that culture and society have on identity formation. You will be expected to read independently at an accelerated pace, and will study such titles as Nathaniel Hawthorne's *The Scarlet Letter*, Arthur Miller's *The Crucible*; Mark Twain's *The Adventures of Huckleberry Finn*, Ernest Hemingway's *A Farewell to Arms*, F. Scott Fitzgerald's *The Great Gatsby*, and Chinua Achebe's *Things Fall Apart*, as well as selections of poetry and literary nonfiction. Utilizing the process approach to writing, you will compose in a variety of genres with a special emphasis on the argumentative essay. Through the study of these forms of writing and critical reading of the literature, students will build a solid foundation for your success on the MCAS test and in future education. In the honors level, you will be required to do more independent reading and writing, as well as work at an accelerated pace.

Prerequisite: Teacher recommendation



ENGLISH

GRADE 11

Essential Question that guides reading, writing, and course discussion:

Is man inherently good or evil?

132

ENGLISH 11

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11**

In this course, you will analyze your life as it relates to the study of literature and non-fiction. Through multiple texts, projects and writing assignments, you will develop the skills necessary to prepare for college level courses. Through critical readings of works such as *Macbeth*, *Lord of the Flies*, *Brave New World*, *In Cold Blood* and *The Canterbury Tales*, you will examine symbolism and theme. You will study rhetoric and develop your own writing style. You will practice SAT essay writing, develop a literary critique and complete a college resume. By the end of this course, you will learn to read, write and think on a higher level.

130

HONORS ENGLISH 11

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 11**

In this challenging course, you will read and write extensively. Through the study of British Literature you will learn to read in Middle English, analyze multiple Shakespearean texts and write literary criticism. You will be expected to read at an accelerated pace, and you will often read and write about multiple texts concurrently. At the same time, you will prepare for the SAT and the college admission process. You will discuss literature at the college level, complete advanced and extensive assignments and master your own writing style.

Prerequisite: Teacher recommendation

131

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

**LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 11**

AP English Language and Composition is an introductory college-level course designed to help students become skilled readers of prose written in a variety of rhetorical contexts. Students will read texts from multiple genres including fiction, drama, and poetry; however, the majority of texts will be prose non-fiction. Some of the longer texts students will read include Truman Capote's non-fiction novel *In Cold Blood*, Shakespeare's play *Macbeth*, Aldous Huxley's novel *Brave New World*, and John Howard Griffin's investigative memoir *Black Like Me*. The course features an intensive study of many shorter texts, including essays and opinion pieces from publications such as *The New York Times* and other reputable periodicals, speeches, letters, political cartoons, visual texts, graphs, and excerpts from longer works of non-fiction. The course also helps students become skilled writers who can employ rhetorical strategies appropriate for a given audience and purpose. Thus students will write extensively in a variety of genres, for a variety of audiences, and to serve a variety of purposes. Through their writing, students will be challenged to explore significant issues of personal, local, national, and global importance. They will produce many expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, and cogent explanations. Students will move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review.

Prerequisite: Teacher recommendation



ENGLISH

GRADE 12

Essential Questions that guide reading, writing, and course discussion:

Who am I?

What is my place in the universe?

Honors Credit in English 12

Why honors? Students choosing the honors option should possess a passion for the subject and a desire to challenge themselves beyond the general curriculum requirements. Honors students should demonstrate integrity and leadership in the classroom. Through completion of parallel and additional coursework, students will be challenged to think more independently and work toward more complex literary interpretation.

What is honors work? Honors work demonstrates that a student has delved more deeply into methodology, structure, and/or theory; addressed more sophisticated questions; and satisfied more rigorous standards. The content of an honors assignment can be one of two things: broader in scope or deeper in examination than in a comparable assignment.

Beyond the regularly assigned work, honors students will be required to spend additional time outside of class to complete their assignments.

In the event a course is run, multi-level, i.e. students can earn honors or A level credit, by the end of each term, honors students will:

- complete an outside reading assignment or project. Books selected for this project must come from the designated honors level list or be approved by the teacher.
- complete an additional writing assignment which will be chosen from a list of designated honors level prompts.
- lead or share leadership of at least one small or large group class discussion.
- interact with other students pursuing the honors option through online forums to participate in seminar discussions scheduled outside of class.
- demonstrate leadership qualities in the classroom and model positive habits of mind and productive habits of work.

In addition, honors students will create a portfolio of their work and submit a 2--page reflection paper at the end of each term that clearly and thoroughly communicates how they specifically met these honors criteria.

141

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION LEVEL 5 | 5 CREDITS | FULL YEAR GRADE 12

This is a rigorous, college-level course. The reading is challenging, and the writing is frequent and requires an independent mind. The theme for the year is the examination of how various works of literature answer the two philosophical questions: *Who Am I?* and *What is My Place in the Universe?* The works, covering a wide range from Greek tragedy (*Oedipus*) to contemporary fiction (*The Kite Runner*), will include short stories, plays, novels, non-fiction, and poetry. The course is heavily analytical in nature and prepares you to do independent literary analysis. Through a close reading of texts, you will develop perceptive reading strategies and explore a variety of traditional and contemporary methods of literary analysis. You will enhance your writing skills through frequent, challenging assignments and further develop your individual voice and writing style. You will also prepare for the AP Literature and Composition Exam through the completion of on-demand writing prompts and multiple-choice selections.

Prerequisite: Teacher recommendation



142

ENGLISH 12A LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 12

This twelfth grade college prep course will focus on building and refining the communication skills of effective speaking, writing, presenting, and critical listening valued in college, all professions, and the community beyond high school. Through reading of fiction and non-fiction and teacher-directed and student-created projects, students will further develop their inquiry and research skills, time management skills, and problem solving skills while exploring the senior essential questions, "Who am I? What is My Place in the Universe?"

Students will complete personal narratives in preparation for writing the college application essay or personal statement. They will work with their classmates on collaborative projects throughout the year building their interpersonal skills. The year will culminate with an individual senior research project that includes a research component, a written component, and a professional style presentation.



140

HONORS ENGLISH 12 LEVEL 4 | 5 CREDITS | FULL YEAR GRADE 12

Who are you? What is your place in the universe? Find out through a philosophical exploration of world literature that focuses on these two essential questions. The works, covering a wide range from Greek tragedy to contemporary drama, will include poetry, short stories, plays, and novels. Emphasis will be on completing a variety of writing assignments and the further development of your individual writing style. You will closely evaluate literary theme and write literary criticism. In addition, this honors course requires you to complete a wide variety of reading and writing assignments outside of class. You will complete a series of personal "Who am I?" reflections and learn how to write the college application essay during the first quarter of the course. You and a team of your choice will complete a "Who Am I and What is my Place in the Universe?" project and present it to your classmates during the second quarter. Your year will culminate with the senior research project that will include research, a written component and a multi-media presentation.

Prerequisite: Teacher recommendation



ENGLISH

GRADE 12

Each course listed on these two pages are available for both regular (Level 3) and honors credit (Level 4)

See previous page for further information

149

CREATIVE ENGLISH 12

**LEVEL 3 or 4 | 5 CREDITS | FULL YEAR
GRADE 12**

In this course, students will explore the essential questions, Who am I? and What is my place in the universe? from a creative perspective. This project-based course is designed for students who want to further their artistic, musical, dramatic, creative writing abilities, talents, or interests. The course centers around developing and refining the twenty-first century skills, including:

- collaboration and teamwork
- creativity and imagination
- critical thinking
- problem solving.

The reading covers a wide range from novels and plays to memoirs and poetry. Emphasis will be on completing a variety of writing assignments and the further development of students' individual writing styles. Students will complete a series of personal "Who am I?" reflections in preparation for the college application essay, work with classmates on the "Who are we?" team project, and complete a senior research project and presentation. Students are expected to participate in discussions and to be actively involved in group work. Students will be required to spend additional time outside of class to complete their assignments.



163

ENGLISH 12: MONSTERS, MURDER, & MADNESS

**LEVEL 3 or 4 | 5 CREDITS | FULL YEAR
GRADE 12**

In this course, students will explore the monster and/or the monstrous in literature, film, and other mediums. Students will explore the overarching senior essential questions, "Who am I?" and "What is My Place in the Universe?" while questioning what it means to be human through what they read, write, and view throughout the year. Students will explore the depths of the human mind and the psychological aspects of human nature. By the end of the course, students will understand how cultures create fictional monsters to highlight our own human instincts. Emphasis will be on completing a variety of writing assignments and the further development of students' individual writing styles. Students will complete a series of personal reflections leading up the college application essay, the Who am I? What is my place in the universe? team project, and an individual senior research project. Works covered will include Frankenstein, Hamlet, One Flew Over the Cuckoo's Nest, 1984, Of Mice and Men, selected memoirs, poems and works of Stephen King. Students are expected to participate in discussions and to be actively involved in group work. Students will be required to spend additional time outside of class to complete their assignments.



169

ENGLISH 12: MEDIA LITERACY LEVEL 3 or 4 | 5 CREDITS | FULL YEAR GRADE 12

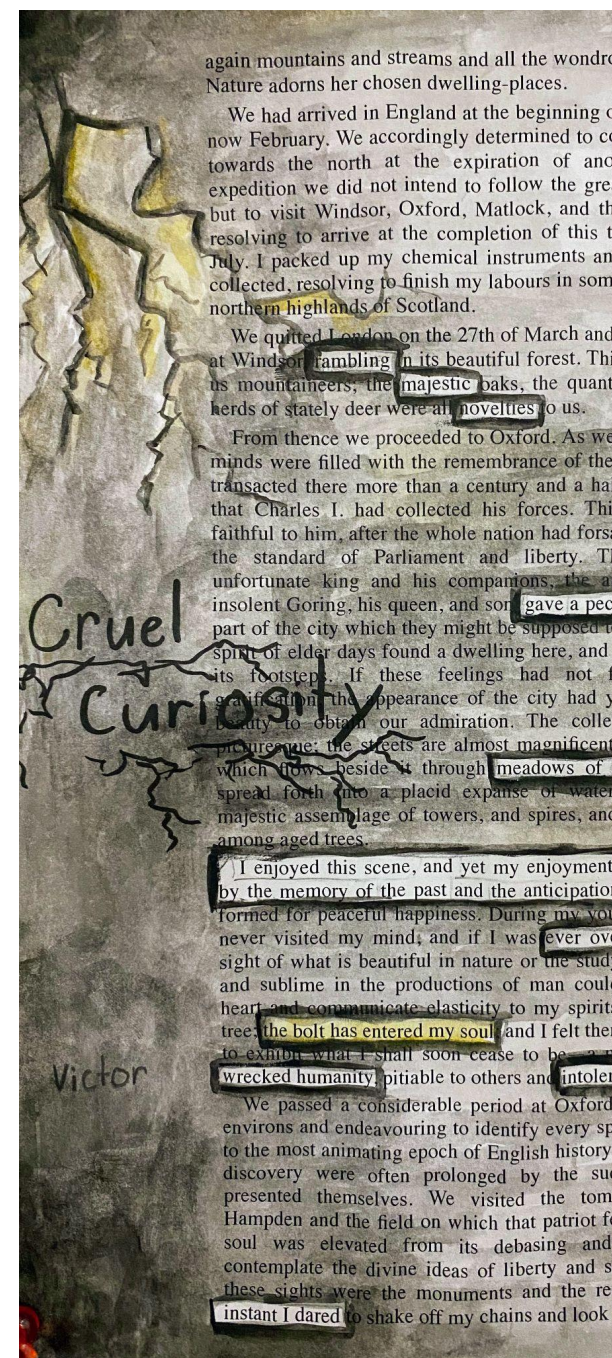
We are constantly bombarded by media messages. News, entertainment, and social media outlets want to sell us everything from products and services to lifestyles and ideologies. In this twelfth grade English course, students will examine their complex relationship with mass media and explore how to maintain their individual identities in the face of constant media influence. This exploration will be grounded in current events, popular culture, and literature, and will require students to both assess and create media messages in the worlds of journalism, entertainment, literature, and social media. As students explore their identity within the media landscape, they will complete a series of personal "Who am I?" reflections and develop college application essays. Students will also bring the lessons from their media exploration to their work with their classmates on the "Who am I? What is my place in the universe?" team project during term two. The year will culminate with the senior research project and presentation. In this college preparation course, students should expect to complete required reading and writing outside of class.



172

ENGLISH 12: MULTICULTURAL LITERATURE LEVEL 3 or 4 | 5 CREDITS | FULL YEAR GRADE 12

In this course, students will use a multicultural lens to explore literature that focuses on the two essential questions "Who am I?" and "What is My Place in the Universe?" This course is designed for students who are interested in discussing and exploring the texts we read through multiple perspectives, including but not limited to queer theory, gender studies, post colonial theory, and feminist theory. The assessments in the course, in addition to all the English 12 required writing assignments, will be focused on exploring the texts we read using multiple lenses. Students are encouraged to explore their own experiences and how they impact their individual interpretations of the texts. The reading list covers a wide range of works from I Know Why the Caged Bird Sings, to Frankenstein, to 1984, and will include short stories, plays, and novels. Student choice and voice will be at the center of this course, so in addition to covering some whole class novels, students will also be choosing their own texts from pre-approved lists as part of thematic units. Students will complete a series of personal "Who am I?" reflections and learn how to write the college application essay during the first quarter of the course. Students will work with their classmates on the "Who am I? What is my place in the universe?" team project during term two. The year will culminate with the senior research project and presentation. In this college preparation course, students should expect to have required reading and writing outside of class.



ENGLISH

ELECTIVES

GRADES 9-12

- Creative Writing
- *Journalism (half year)
- Genealogy
- Sports Media
- *Theater
- Media & Popular Culture (half year)

*class may be taken more than once for credit.

168

JOURNALISM

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

In this course you will become a journalist. You will not only become a student of Journalism, but you will also become a writer and a member of a staff that creates Paw Prints, the school newspaper. This class will offer you a practical, hands-on, rather than a theoretical exploration of journalism. You will learn the organization of a newspaper and its staff, as well as how to write all types of newspaper stories, articles, and features. You will also have the opportunity to work on photography for the newspaper, as well as creative writing. All students in this course become involved in producing the school newspaper and learn to follow the ethics of professional journalism. You will also be able to assume leadership positions on the staff, such as Section Editor, Photo Editor, or Layout Editor. You will get the opportunity to learn the layout process and develop the visual design of the student newspaper. You may continue in Journalism for multiple years. Seeing the newspaper in print and distributed to fellow students and teachers is an exciting experience. The Journalism course is an elective within the English Department taken in addition to, and not replacing, your English course.



174

MEDIA & POPULAR CULTURE

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Have you ever wished you were part of the creative team behind your favorite television show, movie, album, or video game? Have you ever labored to perfect a social media post or been ambushed by targeted advertising? Have you ever seen your friends, family, and acquaintances share misinformation without considering the consequences? In this ever-evolving course, you will learn how to analyze and interpret media messages, assess their value, and apply those lessons to media you create on your own. You will review film, television, video games, music, and social trends, pitch your own entertainment and advertising concepts, and create your own media products. Other major parts of the course include lessons in film study, and the development of a final, personalized media project that reflects your skills and interests. This elective course is designed for students in all grades.



165

CREATIVE WRITING

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Do you love writing and want to practice your craft? Have you ever wanted to write a book? Do you want to be a published writer? In this half year English elective, you will write in a supportive workshop atmosphere. Throughout the course, you will develop your writing style as you explore the work of published writers, share your own writing, and respond to various writing prompts. Through the art of peer editing and peer evaluation, you will collaborate with your classmates in order to improve your writing style and learn new techniques. Working from advanced models, you will experiment with writing various types of poetry and prose. You will learn to submit your own writing to various publications such as Teen Ink and The Marble Collection. This course will culminate in a publication that will feature the works of students in the class as well that of other students.

116

THEATER

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

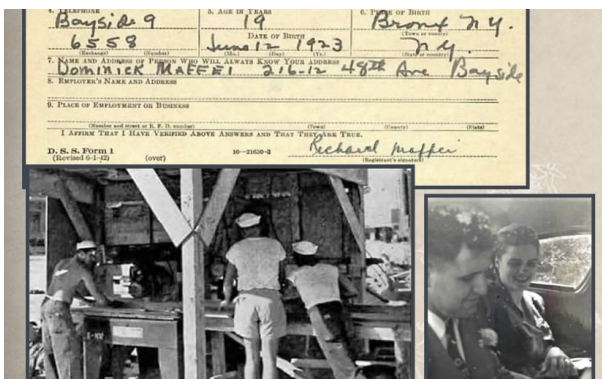
In this half-year English elective, you will collaborate with actors, directors, stage managers and artists to produce a play. Whether you decide to design, direct, assist or star in the production, you will develop the skills necessary to prepare a show by the end of the semester. You will explore theater spaces, character motivation and improvisation to fully understand your theater experience. Whether you are a veteran or novice, you will enhance your skills as you work with your peers to complete a successful performance.

156

GENEALOGY

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Have you ever wanted to research your family history? Do you wonder if you have famous ancestors? In this half year English elective, you will use local and digital resources to discover your family's origin. As you investigate your roots, you will embark on a rewarding journey of self discovery and ultimately publish your own family genealogy.



161

SPORTS MEDIA

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Sports Media is based on the idea that many students are interested in sports and could eventually turn this passion into a career. There is a difference in having an interest in something and having a polished means of conveying your knowledge in an area, and this course will focus on developing the latter.

For the first 14 weeks, students will spend time looking at different types of media in which sports can be presented. Starting with print and moving to the audio and visual, students will take their own experiences playing sports, their viewing of school events and professional contests, and develop narratives in a clear, professionally presented manner. The ability to gather data, analyze the results, organize their findings, and present a finished product will all be tested. Students will be required to present their findings in writing as well as audibly, and public speaking will be a component.

Over the last 6 weeks, students will take the media they are most interested and produce a collection of assignments for their final. For example, one student interested in the print portion could produce a collection of essays about a particular sport or event. Another could record a series of podcasts analyzing soccer, while another, interested in sports casting, could film a b-roll segment of their reporting.

Throughout the course, students will be required to stay up-to-date on current happenings in the sports world and will be put on the spot to give analysis of recent happenings.



MATHEMATICS DEPARTMENT

The Mathematics Curriculum of Old Rochester Regional High School enables all students to gain and apply mathematical knowledge, to think and communicate effectively, to work and be a contributing member of an ever-changing society. To accomplish this, problem solving will be the focus of all mathematics classrooms where you are provided opportunities to deepen your understanding of mathematics and its applications. You will learn mathematics in a supportive environment that provides interdisciplinary connections, uses appropriate technology and encourages independent as well as collaborative practices.

Technology allows all students to explore complex mathematical topics and applications early in their learning experiences. Technology at all levels should be used as both a tool and a tutor.

OR GRADUATION
REQUIREMENTS

4 YEARS

MATHEMATICS

It is our obligation to use available technologies as teaching tools if our students are to have every advantage and if they are to successfully attain their goals for college and careers in our technological world.

Technology, however, should not be used to replace the knowledge of basic computational facts or algebraic manipulations. It should be used to enhance student learning and understanding, to simplify complex problems, and to provide students the opportunity to make connections between different mathematical representations.

Graphing calculators are an integral part of the learning process in high school mathematics courses and students are required to have a graphing calculator available for their personal use. Teachers instruct students using the Texas Instruments' TI-84+ and students are encouraged to purchase either TI-83+ or TI-84+. Students who demonstrate a financial hardship can make arrangements with an administrator to sign out a calculator for the school year.

All levels of mathematics courses prepare students for college. Students in a particular course follow the same curriculum with varying degrees of pace, depth and breadth based upon their level of mathematical development.

- In college preparatory, students are expected to complete independent work and to explore mathematical topics deeply and at a fast pace. Coursework at the college prep level will prepare students for precalculus or calculus in college.
- Students working at the Honors level are exposed earlier to the abstract nature of mathematics and they are expected to apply concepts to new situations and non-routine problems. The honors level will move at a faster pace and students are expected to complete more work outside of class. Coursework at the Honors level will prepare students for college calculus.
- Advanced placement courses are offered in Calculus and Statistics. These courses require a substantial amount of independent work. Coursework is equivalent to one semester of college level mathematics. Both courses prepare the students for the AP exam. Students may receive credit at some universities and colleges.

COURSE PROGRESSION

MATHEMATICS

MATHEMATICS CORE CLASSES		
YEAR 1 - ALGEBRA 1	YEAR 2 - GEOMETRY	YEAR 3 - ALGEBRA 2
Algebra 1	Geometry	Foundations of Algebra 2
Algebra (taken in 8th grade)	Honors Geometry	Algebra 2
		Honors Algebra 2
Following the completion of Algebra 2, students may choose a course in Precalculus or Finite Math or Statistics		

ELECTIVES – MATHEMATICS DEPARTMENT			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
		Advanced Algebra with Precalculus Precalculus Honors Precalculus Statistics AP Statistics Peer Mathematics Support	Advanced Algebra with Precalculus Precalculus Honors Precalculus Statistics Finite Mathematics Calculus AP Statistics AP Calculus Peer Mathematics Support

MATHEMATICS

411

ALGEBRA I

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9**

This course is designed for students who have a solid foundation of basic skills and wish to begin fulfilling mathematics requirements for college entrance. Much of your focus this year will be analyzing linear relationships through graphing, examining tables, and solving equations. In addition, you will explore quadratic and exponential functions and perform operations with polynomials. You will analyze data and write mathematical models to make predictions for real world situations. You will be expected to justify your reasoning verbally and in writing throughout the year. Extensions will lead to an informal understanding of radicals and connections to geometry. Upon completion of this course, you will be prepared for further study in Geometry and Algebra 2.

412

ALGEBRA LAB

**PASS/FAIL | 2.5 CREDITS | FULL YEAR
GRADE 9**

Students will enroll in this course concurrently with Algebra 1. Having a strong foundation in Algebra is important for future success in all math courses. Students will have more time to process and practice the new concepts that they are learning in their Algebra 1 course in a supportive, small group setting. You will have opportunities to explore concepts using different approaches: graphing calculator, software, hands on tools, and explorations. Students will engage in interesting problem-solving activities, use mathematics to model situations in the real world, and communicate what they are learning. This is a pass/fail course.

421

GEOMETRY

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-10**

This course is designed for students who have successfully mastered the topics of Algebra I. You will apply your algebraic skills to geometric concepts. You will write informal proofs using logical reasoning in conjunction with geometric theorems and definitions. You will discover the relationships and properties of polygons and solids by exploring congruent and similar figures, parallel lines, and analytic geometry. Upon completion of this course, you will have knowledge of geometric concepts and an understanding of inductive and deductive reasoning.

Prerequisite: Successful completion of Algebra 1

410

HONORS GEOMETRY

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 9-10**

This course is designed for students who have a mastery of algebraic skills. You will develop both inductive and deductive reasoning skills. Teacher presentations will be rigorous and demanding. You will construct formal proofs that focus on triangles, quadrilaterals, circles and other polygons. You will be introduced to analytic and transformational geometry. Upon completion of this course, you will have a solid foundation in Euclidean geometry.

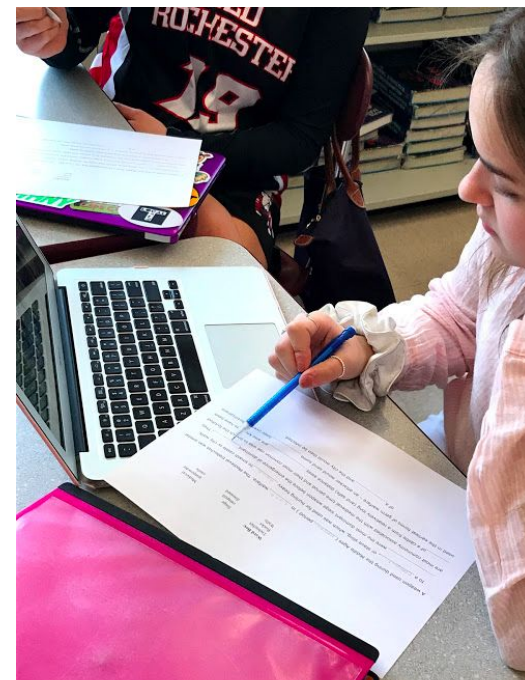
Prerequisite: An average grade of B- in Honors Algebra I at the junior high school or an A average in Algebra I. Teacher recommendation required.

425

GEOMETRY LAB

**PASS/FAIL | 2.5 CREDITS | FULL YEAR
GRADE 10**

Students will enroll in this course concurrently with Geometry. To maintain the strong foundation students have in algebra, you will apply algebraic knowledge to geometric concepts. Students will have more time to process and practice the new concepts that they are learning in their Geometry course in a supportive, small group setting. You will have opportunities to explore concepts using different approaches: graphing calculator, software, hands on tools, and explorations. Students will engage in interesting problem-solving activities, use mathematics to model situations in the real world, and communicate what they are learning. This is a pass/fail course.



436

FOUNDATIONS OF ALGEBRA II LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 11

This course is designed for the mathematics student who desires to learn the basics of Algebra in a more deliberate and hands-on manner. This course is available to students who have completed Geometry A. You will build upon your understanding of linear functions from Algebra I and explore quadratic, exponential and polynomial functions. You will review factoring as it relates to adding, subtracting, multiplying and dividing rational expressions as well as with new families of functions including radical and logarithmic functions. You will expand your use of technology to analyze graphs, tables, and equations. As you look at various mathematical models, often times representing real data, you will develop your reasoning skills as you make decisions and predictions. This course will prepare you for college entrance exams for two or four-year colleges.

Prerequisite: Teacher recommendation required.



431

ALGEBRA II LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 10-11

In this course you will build upon your understanding of linear functions and expand your knowledge of exponential, quadratic, and polynomial functions. You will be introduced to absolute value, radical and logarithmic functions. You will examine families of functions in detail through explorations. Emphasis will be placed on analyzing real world applications through graphs, tables, and verbal models, as well as collecting and interpreting data. The complex number system will be introduced. Additional topics might include arithmetic and geometric sequences.

Prerequisite: Successful completion of Algebra I

420

HONORS ALGEBRA II LEVEL 4 | 5 CREDITS | FULL YEAR GRADES 10-11

This is a demanding and rigorous course for students intending to continue in precalculus and calculus at the high school level. You will expand your study of quadratic and exponential functions and explore logarithmic, and rational functions. Emphasis will be placed upon the ability to work with complex algebraic manipulations. You will use graphs and tables to analyze data and create algebraic models to solve problems.

Prerequisite: A final grade of B- in Honors Geometry or an A average in Algebra I and Geometry. Teacher recommendation required.

461

FINITE MATHEMATICS LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 12

You will be introduced to a variety of advanced topics in mathematics that include a heavy focus on business applications involving linear programming and optimization problems. You will also understand and apply combinatorics to solve advanced counting problems using factorials, combinations, and permutations and use probability and logic to solve real word problems involving dependent and independent likelihoods. Lastly, you will be introduced to finance and study various types of investments, IRAs, annuities, as well as loans and interest charges that are incurred. In this course you will produce data through random samples, experiments and simulations. You will explore and analyze data by using graphical and numerical techniques to study distributions and departures from patterns. You will use models to make predictions and assess the likelihood of specific outcomes.

Prerequisite: Successful completion of Algebra II.

444

ADVANCED ALGEBRA WITH PRECALCULUS LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 11-12

In this course you will further develop your understanding functions and other precalculus concepts. You will display, describe, transform, and interpret numerical information represented as data, graphs, or equations. You will analyze data using regression formulas to create algebraic models. You will thoroughly explore trigonometric functions as both circular and triangular relationships.

Prerequisite: A final grade of C or better in Algebra II. Teacher recommendation required.

MATHEMATICS

445

PRECALCULUS

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12**

In this course you will explore and solve real world applications of various functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. You will look deeply at all aspects of trigonometry including triangles, the unit circle, periodic functions, identities, and analytic geometry. You will continue to strengthen your algebraic manipulation skills. Mathematical thinking, including work with proof and logic, will be a theme throughout the course.

Prerequisite: A final grade of C or better in Advanced Algebra with Precalculus or teacher recommendation.

430

HONORS PRECALCULUS

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

Honors Pre-calculus is a rigorous course intended for students preparing to take AP Calculus in high school or calculus in college. You will explore and solve real world applications of various functions including polynomial, rational, exponential, and logarithmic and trigonometric functions. You will take an in-depth look at all aspects of trigonometry including triangles, the unit circle, periodic functions, identities, vectors and analytic geometry. Additional topics include sequences, series, conic, probability and limits. If you are planning a career in mathematics, science, engineering, or related fields, you should consider this course.

Prerequisite: A final grade of B- in Honors Algebra II. Teacher recommendation required.

441

CALCULUS

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 12**

This course is designed for students who have strong algebra skills and a good understanding of polynomial, exponential, logarithmic and trigonometric functions. Manipulations and applications of limits, derivatives and integrals will be introduced to you at a basic level. You will solve problems with and without graphing calculators.

Prerequisite: A grade of B or better in Precalculus. Teacher recommendation required

440

ADVANCED PLACEMENT CALCULUS AB

**LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 12**

This course is designed for students who have a thorough knowledge of college preparatory mathematics, including algebra, analytic geometry, and trigonometry. You will manipulate and compare graphical, numerical and algebraic representations in differential and integral calculus. You will explore, in depth, the rate of change in functions and area under curves. The course focuses on conceptual understanding and critical thinking skills. You will solve problems with and without a graphing calculator.

Prerequisite: A final grade of B in Honors Pre calculus or teacher recommendation.

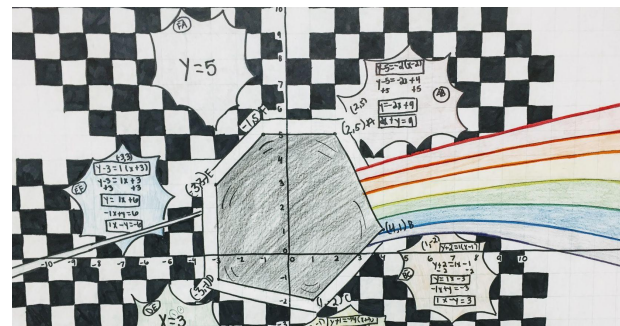
439

ADVANCED PLACEMENT STATISTICS

**LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 11-12**

This course is designed for students who will take this course as an elective after having completed Algebra II Honors or Precalculus. You will experience a college level, introductory course in statistics. You will explore data by describing patterns and departures from patterns, analyze sampling distributions, plan and conduct a study, and explore random phenomenon using probability and simulation. Statistical inference provides the methods to help you estimate population parameters and draw conclusions about a population from sample data. With the increased emphasis in the use of statistics in all departments at the college/university level, there is a high expectation that all majors will benefit from the topics and the problem solving strategies introduced by a course in statistics. The AP Statistics syllabus will be followed.

Prerequisite: A final grade of B or better in honors level Algebra II or B+ in Advanced Algebra with Precalculus. Teacher recommendation required.



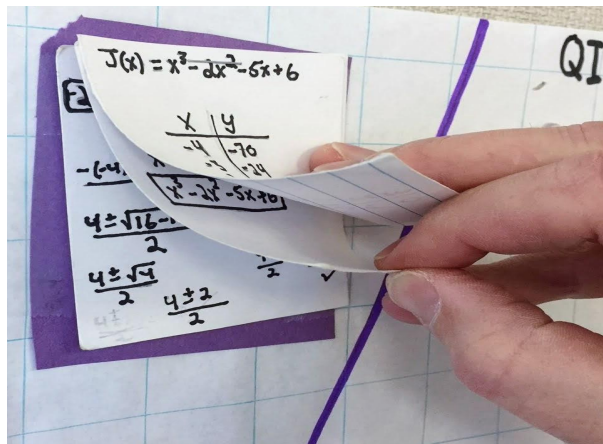
466

STATISTICS

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11/12**

In this course, you will develop a basic understanding of statistics. You will learn how to describe the characteristics of a set of data by finding mean and standard deviation. You will make inferences using predictions about the set of data. Statistics plays a crucial role in various fields including science, business, social sciences and more. You will organize data using tables and graphical representations. You will analyze scatter plots and regression models. You will also utilize properties of the normal distribution and determine the confidence intervals. You will formulate and test a hypothesis. You will learn how to collect data in a way that ensures valid conclusions. You will justify conclusions on data collected from sample surveys, experiments, and observational studies. You will develop an understanding of randomness as you perform basic probability calculations and understand probability distributions.

Prerequisite: Successful completion of Algebra 2 or concurrent with Algebra 2



467

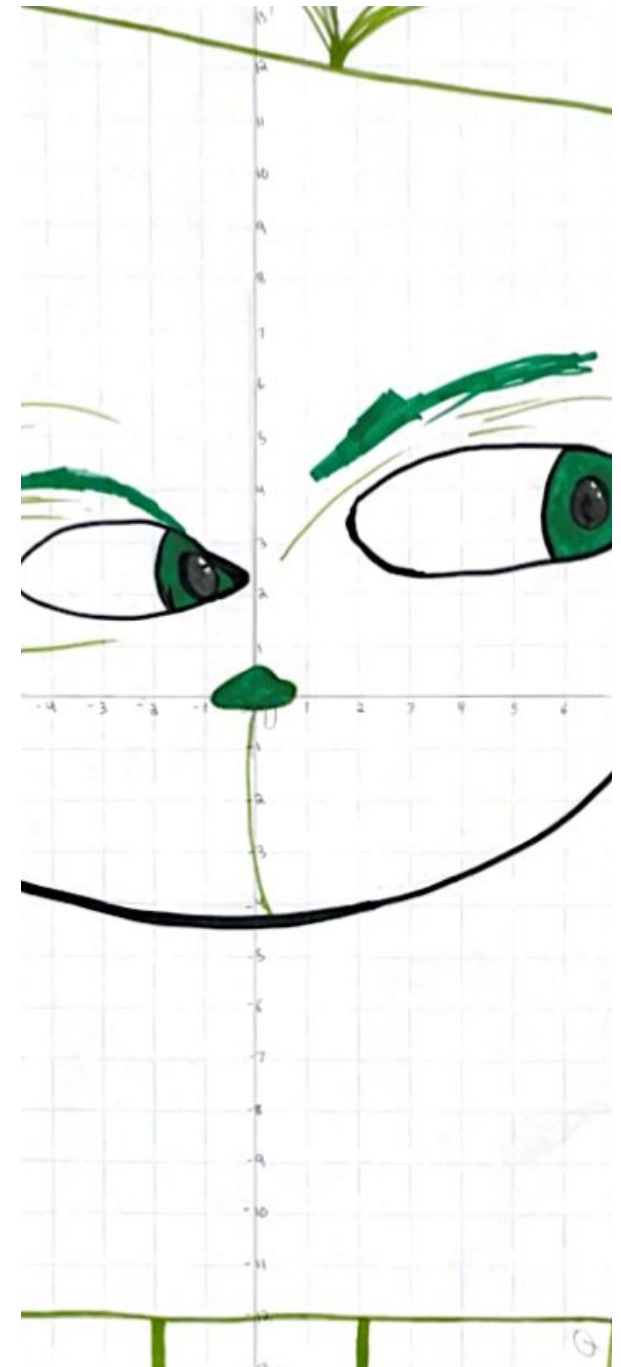
PEER MATHEMATICS SUPPORT

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 11/12**

This course offers juniors and seniors the opportunity to support Algebra 1 and Geometry students in their learning. As an instructional assistant, students will work directly with classroom teachers to provide one-on-one and small-group assistance during class, reinforcing foundational math concepts and fostering a collaborative learning environment. Through this course, students will develop skills in communication, leadership, and problem-solving while deepening their own understanding of algebraic and geometric principles. Responsibilities may include assisting with practice problems, reviewing homework, explaining concepts, and encouraging positive study habits. Students will also learn strategies for effective teaching and peer support through occasional reflection and guidance sessions with their supervising teacher. This elective course is ideal for students who excel in math, enjoy working with others, and are interested in mentoring or teaching. Students will play a vital role in creating a supportive academic community, making a meaningful difference in the success of their peers.

Grading: Pass/Fail (based on participation, effort, and feedback from the supervising teacher)

Prerequisites: Teacher recommendation, strong academic performance in Algebra 1 and Geometry (minimum grade of B or higher), and approval from the counseling office.





SCIENCE & TECHNOLOGY DEPARTMENT

The Science Department seeks to provide you with a firm conceptual foundation in Biology, Physics, and Chemistry. As a ninth grade student, you are required to begin your high school career in Biology and are encouraged to continue with courses in chemistry and physics. In addition, programs are offered in a variety of related fields where you can apply your foundation of scientific knowledge in an interdisciplinary approach of the scientific disciplines. You are urged to take science courses that match your interest, ability, and career goals during each of your four years at Old Rochester Regional High School.

The Commonwealth of Massachusetts mandates that all high school students pass one MCAS Science and Technology/Engineering Test prior to graduation. In response, Old Rochester Regional High School requires all ninth graders to take the Biology MCAS examination at the end of their freshman year

OR GRADUATION REQUIREMENTS

2 YEARS (Biology plus
one full year of a lab
science)

SCIENCE & TECHNOLOGY

As a student, you may enroll in College Preparatory, Honors and Advanced Placement courses depending on your academic ability and completion of specific prerequisites. The distinction among the four levels is the degree to which you are able to work independently and integrate information to form conclusions.

- In College Preparatory courses, you are expected to work on laboratory investigations and use previously learned concepts and skills to analyze and evaluate data, but with more instructor input and guidance.
- In Honors courses, you are expected to work on laboratory investigations with minimal assistance from the instructor and use concepts and skills previously learned to analyze and evaluate information as well as design and create new hypotheses.
- In Advanced Placement courses, you are expected to meet the standards of those in Honors level. You will be required to complete a substantial amount of independent work including a lengthy summer assignment. Coursework is equivalent to an introductory college level course. You will be prepared for and expected to take the AP exam.

COURSE PROGRESSION

SCIENCE & TECHNOLOGY

SCIENCE CORE CLASSES				
GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADES 11 & 12
7th Grade Science	8th Grade Science	Biology	CP/Honors Chemistry Marine Biology Field Biology and Natural History	Any elective

ELECTIVES – SCIENCE DEPARTMENT		
GRADE 10	GRADE 11	GRADE 12
Earth Science Marine Biology Environmental Interactions (half year) Forensics (half year) Field Biology and Natural History	Earth Science Marine Biology Environmental Interactions (half year) Forensics (half year) Honors Forensic Science (Lab) Genethics (half year) Human Anatomy and Physiology 1 Honors Human Anatomy and Physiology 1 Physics Honors Physics *Honors Organic Chemistry AP Biology AP Chemistry AP Environmental Science AP Physics 1 Intro to Epidemiology (half year)	Earth Science Marine Biology Environmental Interactions (half year) Forensics (half year) Honors Forensic Science (Lab) Genethics (half year) Human Anatomy and Physiology 1 Honors Human Anatomy and Physiology 1 or 2 Physics Honors Physics *Honors Organic Chemistry AP Biology AP Chemistry AP Environmental Science AP Physics 1 Intro to Epidemiology (half year)
*Honors Organic Chemistry and AP Chemistry is offered in alternating years.		

COURSE PROGRESSION

SCIENCE & TECHNOLOGY

RECOMMENDED TECHNOLOGY PATHWAY				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Engineering Academy				
Architectural Engineering	Intro to 3D Design Intro to CAD	Architectural Design 1 Architectural Design 2	Architectural Design 3	Architectural Design 4
Engineering	Intro to 3D Design Intro to Electronics & Robotics 1	Engineering Design 1 Computer Science for All	Engineering Design 2 Robotics Engineering 2 AP Computer Science Principles (full year)	Engineering Design 3 Robotics Engineering 3
Robotics Engineering	Intro to 3D Design Intro to Electronics & Robotics 1	Engineering Design 1 Computer Science For All	Robotics Engineering 2 AP Computer Science Principles (full year)	Robotics Engineering 3 AP Computer Science A (full year)
Computer Science Academy				
Computer Science	Computer Science for All AP Computer Science Principles (full year)	AP Computer Science A (full year)	Any Elective (*)	Any Elective (^)
Web Development	Computer Science for All AP Computer Science Principles (full year)	AP Computer Science A (full year)	Multimedia Design Web Development 1	Cyber Security 1 Cyber Security 2
Game Development	Computer Science for All AP Computer Science Principles (full year)	AP Computer Science A (full year)	Multimedia Design 3D Modeling	Game Development 1 Game Development 2
Cyber Security	Computer Science for All AP Computer Science Principles (full year)	AP Computer Science A (full year)	Web Development 1 Cyber Security 1	Cyber Security 2

COURSE PROGRESSION

SCIENCE & TECHNOLOGY

ELECTIVES – TECHNOLOGY		
GRADES 9-12	GRADES 10-12	GRADES 11-12
AP Computer Science Principles (full year)	AP Computer Science A (full year)	Architectural Design 4 (half year)
Engineering Design 1 (half year)	Architectural Design 3 (half year)	
Intro to Electronics & Robotics 1 (half year) *^	Cybersecurity 1 (half year) *^	
Robotics Engineering 2 (half year) *^	Cybersecurity 2 (half year) *^	
Robotics Engineering 3 (half year) ^	Engineering Design 2 (half year)	
Architectural Design 1 (half year)	Engineering Design 3 (half year)	
Architectural Design 2 (half year)	Game Design & Development 1 (half year) *^	
Introduction to CAD (half year)	Game Design & Development 2 (half year) *^	
Introduction to 3D Design (half year)	Web Design & Development 1 (half year) *^	
Computer Science for All (half year)		
Multimedia Design (half year)		

SCIENCE & TECHNOLOGY

CORE CLASSES

GRADE 9

- Biology

GRADE 10

- Chemistry *
- Honors Chemistry*
- Marine Biology*
- Field Biology and Natural History

*Recommended for college bound students

521

BIOLOGY (LAB)

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADE 9

In this course, you will examine the many variations in the fundamental theme of life and the individual's role in the biosphere. Coherence of concepts is achieved by structuring the materials around a series of major topics. We will discuss science as inquiry, evolution, regulation and homeostasis, diversity of types and unity of pattern; the complementary relationship between organisms and environment; differentiation of structure and function; genetic continuity of life; biological basis of behavior; and the history of biological concepts. You will demonstrate understanding of the scientific method by collecting and analyzing data during lab investigations. At the end of the ninth grade, you are required to take the Biology MCAS examination.

520

HONORS CHEMISTRY (LAB)

LEVEL 4 | 5 CREDITS | FULL YEAR

GRADES 10-12

The purpose of this course is to give you an introductory knowledge of the broad concepts and models upon which modern chemistry rests and enough of the traditional chemistry course to understand the everyday chemical world. The course employs the inquiry approach and the scientific method. Emphasis is placed on mathematical problem solving and student-conducted demonstrations.

Prerequisite: Minimum of a B in Algebra I and it is strongly recommended that the student be concurrently enrolled in Algebra II. Teacher recommendation required.

532

CHEMISTRY (LAB)

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADES 10-12

This course in elementary chemistry is designed to satisfy, in part, the laboratory science graduation requirement, and to serve as the subject matter basis for more advanced science courses. Successful completion of Algebra I is required. You will consider two essential questions in this class: (1) what are the varieties of material substances in the world? (2) What are the types of changes these substances undergo? Subject matter is developed around 45-50 laboratory investigations. Assessment of student performance is based on (a) Student laboratory reports, (b) Examinations (based on the laboratory reports), (c) Efficiency of lab time utilization (d) Independent research. You will be expected to create hypotheses, to write and reason logically, and to test hypotheses by well thought out study of experimental data. The Socratic (questioning) Method is used by the instructor to involve students actively in the processes of learning. The subject matter is interrelated with global and local considerations whenever possible. Sources include: *Addison-Wesley Chemistry*, and a variety of other texts are used as sources of specific information. Scientific journals, and Internet sources are used as appropriate to enrich sources for learning.



SCIENCE & TECHNOLOGY

ELECTIVES

GRADES 10

- Earth Science
- Environmental Interactions
- Marine Biology
- Forensics
- Field Biology and Natural History

GRADES 11-12

- Earth Science
- Environmental Interactions
- Marine Biology
- Forensics
- Honors Forensic Science
- Genethics
- Human Anatomy and Physiology 1
- Honors Human Anatomy and Physiology 1
- Honors Human Anatomy and Physiology 2
- Physics
- Honors Physics
- *Honors Organic Chemistry
- AP Biology
- *AP Chemistry
- AP Environmental Science
- AP Physics 1
- Intro to Epidemiology

*Honors Organic Chemistry and AP Chemistry are offered on alternating years

543

FIELD BIOLOGY AND NATURAL HISTORY

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10**

Field Biology and Natural History is the scientific study of living things in their natural environments. It involves the identification of plants and animals, patient observation of their behavior, life history, and inter-relationships, as well as research of their evolution and unique adaptations. Additional course components include citizen science, stewardship, and aesthetics. Students will also learn about the lives and contributions of various naturalists such as Wallace, Fossey, Gould, and Irwin. Coursework will consist of homework readings, group discussions, fieldwork, lab investigations, and projects.

Prerequisite: Successful completion of biology.



541

PHYSICS (LAB)

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12**

This physics course introduces you to many of the fundamental physical principles of nature and their supporting mathematical descriptions. You will gain insights into the behavior of matter, energy, and related physical systems. You will participate in classroom discussions, critical problem solving, laboratory activities and their evaluation, and creative special projects.

Prerequisite: Successful completion of Geometry and concurrently enrolled in or have completed Algebra II.

550

HONORS PHYSICS (LAB)

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

This physics course introduces you to many of the fundamental physical principles of nature and their supporting mathematical descriptions and derivations. You will gain higher-level insights into the behavior of matter, energy, and related physical systems. You are expected to use algebraic and statistical methods to solve problems and conduct laboratory investigations. You will participate in thoughtful classroom discussions, critical problem solving, laboratory activities and their evaluation, and creative special projects.

Prerequisite: Successful completion of Geometry and concurrently enrolled in or have completed Algebra II. Teacher recommendation required.

SCIENCE & TECHNOLOGY

ELECTIVES

GRADES 10

- Earth Science
- Environmental Interactions
- Marine Biology
- Forensics
- Field Biology and Natural History

GRADES 11-12

- Earth Science
- Environmental Interactions
- Marine Biology
- Forensics
- Honors Forensic Science
- Genethics
- Human Anatomy and Physiology 1
- Honors Human Anatomy and Physiology 1
- Honors Human Anatomy and Physiology 2
- Physics
- Honors Physics
- *Honors Organic Chemistry
- AP Biology
- *AP Chemistry
- AP Environmental Science
- AP Physics 1
- Intro to Epidemiology

*Honors Organic Chemistry and AP Chemistry are offered on alternating years

511

EARTH SCIENCE (LAB)

LEVEL 3 | 5 CREDITS | FULL YEAR

GRADES 10-12

Earth Science is an introductory science course. You will not need any prerequisites, but having completed chemistry would be helpful. In this class, you will answer the following Essential Questions: 1. What is the relationship of the Earth to the remainder of the Universe? 2. By which natural forces was the Earth formed? 3. Since formation, what were the forces that have shaped the surface of the Earth? 4. What processes produce the variations of weather and climate over the surface of the Earth? You will shape a personal viewpoint by means of a series of individual and group projects –both laboratory, and synthetic/analytic studies of information collected from many sources.

Assessments of your progress in the class will be made by self-centered evaluations of your own work, active participation in group discussions, formal presentations, laboratory reports and examinations. The textbook is *EARTH SCIENCE*, published by the Glencoe Company in cooperation with the National Geographic Society. However, first hand experiences are valued over readings whenever possible.

587

ENVIRONMENTAL INTERACTIONS (LAB)

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 10-12

Have you ever sat and watched honey bee harvest nectar for no other reason than to appreciate the beauty of the interrelatedness among living things? If so, this may be the elective for you. Course topics include: ecosystem basics, how humans ruin ecosystems, and how we then attempt to fix them. The majority of this class will be spent working hands-on as you explore these topics. You will analyze worm feces, grow mold, collect insect specimens, examine climate change, and study the impact of uncontrolled human population growth on Earth's limited environmental resources. In addition, you will work on articulating your thoughts regarding these matters of global importance in order to facilitate future agency.

Prerequisite: Successful completion of Biology



SCIENCE & TECHNOLOGY

515

MARINE BIOLOGY (LAB)

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12**

This course is designed to give you an introduction to Marine Biology using local harbors and estuaries as your laboratory. Instruction will include projects, fieldwork, dissections, labs and supplemental readings. You will work in cooperation with community based organizations and individuals. For instance, you will have contact with and work with the Mattapoissett Land Trust, Mattapoissett Harbormaster and Shellfish Officers, and the Brant Point Shellfish Hatchery on Nantucket. You will be keeping a field notebook to document the work you do with Oyster Aquaculture. Focus of coursework is on the structure and function, special adaptations and ecology of life in Buzzards Bay, and the human impact of global marine ecosystems.

Prerequisite: successful completion of Biology



590

FORENSICS

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12**

Forensics is a hands-on approach to learning techniques as they apply to the science of crime investigation. Forensics labs will utilize biology, chemistry, physics, advanced math, and art as they apply to areas such as: processing a crime scene, collecting and preserving evidence, hair and fiber analysis, blood spatter analysis, DNA, ballistics, fingerprints, and crime scene analysis. Forensics is an opportunity to explore career paths such as Crime Scene Investigator, Forensics Science Technician, pathology, toxicology, and more. The main focus of this course will be to emphasize the value of the crime analysis laboratory techniques. This course combines basic theory and real laboratory experiments, creating an experiment based situation for the better understanding of the students. Students will be expected to participate in cooperative groups and will be assessed on lab techniques and knowledge application.

*Note - This class will include sensitive topics related to murder, death, and violence.



588

HONORS FORENSIC SCIENCE (LAB)

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, DNA, fingerprints, firearms, and document analysis. This course combines basic theory and real laboratory experiments, creating an experiment based situation for the better understanding of the students. Honors students will also make connections between learning and relevant current events, and analyze how new technology is changing the field of crime scene investigation. The experiments used reinforce previously learned scientific principles rooted in Biology, Chemistry and Physics.

*Note - This class will include sensitive topics related to murder, death, and violence

Prerequisite: Successful completion of Honors Chemistry with B or better or Chemistry with an A- or better.

SCIENCE & TECHNOLOGY

589

GENETHICS

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12**

The field of genetics is growing rapidly with the introduction of new techniques such as genetic modification of organisms, cloning, DNA testing, and CRISPR gene editing. In this course, students will study the scientific principles behind these techniques and discuss the social, ethical, and legal considerations that arise from each. The course will begin by reviewing the genetic and molecular basis of heredity and how the different molecular laboratory techniques are performed. Students will then research the ethical implications of the techniques through the use of news articles, case studies, and documentaries. Students will debate the pros and cons of each technique in both writing and class discussions. Assessment will be based on students' ability to understand the genetic principles and to support their ethical claims with evidence.

573

INTRODUCTION TO EPIDEMIOLOGY

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 11-12**

Epidemiology is the branch of medicine that deals with the incidence, distribution, and possible control of diseases and other factors relating to health. Learn about infectious and non-infectious diseases, the role they take in societies, and health care systems around the world.

527

HUMAN ANATOMY AND PHYSIOLOGY A 1 (LAB)

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 11-12**

Want to learn more about yourself as a living organism? In this course you will discover how the structure of the human body is related to its function. If you are interested in pursuing a health-related career you should enroll in this course. Activities will include laboratory experiments and dissections, cooperative learning projects, field trips to health-related facilities, and guest speakers from the medical profession and community service projects.

548

HONORS HUMAN ANATOMY AND PHYSIOLOGY 2 (LAB)

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADE 12**

This course is a continuation of Honors Human Anatomy and Physiology I. Students will continue their discovery of the human body through lab experiments, dissections, research projects, engagement in cooperative learning activities, and investigations of relevant diseases. Students will also learn valuable study skills and techniques. This is a valuable course if you are interested in pursuing a health-related career. This course will include topics such as the cardiovascular system, nervous system, respiratory system, endocrine system, lymphatic and immune system, and reproductive system.

Prerequisite: Successful Completion of Honors Human Anatomy and Physiology I or B- or higher in Human Anatomy & Physiology A 1

530

HONORS HUMAN ANATOMY AND PHYSIOLOGY 1 (LAB)

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

How does the structure of the human organism relate to its function? You will discover how your organs and organ systems are responsible for your health and well being in this quick-paced, in-depth study of Human Anatomy and Physiology. You will perform lab experiments and dissections, develop research projects, and engage in cooperative learning activities to attain your knowledge. Application of your knowledge will be realized during visits to Health-related facilities or as you listen to guest lectures given by medical professionals from our local area hospitals. This is a valuable course if you are interested in pursuing a health-related career.

Honors level will focus on a higher level of conceptual learning. Research projects will require the use of primary sources. The evaluation standard will be significantly higher than College Prep.

Prerequisite: Completion of Biology and Chemistry with a grade of B or better, or teacher recommendation



SCIENCE & TECHNOLOGY

540

HONORS ORGANIC CHEMISTRY (LAB)

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

Organic chemistry is the study of carbon-based compounds. This lab course is an introduction to college organic chemistry, which is one of the more common requirements for most engineering, medical and science majors in college. Organic chemistry focuses on the physical and chemical properties of carbon compounds, as well as their reactivity with other compounds. This course will focus on the structure, name, and chemical reactions that various organic compounds will undergo. This course will also discuss various chemical tests to differentiate between varying types of organic compounds, and the spectroscopy involved in identifying them.

Prerequisite: Chemistry or Honors Chemistry with a grade of B or better. Teacher recommendation required.

580

ADVANCED PLACEMENT CHEMISTRY (LAB)

**LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 11-12**

This is a challenging program that is equivalent to a first year college chemistry course. The course is designed for you if you have done well in Honors Chemistry and seek the challenge of a demanding AP science course. The AP Chemistry curriculum will be followed and upon completion of this course you will have the necessary background to take the Advanced Placement Chemistry Examination. You will undertake a series of laboratory investigations similar to those done in an introductory college chemistry laboratory. Laboratory experiments will require additional class time.

Prerequisite: Grade of B or better in Honors Chemistry. Completion of Algebra II with grade of B or better. Teacher recommendation required.

586

ADVANCED PLACEMENT PHYSICS 1

**LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 11-12**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Students will learn to analyze the world around them by conducting experiments and then modeling those experiments with mathematical models. The course is designed as an introductory physics course, no previous physics course is required, but is a very challenging introduction based on problem solving.

Prerequisite: Successful completion of Geometry and concurrently enrolled in or have completed Algebra II.



SCIENCE & TECHNOLOGY

575

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (LAB) LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 11-12

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.

1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The Earth itself is one interconnected system.
4. Humans alter natural systems.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

In preparation for the AP Environmental Science Exam, you will be required to complete a substantial summer assignment as well as the College Board mandated experiments that will require additional class time.

Prerequisite: Grade of B or Better in Biology and Chemistry. Successful completion of Algebra II. Teacher recommendation required.

570

ADVANCED PLACEMENT BIOLOGY (LAB) LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 11-12

The course is designed to provide you with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the ever-changing science of biology. Not only will you gain the knowledge of molecules and cells, heredity and evolution, organisms and populations, you will come to realize that science is not a product, but an ongoing process. This intensive, quick-paced course is the equivalent of a first-year college biology course. You will be required to complete an independent study over the summer. Your assignment will be to create a botany portfolio of photographs that illustrate the structure and function of plant anatomy. In addition you must complete readings and assignments in Biology Concepts and Applications, fifth edition by Cecie Starr and Biology, seventh edition by Neil A. Campbell and Jane B. Reece, the two textbooks used in the course.

You will perform various laboratory investigations to enhance your understanding of the concepts and biological principles taught in AP Biology. As part of your preparation for the AP Biology exam, twelve College Board mandated experiments would be performed. These experiments will require additional class time. Upon the completion of the course curriculum you will be expected to take the AP Biology Exam in May.

Prerequisite: Grade of B or better in both Biology and Chemistry. Teacher recommendation required





SCIENCE & TECHNOLOGY

TECHNOLOGY AP & ELECTIVES

GRADES 9-12

- AP Computer Science Principles
- Architectural Design 1
- Architectural Design 2
- Computer Science for All
- Engineering Design 1
- Introduction to 3D Design
- Introduction to CAD
- Introduction to Electronics & Robotics 1
- Multimedia Design
- Robotics Engineering 2
- Robotics Engineering 3

GRADES 10-12

- AP Computer Science A
- Architectural Design 3
- Cybersecurity 1
- Cybersecurity 2
- Engineering Design 2
- Engineering Design 3
- Game Design & Dev I
- Game Design & Dev II
- Web Design & Development I

GRADES 11-12

- Architectural Design 4

750

COMPUTER SCIENCE FOR ALL LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

An introductory course in computer science and the study of computer processing, algorithms, and programming appropriate for students who want to pursue technology interests. Prior programming experience is not required, although some students have had some previous exposure to programming. It emphasizes object oriented programming style and methodology using the Python language. Concepts are presented in the context of working examples and exercises. Programming projects are used to understand how computers work, how to design simple algorithms and judge their efficiency, art and graphics, and reinforce key programming notions, including iteration, data types, functions, loops, and objects.



751

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 9-12

Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. As the study of computer science is evolving, the careful design of the AP Computer Science Principles. A course and exam continues to strive to engage a diverse student population, including female and underrepresented students, with the rigorous and rewarding concepts of computer science. Students who take the AP Computer Science Principles. A course and exam are well prepared to continue their study of computer science and its integration into a wide array of computing and STEM-related fields.

755

ADVANCED PLACEMENT COMPUTER SCIENCE A LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 10-12

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems.

Prerequisite: Completion of AP Computer Science Principles

SCIENCE & TECHNOLOGY

749

INTRODUCTION TO CAD

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Intro to CAD is a half-year hands-on course that meets the Arts graduation requirement. This course covers the advanced computer-aided drafting (CAD) principles and practices that are used in industry today. The goal is to develop critical thinking skills via technical prints and drawings. This course will concentrate on single, orthographic, and isometric views. The main software used will be AutoCAD. Students will also be shown how to convert 2D single view drawings into 3D objects with the software Fusion 360.

756

INTRODUCTION TO 3D DESIGN

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

3D printing is a half-year hands-on course that meets the Arts graduation requirement. This course is also a prerequisite for Engineering Design 1. In Intro to 3D Modeling, students will be shown how to create parametric models using the software Fusion 360. This course will concentrate on designing mechanical parts, and logos, engineering drawing sheets, assemblies, and sculpting. Students will also be shown how to operate the 3 classroom printers where they will be allowed to print and take home some of their designs.



752

GAME DESIGN & DEVELOPMENT 1

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

This course is a general introduction to the various methods used to create original, fun, and engaging games. Designing complex games is a skill and one that this course aims to help you develop. You will code numerous video games using the C# language and Unity editor. In addition to creating games from scratch, you will tackle a series of coding challenges aimed at further developing your skill sets. This course emphasizes object oriented programming style and methodology. This course reinforces core programming programming notions, including iteration, data types, functions, loops, and objects.

Prerequisite: Completion of Computer Science for All or AP Computer Science Principles

786

GAME DESIGN & DEVELOPMENT 2

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12**

Game design and development II is a continuation of the game design experience and programming skills gained in Introduction to Game Design. In this section, students will continue to brainstorm, prototype, test, and build original games using Unreal Engine 4. While this course requires programming skills, those who successfully completed Introduction to Game Design have all of the skills required for this class. Games in this section will include more advanced features such as role-playing game elements and abstract games.

Prerequisite: Successful completion of Game Design and Development 1

704

MULTIMEDIA DESIGN

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

This course is a general introduction to the most usable digital media tools and strategies for high school students. Topics and tools will help you create awesome digital products that can be used as a part of a digital portfolio, to complete a project in another course, or simply out of personal enjoyment.

Topics in this class include website design, graphic design, photo editing, digital illustration, and digital animations. This class does meet the ORR art requirement.

751

WEB DESIGN AND DEVELOPMENT 1

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

This course is designed to start you on a path toward future studies in web development and design. By the end of this course you'll be able to describe the structure and functionality of the world wide web, create dynamic web pages using a combination of HTML, CSS, and JavaScript, apply essential programming language concepts when creating web page interactivity, and learn how to publish your web pages. By the end of the course, you will have developed working models for personal interests, business, and personal portfolio websites.

Prerequisite: Completion of Computer Science for All or AP Computer Science Principles

SCIENCE & TECHNOLOGY

756

ARCHITECTURAL DESIGN 1 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

Architecture is a half-year hands-on course that meets the Arts graduation requirement. Students will research the theory, history, principles and practice of architectural styles, and eras. The role of design professionals such as interior designers, landscape architects, and engineers. Students will learn the fundamentals of SketchUp, (a three-dimensional design software program) to plan and design a framing model for a garage/workshop. Students will also use AutoCAD to create period-specific architectural pieces, floor plans, and elevation models of various structures.

In order to maximize your potential in this course, it is recommended that you take the Introduction to CAD course prior to taking Architectural Design 1.

784

ARCHITECTURAL DESIGN 2 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

Architecture 2 is a half-year hands-on course that meets the Arts graduation requirement. In the first half of the class, students will use the software Chief Architect to design multiple three-dimensional models of a kitchen renovation, a bathroom renovation, and a layout for a large master bedroom design. In the second half of the class, students will design a multiple story home complete with floor plans, trim, roof, framing model, material list, kitchen plans, electrical plans, and final rendering.

Prerequisite: Successfully completed Architectural Design 1

790

ARCHITECTURAL DESIGN 3 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 10-12

Architectural Design 3 is a half-year, hands-on course tailored for students aspiring to pursue architecture at the post-secondary level. The first segment focuses on skill advancement through the use of SketchUp and AutoCAD, enabling students to generate prints and elevation models for a tiny home trailer design. After completing the floor plans and a 3D model, students will construct a scaled model using balsa wood. The latter part of the course will be on introducing students to the building information software Revit. Students will learn the essential skills needed for successful use of Revit. Emphasis will be on reinforcing skills aligned with 21st-century learning standards, providing a comprehensive foundation for students interested in the field of architecture.

Prerequisite: Successfully completed Architectural Design 2

794

ARCHITECTURAL DESIGN 4 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

Architectural Design 4 is a half-year hands-on course designed for students aspiring to pursue architecture at the post-secondary level. Explore the world of architectural design through the lens of Autodesk Revit! This course will equip students with the essential skills and knowledge to conceptualize, design, and model stunning buildings using industry-standard software. Through interactive projects and hands-on learning, you'll master the tools of Revit, from creating 3D models and floor plans to generating realistic renderings and construction documentation. Develop your design thinking, creativity, and problem-solving skills as you translate your architectural vision into a digital reality.

Prerequisite: Successfully completed Architectural Design 3



SCIENCE & TECHNOLOGY

795

INTRODUCTION TO ELECTRONICS & ROBOTICS 1 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

Welcome to Intro to Electronics and Robotics 1 - a hands-on experience using electronics and Arduino Programming. This course introduces students to electrical engineering principles and programming. In this course, we will be covering electrical tools, circuits, board soldering, and Arduino programming. Students will master essential skills through hands-on experiences, enabling them to innovate at the intersection of electronics and programming. Get ready for a journey that combines creativity, problem-solving, and technical expertise in Arduino Engineering!

782

ROBOTICS ENGINEERING 2 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This course is a continuation of Robotics Engineering 1 and is meant to expand on the mechanical engineering and programming skills of the first course. The course will continue to use the C-based programming format to challenge students at a higher level. Sample projects include a remote control rover bot, a pick and place robot, and a humanoid style robot.

Prerequisite: Successful completion of Introduction to Electronics and Robotics 1.

796

ROBOTICS ENGINEERING 3 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This course is a continuation of Robotics Engineering 2 and is meant to expand on the mechanical engineering and programming skills of the first course. The course will continue to use the C-based programming format to challenge students at a higher level. Sample projects include a remote control rover bot, a pick and place robot, and a humanoid style robot.

Prerequisite: Successful completion of Robotics Engineering 2.

779

ENGINEERING DESIGN 1 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-10

Through project-based design and hands-on learning, you will apply 21st-century learning standards. Emphasis will be placed on the investigation, collaboration, creativity, and application of engineering principles and problem-solving skills necessary to create solutions to an engineering design problem. The engineering design process will be applied to various construction and transportation system modules. You will also learn how to incorporate 3D engineering modeling software into each of your project designs. Learn how to build a Co2 Dragster, make a vehicle from a mousetrap, design and launch rockets with a recovery system, and design a model hovercraft.

Prerequisite: Successful completion of Introduction to 3D Design.

780

ENGINEERING DESIGN 2 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This is an upper-level hands-on course intended for students planning to pursue engineering at the post-secondary level. Students will continue to advance their skills by using the engineering design process as a guide to solving a variety of technical challenges. Students will be exposed to post-secondary engineering course concepts including mechanical systems, power and energy systems, electrical systems, and aeronautical principles. Sample projects will include paper planes, gliders, powered planes, and cranes. Skills for 21st-century learning standards such as critical thinking, creativity, collaboration, and communication will be emphasized and reinforced.

Prerequisite: Successful completion of Engineering Design 1.

789

ENGINEERING DESIGN 3 LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 10-12

This is an upper-level hands-on course intended for students planning to pursue engineering at the post-secondary level. Students will continue to advance their skills by using the engineering design process as a guide to solving a variety of technical challenges. Students will be exposed to post-secondary engineering course concepts including mechanical systems, power and energy systems, electrical systems, and hydraulic systems along with materials testing. Sample projects will include a hydraulic 3-axis robot, (UOV) Underwater Remotely Operated Vehicle. Skills for 21st-century learning standards will be emphasized and reinforced.

Prerequisite: Successfully completed Engineering Design 2.

SCIENCE & TECHNOLOGY

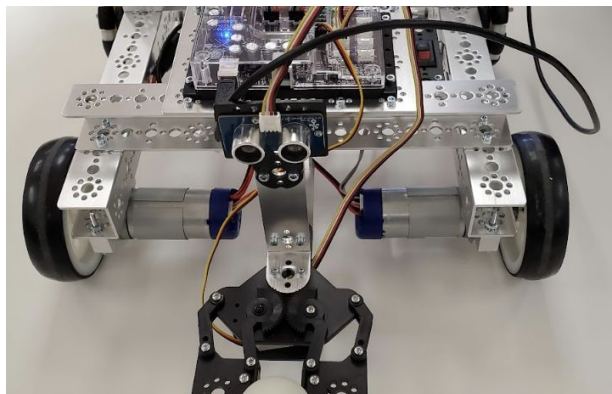
792

CYBERSECURITY 1

**LEVEL 3 | 2.5 credits | HALF YEAR
GRADES 10-12**

Cybersecurity 1 is a course designed to introduce high school students to the foundations of cybersecurity. The course covers topics such as networking basics, networking devices and initial configuration, and an introduction to endpoint security. In the networking module, students will learn about the different types of networks and how data is transmitted across them. In the networking devices module, students will learn about the different types of networking devices and their functions, including routers, switches, and firewalls. In the endpoint security module, students will learn about the various types of threats that exist to user's devices and how to protect against them. Throughout the course, students will have the opportunity to apply their knowledge through hands-on, authentic activities and lab exercises focusing on threats to networks and devices. Upon completion of the course, students will have a strong foundation in cybersecurity principles.

Prerequisite: Completion of Computer Science for All or AP Computer Science Principles



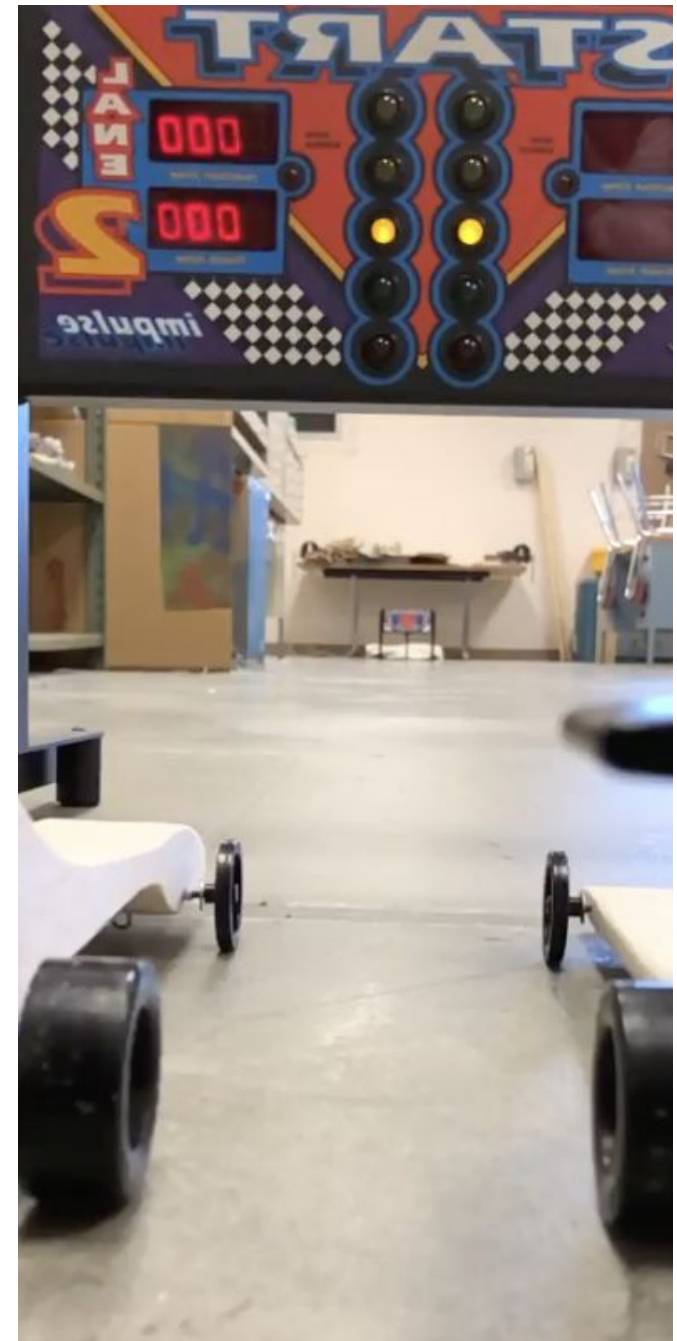
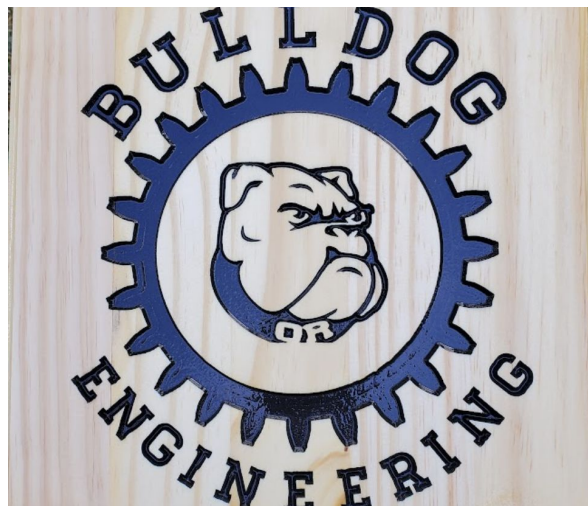
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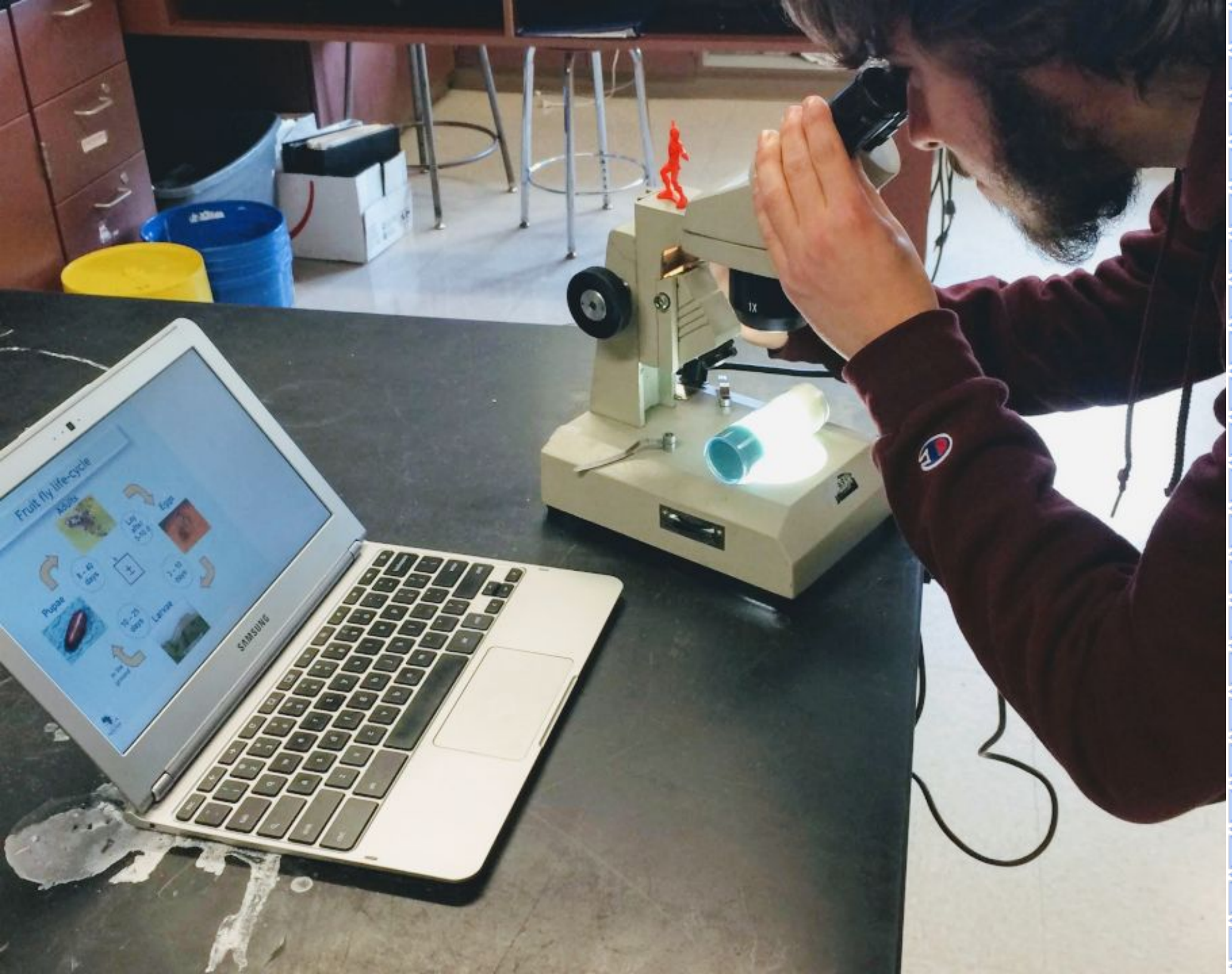
CYBERSECURITY 2

**LEVEL 3 | 2.5 credits | HALF YEAR
GRADES 10-12**

Cybersecurity 2 is a course designed to build upon the foundational knowledge of cybersecurity learned in Cybersecurity 1. The course covers advanced endpoint security, network attacks and defense, and cyber threat management. In the advanced endpoint security module, students will learn how to assess and secure networks, operating systems, and endpoints. In the network threats and defense module, students will learn about the tools and techniques used to protect a network, including access control, firewalls, and cryptography. In the cyber threat management module, students will learn about governance in cybersecurity and threat management, including how to develop policies and manage risks. Upon completion of the course, students will have a strong understanding of advanced cybersecurity principles.

Prerequisite: Completion of Cybersecurity 1







SOCIAL STUDIES DEPARTMENT

Social Studies is the integrated study of the social sciences and humanities. The goal of Social Studies educators is to respect and support the dignity of the individual, the health of the community, and the common good of all. The Old Rochester Regional School District Social Studies curriculum prepares students to be successful participants in their social, political, intellectual, cultural, and economic environments.

“History is philosophy teaching by examples.”
Thucydides, The History of the Peloponnesian War

OR GRADUATION REQUIREMENTS

3 YEARS (World History
and U.S. History I & II)

SOCIAL STUDIES

Through the study of History, Geography, Economics, Government and Civics student should:

- Develop lifelong learning skills
- Be aware of their place in the global community
- Develop the skills and attitudes necessary to be responsible, informed and active citizens
- Understand the increasing number of ways they are linked to other peoples, countries, and economies
- Understand connections among important historic events, themes, and issues and the role the past has played in shaping the present
- Recognize important information regarding the physical environment, location and place, regional features, demographic trends, and the relationship between people and environment
- Learn to resolve disagreements, reduce conflict, and prevent violence

The required courses are World History and Geography, United States History I, and United States History II. Courses in the Social Studies Department reflect the Standards of the Massachusetts History and Social Science Curriculum Frameworks as well as the Old Rochester Regional High School Mission Statement and Expectations for Student Learning.

In order to continue in Honors, or AP social studies courses, you should have an average of C or higher in the previous year's course at the same level, and a teacher recommendation. In order to advance to a higher academic level you should show mastery of the curriculum in your current class and have a teacher recommendation.

COURSE PROGRESSION

SOCIAL STUDIES

SOCIAL STUDIES GRADUATION REQUIREMENTS				
GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADES 11
7th grade Social Studies	8th grade Social Studies	World History and Geography Honors World History and Geography	United States History I Honors United States History I	United States II Honors United States History II AP United States History

ELECTIVES - SOCIAL STUDIES DEPARTMENT
GRADES 11 - 12
<p>Economics (half year)</p> <p>Honors Economics</p> <p>AP European History (grades 10-12)</p> <p>AP Human Geography (grades 10-12)</p> <p>AP Psychology</p> <p>1960s and Beyond (half year)</p> <p>Civics and Financial Literacy (half year)</p> <p>Global Issues (half year)</p> <p>History through Film (half year)</p> <p>Introduction to Psychology (half year)</p> <p>Introduction to Sociology (half year)</p> <p>Law and the Legal System (half year)</p> <p>Local History/Honor Local History (half year)</p> <p>Modern American Politics and Government (half year)</p> <p>Philosophy (half year)</p>

SOCIAL STUDIES

GRADUATION REQUIREMENTS

GRADE 9

- World History and Geography
- Honors World History and Geography

GRADE 10

- United States History I
- Honors United States History I

211

WORLD HISTORY AND GEOGRAPHY LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 9

This course is designed for the college-bound student. In this course, you will engage in a comprehensive study of world development from the 19th century to the present. Your focus will be on European expansion and development as it impacts both Western and Eastern cultures. In this course, you will cover concepts such as revolution, nationalism and imperialism and their effect on the world during this period. The focus during the 20th Century will be on the World Wars, the United States' involvement, development and responsibilities as a global power.

210

HONORS WORLD HISTORY AND GEOGRAPHY LEVEL 4 | 5 CREDITS | FULL YEAR GRADE 9

This course is designed for the most able college bound student. In this course, you will engage in an intensive and comprehensive study of world development from the 19th century to the present. Focus will be on European expansion and development as it impacts both Western and Eastern cultures. In this course, you will stress concepts such as revolution, nationalism and imperialism and their effect on the world during this period. The focus during the 20th Century will be on the World Wars, the United States' involvement, development and responsibilities as a global power. Extensive independent readings and research are required.

Prerequisite: Teacher recommendation required.

221

UNITED STATES HISTORY I LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 10

This course is designed for the college bound student. In this course, you will cover the same content as the Honors level course, but differ in the depth of study and the interdisciplinary approach used in the Honors course. This course will cover the period of United States History from the Colonial Era through the Second Industrial Revolution. In addition to the content associated with this era of history, you will utilize and apply historical thinking skills including perspective, causation, comparison, and analysis of primary and secondary source material. Our republican government, national heritage, and critical thinking skills will be stressed.

220

HONORS UNITED STATES HISTORY I LEVEL 4 | 5 CREDITS | FULL YEAR GRADE 10

This required course is designed for the most able college bound student with a strong interest in history. In this course, you will go into depth concerning the domestic issues and development of our country from Age of Exploration through the Second Industrial Revolution. In addition to the content associated with this era of history, students will utilize and apply historical thinking skills including perspective, causation, comparison, and analysis of primary and secondary source materials. Substantial outside reading assignments, research papers, and oral presentations will be required of all students.

Prerequisite: Successful completion of Honors World History or teacher recommendation

GRADUATION REQUIREMENTS

GRADE 10

- United States History II
- Honors United States History II

231

UNITED STATES HISTORY II LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 11

This course is designed for the college bound student. In this course, you will cover the same content as the Honors level course, but differ in the depth of study and the interdisciplinary approach used in the Honors course. In this course, you will cover the period of United States History from the Era of Imperialism to the present. Students will be required to complete a formal research paper and read primary sources. Basic Social Studies skills as well as critical thinking will be reinforced. In addition to the content associated with this era of history, students will build upon the historical thinking skills found in U.S. History I as well as the concept of continuity and change.

Prerequisite: Successful completion of United States History I.

230

HONORS UNITED STATES HISTORY II

LEVEL 4 | 5 CREDITS | FULL YEAR GRADE 11

This required course is designed for the most able college-bound students with a strong interest in history. In this course, you will go into depth concerning the domestic issues and development of our country from the Era of Imperialism to the present. In addition to the content associated with this era of history, students will build upon the historical thinking skills found in U.S. History I as well as the concept of continuity and change.

Prerequisite: Successful completion of Honors United States History I and teacher recommendation

236

ADVANCED PLACEMENT UNITED STATES HISTORY LEVEL 5 | 5 CREDITS | FULL YEAR GRADE 11

This course will provide you with an intensive study of United States History from the Era of Imperialism to the present. This program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Emphasis will be placed on primary sources, research and essay writing.

Prerequisite: Successful completion of the United States History I and teacher recommendation.



SOCIAL STUDIES

ELECTIVES

GRADES 9-12

- *AP Human Geography

GRADES 10-12

- *AP European History

*Offered in alternating years

GRADES 11-12

- Honors Economics
- AP Psychology

GRADES 11-12

HALF YEAR

- 1960s and Beyond
- Civics and Financial Literacy
- Global Issues
- Economics
- History through Film
- Introduction to Psychology
- Introduction to Sociology
- Law and the Legal System
- Local History/Honor Local History
- Modern American Politics and Government
- Philosophy

239

ADVANCED PLACEMENT EUROPEAN HISTORY

LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 10-12

In AP European History, you will explore the modern history of Europe. The goals of the AP European History course is for you to gain knowledge of basic chronology and of major events and trends from approximately 1450 to the present, and to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding in writing.

Prerequisite: Teacher recommendation

257

ADVANCED PLACEMENT HUMAN GEOGRAPHY

LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 9-12

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). AP Human Geography prepares students for 20 different academic majors and 71 different career options.

Prerequisite: Teacher recommendation

268

ECONOMICS

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

Economics is a half-year elective for grade twelve, college preparatory students. The course is designed to familiarize you with the vocabulary, concepts, and skills within the social science of economics. The course will engage students to begin to think like economists. It will present economic tools and skills to promote success beyond the classroom. The course is divided into three units: economic thinking, microeconomics, and personal finance. Within each unit some material will be covered in depth, while other material will be presented as an overview. Throughout the semester a variety of instructional strategies will be used including, but not limited to, simulations and collaborative learning opportunities.

249

HONORS ECONOMICS

LEVEL 4 | 5 CREDITS | FULL YEAR GRADES 11-12

This course is designed primarily for seniors who are college bound and are interested in careers such as business, finance or government. You will study content dealing with basic economic issues, systems and growth. Focus will be on the internal workings of our market system. Units of study include: competition in the market, income and spending, economic institutions, measuring economic change, national economic goals, the role of government, monetary policy and the federal budget. This course will equip you with the basic skills and vocabulary for courses of study at the introductory college level.

Prerequisite: Teacher recommendation

246

ADVANCED PLACEMENT PSYCHOLOGY

**LEVEL 5 | 5 CREDITS | FULL YEAR
GRADES 11-12**

In AP Psychology, you will be exposed to a yearlong survey of psychology equivalent to an introductory course at the college level. You will analyze theories and research studies in preparation for the AP Psychology exam in May. A wide variety of topics are covered in the following fields: the history and science of psychology, biological psychology, human development, personality, intelligence, abnormal disorders, learning, memory, consciousness, motivation and emotion, perception, and social psychology.

Prerequisite: Teacher recommendation

244

INTRODUCTORY PSYCHOLOGY LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

Introductory Psychology is a one-semester course designed to explore the field of psychology. You will investigate such areas as human development, theories of learning, interpersonal relations, normal and abnormal behavior, personality, intelligence, emotions, social behavior, and current studies in the field of psychology. Reading assignments in related areas of the student's choice, participation in classroom and field experiments, and a series of programmed tapes and films complete the course. The course is designed to help you better understand the factors that contribute to the formation of human behavior and to better understand themselves.

251

HISTORY THROUGH FILM LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

This course examines US History through the lens of dramatic cinema. It involves a study of both cinematic structure and historical accuracy in film. You will learn significant aspects of filmmaking as well as historiographical skills in assessing source material through examination of primary source materials, historical interpretations and cinematic interpretations. The course will allow you to develop skills in assessing and interpreting the source material as well as interpreting the cinema as it represents history. In this course you will first learn some of the different movie-making techniques, including direction, cinematography, production design, lighting, film acting and editing. You will learn historical viewpoints on a period or event and then analyze several historically based films utilizing these skills.

262

MODERN AMERICAN POLITICS AND GOVERNMENT LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

Presidential Elections are every 4 years, Congressional elections every 2, and local elections take place every year in the thousands of towns and cities throughout the United States. We live in a civil society that demands awareness of the means of governance to address the numerous national concerns. This course will educate you on the political challenges facing the modern United States and the political foundations for which the answers to those challenges will be found.

SOCIAL STUDIES

245

INTRODUCTORY SOCIOLOGY LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

Introductory Sociology is a one-semester course divided into two separate quarter courses: in the first quarter, you will learn about Sociology, Culture, and Society; in the second quarter, you will learn about the Individual in Society. Sociology is basically the study of human relationships. Students who have taken this course should be better able to deal with social relationships they experience daily. Also, you will develop a sociological perspective of yourself and your environment. You should be able to live a more effective life as a part of your social world. The course will include films on contemporary issues, research and experiments, outside readings, group projects and discussions. This course is appropriate for both the non-college and college bound student.

213

LAW AND THE LEGAL SYSTEM LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

This course is intended for the college bound senior who is interested in pursuing a career in law or criminal justice. You must have strong analytical skills, speaking skills, and knowledge of current events. This course will examine the disciplines of criminology, procedural criminal law, substantive criminal law, and mechanics of the courtroom. You will be introduced to case law in areas including, but not limited to, searches and seizures, arrests, interrogations, and confessions. You will also be required to conduct legal research through the use of appropriate internet sites. The class will culminate with a mock trial process in which you will engage in a simulated courtroom experience.

SOCIAL STUDIES

261

LOCAL HISTORY: OUR COMMUNITIES, OUR COUNTRY, AND OUR COMMONWEALTH

LEVEL 3 or 4 | 2.5 CREDITS | HALF YEAR GRADES 11-12

In this class, you will focus on the history of Southeastern Massachusetts. This is a project-based class where you will utilize oral history and other primary documents to better understand the history of our community. You will be able to course for either "A" level or "Honors" level credit based upon your project parameters.

258

THE 1960'S AND BEYOND

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

In this class, you will learn about the major events and individuals who have shaped the recent history of the United States. Your exploration in the 1960s will focus on the key elements of the Cold War, the Civil Rights movement and the war in Vietnam. In the decades that follow the 1960s, the presidential administrations will be reviewed including Watergate, Reaganism, and the Bush/Clinton years. Social Studies skills will be reinforced and current issues will be discussed and analyzed. Students will be required to express historical comprehension through research, writing, and cooperative studies. Technology and the impact of the media from post WWII-present will also be incorporated. Guest speakers will be used periodically and students will be exposed to modern educational teaching strategies including the Internet, news documentaries, and past newspapers.

253

GLOBAL ISSUES

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

Global issues is a course designed to increase students' global awareness. Your focus will be on defining the qualities and responsibilities of a global citizen in the 21st century. Source materials are the various forms of weekly magazines, daily newspapers, web and television broadcasts. You will be encouraged to analyze the many problems confronting the people of the world and to suggest methods of solution. Additionally, students study units on climate change, ongoing conflicts, terrorism, human migration, and social and cultural issues.

215

CIVICS AND FINANCIAL LITERACY

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADE 11-12

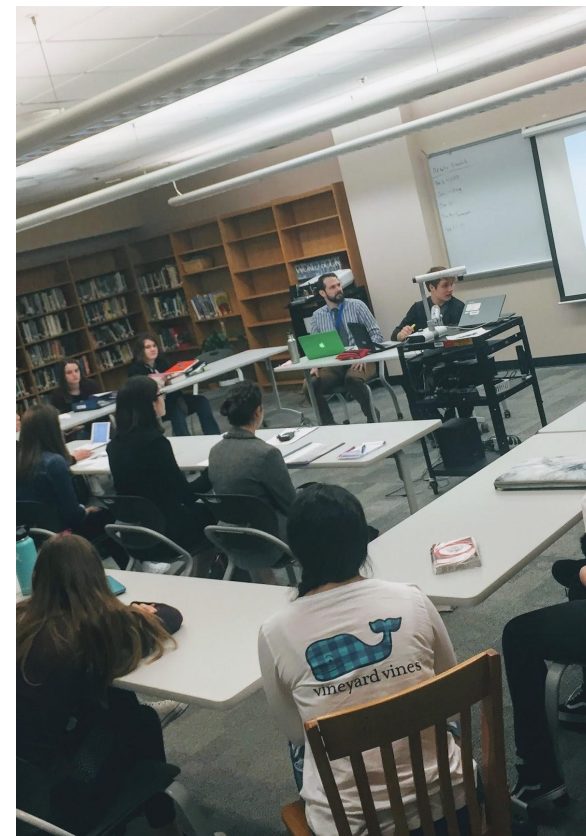
This semester-based course for juniors and seniors will have students in the first term explore the structure and functions of local and state government as well as design a civics action project. This project will focus on a student-identified need and require students to create a plan on how to engage the community to bring about change. Following the civics part of the course, students will spend the second term examining various concepts of personal finance such as budgeting, investing, loans, identity protection, etc. The culmination of the personal finance segment will be a project where students research potential jobs and then create budgets for themselves based on anticipated costs and incoming revenue.

214

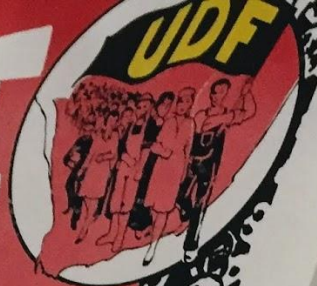
PHILOSOPHY

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 11-12

In this semester long course you will focus on several philosophical questions: how do we know anything is real? How can we be certain that we know anything? Do we have free will? How do we decide what is beautiful? How do we decide what is right and wrong? Instruction is a blend of systematic and historical approaches to philosophy. Students may also conduct independent research on philosophical topics of their choosing.



**DON'T
VOTE
IN APARTHEID
ELECTIONS!**



**FORWARD
TO
FREEDOM!**



**THEY THAT CAN
ESSENTIAL LIBER
A LITTLE TEMPORA
DESERVE
LIBERTY**



**BEN
FRAN**

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P677

The House of Stuart
by Ed Stephan

Catherine of Portugal = Charles I 1600-1625

Henry d. 1612

James I 1603-1625
James VI of Scotland

James II 1685-1688

**WOMEN OF BRITAIN
SAY-
GO!**



UNIFIED ARTS DEPARTMENT

ART, FAMILY & CONSUMER SCIENCE, AND MUSIC

The arts have existed since the beginning of time allowing us to express ourselves in ways other than the written and spoken word. The arts inspire self-confidence, discipline, creative thinking skills, self-esteem, and cooperative learning.

We believe that the arts are essential to the education of all students. Through this discipline students exercise and display multiple intelligences and talents. Comprehensive arts programs from preschool through high school provide a foundation for lifelong learning. We believe that assessment in the arts should be designed to demonstrate what students know and can do.

The arts relate naturally to content in the total educational curricula. All courses at ORRHS are encouraged to incorporate the arts with interdisciplinary and cross-curricular lessons. Learning about and through the arts develops each learner's capacity to respond to creativity and contribute to society

OR GRADUATION REQUIREMENTS

1 YEAR OF THE ARTS
(1 YEAR or 2 HALF
YEARS)

UNIFIED ARTS - ART

COURSE PROGRESSION

ART FOUR-YEAR SEQUENCE			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
Art I	Art II	Honors Art III	AP Art & Design

ART ELECTIVES
Grades 9-12
<p>Ceramics (half year)</p> <p>Ceramics II (half year)</p> <p>Drawing and Painting (half year)</p> <p>Photography (half year)</p> <p>Visual Design (half year)</p> <p>Art History (half year)</p>
All of the above courses may be taken more than once for credit



UNIFIED ARTS

ART

YEAR 1:

- Art I

YEAR 2:

- Art II

YEAR 3:

- Honors Art III

YEAR 4:

- AP Art & Design

853

ART I

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 9-12**

Art I is your introductory course in the Art Department. You will explore the elements and principles of two-dimensional and three-dimensional art in a hands-on way. You will cover the basic methods, materials, vocabulary and techniques specific to drawing, painting, collage and sculpture. Projects will emphasize personal expression, creative as well as critical thinking, craftsmanship and exhibition of work.

821

ART II

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12**

This course is a continuation of Art I. It is designed for the dedicated art student who wishes to further their study of visual art. You will continue to develop skills in the use of various media to create a body of work that demonstrates an understanding of visual aesthetics through personal expression. Technique, craftsmanship, idea development, and critical thinking will be emphasized throughout the creative process. Major artists, artwork, and art movements will be referenced as well as personal sketches in creating finished art works. You should note that this course will require more time than is allotted during class.

Prerequisite: successful completion of Art I OR
teacher recommendation

830

HONORS ART III

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

This course is intended for students that demonstrate a serious commitment to their artwork. You will continue your work begun in Art II by completing a variety of two and three-dimensional works of art in the areas of painting, drawing, sculpture and mixed media. Classroom instruction will focus on the techniques of creating, critiquing, self-assessing, revising and exhibiting. You should note that this course will require more time than will be allotted during class.

Prerequisite: successful completion of Art
Major I OR Art II OR teacher recommendation



876

ADVANCED PLACEMENT ART & DESIGN

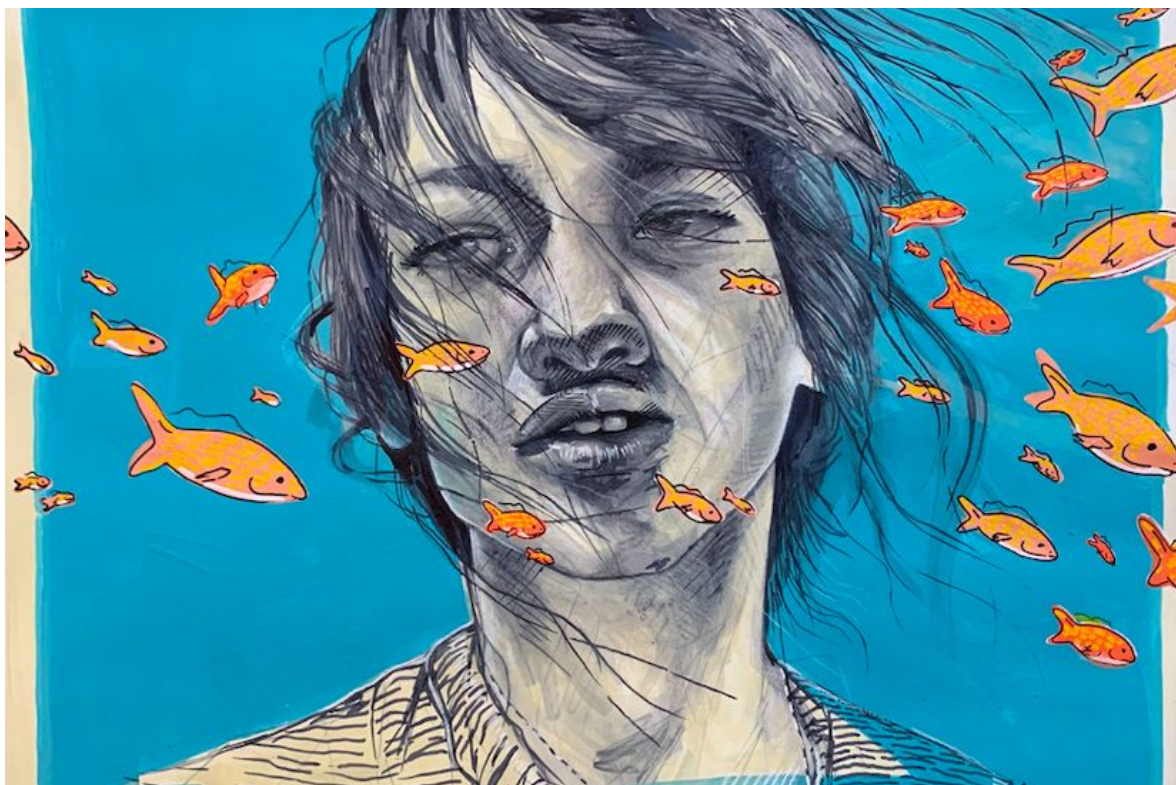
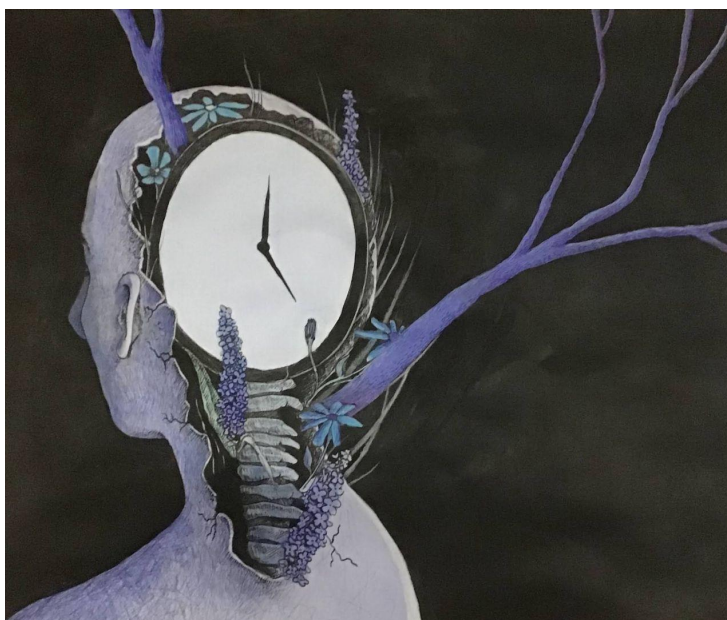
LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 12

The AP Art & Design curriculum is designed to simulate a college art foundations class. Characteristics of a college level class include independent work outside of class meeting time, student led inquiry, exploration and discovery. Assignments and artmaking will be done both in class and outside of class. Therefore you should plan to work in both environments. You will not be taking an exam. You will be submitting a portfolio of artwork. There are two components of the portfolio; the Sustained Investigation and the Selected Works. The main criteria for evaluation are inquiry/investigation, practice, experimentation, revision, synthesis and written reflection. Students may choose 2D, Drawing or 3D portfolio options. Students will submit the required portfolio to the College Board in May.

Students should expect to:

- Buy additional materials for class projects.
- Spend considerable time working outside of class.
- Plan on attending a required planning meeting in the spring.
- Be assigned work to complete over the summer.
- Plan on attending work sessions outside of class time, during the school year to work on their concentration.
- Exhibiting their artwork

Prerequisite: Department Coordinator approval.
One full year of courses related to chosen portfolio designation and completion of other art courses are strongly recommended



ART

ELECTIVES

GRADES 9-12:

- Ceramics I
- Ceramics II
- Drawing and Painting
- Photography
- Visual Design
- Art History

856

CERAMICS I

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 9-12

This course introduces you to the fundamental skills, techniques and production of ceramic art forms. You will learn and apply the basic techniques of hand building, decoration, and glaze application. Technical skills and artistic vocabulary will be developed and applied through the creation of a variety of functional and sculptural ceramic objects.

References to contemporary and historic ceramic arts will serve as examples and contexts for your projects. All finished work will be exhibited and accompanied by written statements and sketches.

857

CERAMICS II

LEVEL 3 | 2.5 CREDITS | HALF YEAR

GRADES 9-12

This course continues the study of techniques and aesthetics of clay as an art medium, emphasizing more complex handbuilding processes while introducing basic wheel thrown forms. You will be challenged with projects that explore the possibilities of combining handbuilding and wheel thrown forms, while continuing to develop and explore surface design techniques using slips, underglazes and glazes. We will study contemporary and historical ceramics, as well as the future possibilities of clay in the 21st century.

Prerequisite: successful completion of Ceramics I



858

PHOTOGRAPHY**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Students will learn the fundamentals of black and white photography and enhanced digital photography. Through a variety of assignments, you will learn; how to use a 35mm SLR manual film camera, as well as black and white film developing and darkroom processes, printing and exhibiting a photograph. You will be creating a digital portfolio of works and processes, as well as an artist statement to accompany this portfolio. You will be responsible for understanding photography's contribution and influence on society through the exploration of professional photographers, their work and the context of their photographic prints. Elements of Art and Principles of Design will guide all assignments and assessments for this course. Students will be producing Black and White photographic prints created from a negative as well as collaged and drawn imagery.

881

ART HISTORY**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

Introducing art within social, economic, geographical, and political contexts for understanding art and architecture through the ages. This one semester course offers high school students an overview of art throughout history by engaging students in activities that emphasize visual literacy and critical thinking skills as a means to develop an appreciation and knowledge of artworks and art movements in the European tradition and cultures beyond. An emphasis will be placed upon the artist's role in society, technological development and influence, and how art mediates a vast range of human experiences.

861

DRAWING AND PAINTING**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

This course allows you to explore a variety of materials and methods of both drawing and painting. You will be provided with technical information, guidelines and discipline needed to begin to master these two art processes. Major artists, artwork and art movements will be referenced. You will be expected to keep a sketchbook.

877

VISUAL DESIGN**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 9-12**

In this course students will explore how people communicate visually and how to utilize design thinking. Coursework is based on the elements of art according to the standard principles of design. Activities will include a variety of materials such as, colored pencils, markers, and technology. Activities will explore popular culture along with, leading artists in the design field to help students begin to develop their own personal style. Students will use a sketchbook, along with class assignments to solve problems creatively.



UNIFIED ARTS - EARLY CHILDHOOD EDUCATION

COURSE PROGRESSION

EARLY CHILDHOOD EDUCATION ELECTIVES			
Grade 9	Grade 10	Grade 11	Grade 12
Introduction to Early Education	Child Growth and Development	Early Childhood Education I	Early Childhood Education II

719

INTRODUCTION TO EARLY EDUCATION

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 9**

Instructional Hours
On-Site Laboratory Hours

This course provides students with an introduction to the field of early education and care. Students will explore current career opportunities in the early childhood field, examine the responsibilities and characteristics of successful early childhood teachers, and describe the various types of early childhood programs available to families. Students will gain insight into the principles of child growth and development. They will learn methods for guiding children's health and safety as well as techniques in behavior management. Students will gain proficiency through individual self-studies and project presentations, group activities, readings from the textbook and internet research. Students will devote time to observation in the preschool lab to study the interaction between the teachers and children.

909

UNIFIED PEER PARTNERSHIP LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADE 10-12

In this course, students will engage in meaningful collaboration by supporting peers in the Life Skills and Transition Skills special education classrooms. Through this program, students will develop empathy, leadership, and communication skills while fostering an inclusive environment. Students will assist with classroom activities, provide academic and social support, and build positive relationships with their peers. Participants will also gain an understanding of special education practices, strategies for effective peer support, and the importance of diversity in learning environments. Reflective journaling and regular discussions will encourage students to analyze their experiences and personal growth.

Prerequisite: Application and teacher recommendation.



EARLY CHILDHOOD EDUCATION

718

CHILD GROWTH AND DEVELOPMENT

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADE 10**

Instructional Hours
On-Site Laboratory Hours

This course covers the care and development of children from conception to age eight. In this course, students will study the physical, intellectual, emotional and social development of children at each developmental stage. This course will also cover the areas of readiness for parenting, pregnancy and prenatal care, childbirth, care and guidance of children, and children's health and safety. Students will do an extensive study on the developing brain and learning styles. Students will devote time to observation in the preschool lab to study the interaction between the teachers and children. This class is an important introduction to the growth and development of children for those students who may be interested in childcare, teaching, nursing, school counseling, social work, physical or occupational therapy, psychology, legal and law enforcement. Students will learn how to plan a curriculum that is based on the development of the whole child.



726

EARLY CHILDHOOD EDUCATION I LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 11

Instructional Hours
On-Site Laboratory Hours
Community Based Internship

In this course, students will examine the characteristics of children at different ages and learn how to modify their teaching skills to fit the developmental needs and interests of children at the various ages and stages of development. Students will discover how to arrange space in a center to promote safety as well as learning and fun. Students will gain insight into methods for handling guidance problems and will also learn ways to guide children through daily routines. They will implement techniques for guiding experiences in art, storytelling, puppetry, manuscript writing, math, science, social studies, music and movement. Students will design and present lessons, create materials to enhance the lessons, and organize special projects and events for the children and their families. In the preschool lab and in the community based programs, students will assist the classroom teacher in supporting children by actively engaging in developmentally appropriate learning activities. This course provides opportunities for students to investigate early childhood careers as well as introduces students to the basics of child care administration.



733

EARLY CHILDHOOD EDUCATION II LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 12

Instructional Hours
On-Site Laboratory Hours
Community Based Internship

This course centers on components of a high quality early childhood education program and combines classroom theory and best practice with practical experience in the on-site laboratory classroom as well as participation in community based early childhood programs such as child care centers, preschools, and/or elementary schools. This year's experience in the classroom setting offers students the opportunity to enhance their individual skills as teachers, build relationships with children and families, and acquire job skills. Students will have the opportunity to plan a curriculum that is based on the development of the whole child and that align with the Massachusetts Curriculum Frameworks. Students will assist the classroom teacher in supporting children by actively engaging in developmentally appropriate learning activities. Students will be asked to reflect on their learning over the past four years and submit a final portfolio.



UNIFIED ARTS - MUSIC

COURSE PROGRESSION

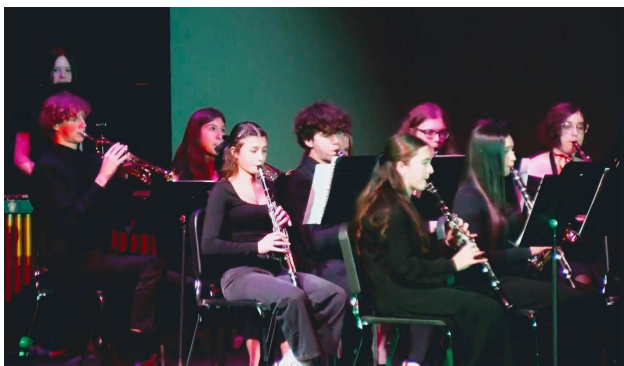
ART FOUR-YEAR SEQUENCE			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
*Concert Band	*Concert Band	*Concert Band	*Concert Band
*Mixed Chorus	*Mixed Chorus	*Mixed Chorus	*Mixed Chorus
*Jazz Band	*Jazz Band	*Jazz Band	*Jazz Band
Contemporary A Cappella	Contemporary A Cappella	Contemporary A Cappella	Contemporary A Cappella
Music Composition and Theory (half year)			
Beginning Guitar (half year)			
Popular American Music (half year)			
*Classes may be taken more than once for credit as well as Honors or A-level credit			

831 OR 873

CONCERT BAND

**LEVEL 3 or 4 | 5 CREDITS | FULL YEAR
GRADES 9-12**

This ensemble covers a wide range of performance opportunities and extra-curricular activities. A detailed schedule of events will be made available to you at the start of the school year to allow for your personal planning. Band members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program. Repertoire will include selections from Concert Band, Wind Ensemble, and Symphonic Band Literature of the Grade Levels 3-5.



835 OR 875

MIXED CHORUS

**LEVEL 3 or 4 | 5 CREDITS | FULL YEAR
GRADES 9-12**

The purpose of this choral ensemble is to introduce you to varied choral literature and basic choral technique. A detailed schedule of events will be made available to you at the start of the school year to allow for your personal planning. Chorus members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program. A handbook will be made available to you detailing the specifics of your participation.

Repertoire will include selections from Choral, Vocal Jazz, Sacred, and Secular Vocal Literature of the Grade Levels 3-5.

Upon completion of a year in chorus, you will have improved your vocal skills, improved your ability to read and interpret music, and developed an awareness of the necessity of total cooperation in effectively performing a piece of music. You will demonstrate these skills through public performance.

832 OR 874

JAZZ BAND

**LEVEL 3 or 4 | 5 CREDITS | FULL YEAR
GRADES 9-12**

**By Audition Only*

The prime purpose of the Jazz Band will be to play various types of Jazz, Rock, and other forms of improvisational music. The Jazz Band will participate in local Jazz Festivals and competitions. Members will also be responsible to learn the Concert Band music and will participate in all Concert Band activities. Auditions will be held to determine participants and will be limited to standard jazz/big band instrumentation.

A detailed schedule of events will be made available to you at the start of the school year to allow for your personal planning. Band members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program.



MUSIC

878

CONTEMPORARY A CAPPELLA LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 10-12

*By Audition Only

The Contemporary A Cappella group is a full year performing ensemble. The ensemble will perform music ranging from early Doo-wop to contemporary pop and rock styles. The class will study the development of this new popular American song form, appropriate vocal production and vocal health, as well as microphone technique and performance style. There will also be much opportunity for student leadership. Members will also be responsible to learn the Chorus music and will participate in all Chorus activities.

The ensemble will often perform outside of the school day. A schedule of events will be made available at the start of the school year to allow for your personal planning. A Cappella ensemble members must participate in all rehearsals and performances, and be willing to commit themselves to the success of the program.

869

POPULAR AMERICAN MUSIC LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

In this half year music history course, you will study the development of popular American music, from the Blues and Jazz to today's styles. You will also study the trends and changes in the music industry over the past 100 years.

834

MUSIC COMPOSITION AND THEORY LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

The ability to play a musical instrument or read music is not required or necessary. The goal of this course is to teach you basic music composition skills and the writing of melodies with and without text. Music Composition and Theory will provide music instruction in all fundamental aspects of music reading and notation – rhythm, clefs, scales, intervals, modes, elementary harmony, etc. It will also provide you the foundation for strong aural skills through sight singing using solfege syllables and through music dictation exercises. In addition, you will study the form and structure of poems in order to set text in several projects relating to song writing. Music Composition and Theory will also prepare you to analyze the basic melodic and harmonic structure of a piece and to apply this knowledge to phrase, articulate, and interpret your own musical ideas. The technology MIDI lab will be utilized for music notation as well as ear training.

Music Composition and Theory is strongly recommended for you if you are considering majoring in music or for anyone interested in music as a career.

841

BEGINNING GUITAR LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This course will serve as a basic introduction to performing on the guitar. You will learn to play songs with chords from lead sheets and melodies from simple notation. At the completion of the course you will be able to play basic chord progressions, will understand how to read a variety of guitar notation styles, and be able to read a chord-fingering chart. This is an acoustic guitar class.







WELLNESS DEPARTMENT

The physical education curriculum is a co-educational program that offers you a variety of choices within each unit of instruction. You may choose from classes that are of traditional sport and activities or that are of lifetime activities. The department offers you a variety of individual sports, team sports, racquet sports, lifetime activities, and wellness programs.

The physical education department emphasizes fitness and wellness of your body. With access to a large weight room and a secondary fitness center, physical educators will teach you the importance of physical fitness and the role it plays in your lifelong health and wellness. The physical education department encourages you to improve your muscular strength and endurance, your cardiovascular endurance, and your flexibility with all activities. The physical education teachers want you to understand that the classes provided will give opportunities for enjoyment, challenges, self-expression, decision making and positive social interactions for all students.

OR GRADUATION
REQUIREMENTS

4 YEARS

WELLNESS

Our Physical Education Department goal is to increase the overall physical literacy of the students to gain a better understanding of their abilities to move competently and confidently in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Students will gain a basic understanding of how physical activities can lead to an increase of blood flow to the brain which can benefit the students' participation and alertness within a classroom setting.

The following activities are offered in physical education:

Basic Fitness/Fitnessgram Unit
Weight/Strength Training Unit
Racquet Sports Unit
Net/Wall Unit
Invasion Games Unit

Team Sports Unit
Recreational Activities Unit
Project Adventure/ Team Building Unit
Unified Sports Unit
Yoga/Meditation/Pilates Appreciation

ORRHS recognizes that regular physical activity is important for all students. As such and consistent with Massachusetts General Laws, the school requires four years of physical education for all students in grades 9-12. Students in grades 9 and 10 can meet their physical education requirement through their required Introduction to Physical Education course. Students in grades 11 and 12 can meet the physical education requirement through one of the three pathways that ORRHS has developed:

1. Through participation in a school physical education elective for a minimum of one semester for each year.
2. Through participation on one of the school's athletic teams (SUBJECT TO ELIGIBILITY POLICIES).
3. Through participation in an outside of school organized physical activity or activities totaling more than 30 hours in a school year, including but limited to, weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities that receive prior administrative approval.

COURSE PROGRESSION

WELLNESS

Students will select a pathway as part of the course selection process. Students who select Pathway 2 or 3 must complete and return the Pathways selection form along with a detailed description of the activity on the first day of school in order to gain final approval. Any student who fails to return the completed form will be enrolled in Pathway 1. Please note that graduation credits are awarded only for those who elect to enroll in Pathway 1. No credits will be awarded for any options that take place outside the school day, nor can any out-of-school option count towards the structured learning time mandate.

WELLNESS		
GRADE 9 (REQUIRED)	GRADE 10 (REQUIRED)	Electives, Grades 9-12
Introduction to Physical Education (half year) OR Unified Physical Education Health 9 (half year)	Introduction to Physical Education (half year) OR Unified Physical Education Health 10 (half year)	*Fitness for Life (half year) *Movement Arts (half year) *Racquet Sports (half year) *Recreational Activities (half year) *Team Sports and Officiating (half year) *Unified Physical Education (half year) *Weight Training – Plt4m Program (half year)
*Classes can be taken more than once for credit		

WELLNESS

9991

INTRODUCTION TO PHYSICAL EDUCATION

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-10

You are required to take this introductory course in the first two years of high school. This class will cover all sports and activities listed previously. You will learn the basic skills, rules and competencies of all the activities participated in. You will practice skills that are pertinent to the activity you are participating in while building up to modified game play. You will also be able to explore a variety of activities that help promote a lifetime of being physically active. This course is designed to introduce you to a variety of different sports and activities that the department offers as electives that students can choose to participate in.

9986

UNIFIED PHYSICAL EDUCATION

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This course will cover the sports of basketball, soccer, volleyball and other team oriented activities.. Additional topics of student leadership, wellness and physical fitness will also be addressed throughout the term. This is an opportunity for students of various abilities to come together by participating in educational and physical activities. It will follow the format of our Unified Sports program fostering the empowerment of all students in an inclusive setting. "The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness."

9994

WEIGHT TRAINING – PLT4M PROGRAM

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This class emphasizes the PLT4M conditioning program which is geared toward students who are athletes or are interested in advanced weight training. You will train your body on a program tailored to fit the needs of all sports and fitness. The class follows the PLT4M curriculum and keeps track of personal records reached throughout the program. Conditioning includes weight lifting, stretching, plyometrics and agility drills.



9989

RACQUET SPORTS

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 10-12

This course is a co-educational experience that offers you instruction in racquet activities that can be played throughout your lifetime while helping you to increase your lifetime wellness. Activities will include but not limited to tennis, badminton, pickleball, table tennis, speedminton, tennis baseball and other racquet activities.

9992

TEAM SPORTS & OFFICIATING

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This advanced level course is a co-educational experience that offers you instruction in a variety of different activities. You will also learn how to set up and run tournaments. You are expected to know the basic rules and regulations from previous courses. This course includes sports such as basketball, field hockey, street hockey, football, handball, lacrosse, softball, soccer, speedball, ultimate Frisbee and volleyball.

996

MOVEMENT ARTS

LEVEL 3 | 2.5 CREDITS | HALF YEAR GRADES 9-12

This beginner level course will cover the health benefits of various forms of movement. You will learn proper techniques by participating in activities such as flexibility, mobility, meditation, dance, beginner and advanced yoga. It is an empowering program that will teach specific body awareness and mindfulness techniques that students will be able to use while building self-confidence as a whole individual.

CORE CLASSES

Half year classes

GRADE 9

- Introduction to Physical Education
- Unified Physical Education
- Health 9

GRADE 10

- Introduction to Physical Education
- Unified Physical Education
- Health 10

9987

FITNESS FOR LIFE

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12**

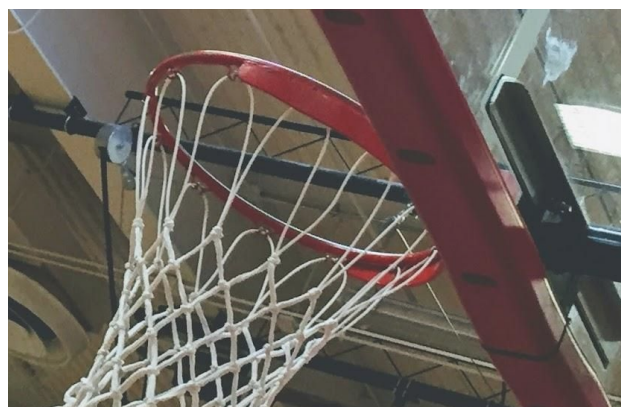
This course will cover beginner level weight training skills to increase the confidence of the individuals new to fitness. You will learn proper techniques and modifications while using the PLT4M Introduction to Fitness and Strength Training programs. You will gain a basic understanding of how to create your own fitness program and how to adapt it for your own personal needs.

9988

RECREATIONAL ACTIVITIES

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADES 10-12**

This is a beginner course for anyone interested in participating in individual and partner activities. Games that will be introduced are ones that are participated in by individuals of all ages and can be commonly found at camps or backyard events. Activities will include but not limited to bocce, horseshoes, korn-hole (bean bag toss), kan-jam, ladder ball, Frisbee golf, badminton, kickball and more. This is a fun and exciting class that is open to every one of all abilities.



507

HEALTH 9

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADE 9**

Health Science is designed to enable the student to develop an understanding regarding their overall health and wellness. In the Health-9 course students will develop a practical approach to understanding themselves and their health. Students will examine the relationship between risk and protective factors and the influences they have on their actual behavior. Topics covered include: Communication & Conflict Resolution, Mental & Emotional Health, Bullying, Tobacco & Alcohol, and Body Systems.

509

HEALTH 10

**LEVEL 3 | 2.5 CREDITS | HALF YEAR
GRADE 10**

Health Science is designed to enable the student to develop an understanding regarding their overall Health and wellness. In the Health-10 course students will develop a practical approach to understanding themselves and their health. Students will examine the relationship between risk and protective factors and the influences they have on their actual behavior. Health-10 course topics include: Nutrition & Eating Disorders, Drug Use & Abuse, Teen Dating Violence, Communicable / Infectious Disease, Reproductive Anatomy, and Stages of the Life Cycle.



WORLD LANGUAGE DEPARTMENT

The World Language Department has developed a sequence of courses for Latin, Portuguese, and Spanish. The programs at ORRHS build on the Junior High coursework that laid the foundation for advanced study.

Portuguese and Spanish will prepare you for communicative competency to help you meet the demands of a global society. In Latin class, you will learn about the many contributions the Romans made in the development of our modern Western society and its influence on the English language and the modern Romance languages.

REQUIREMENTS FOR 4 YEAR COLLEGES

Including Mass. State Schools

2 YEARS

WORLD LANGUAGE

In your language study, you will develop communicative skills for reading effectively in Latin, Portuguese, and Spanish. You will also learn to analyze grammatical patterns and vocabulary that will enable you to use English more effectively as you develop skills in your world language. In Portuguese and Spanish you will expand your skills for understanding and responding to the spoken language, as well as communicating ideas effectively by writing. You will further enhance your listening and speaking abilities through activities in the Language Lab.

If you enjoy learning languages, we encourage you to begin the study of an additional language when starting a new grade at the High School. However, we strongly advise you to also continue the study of the language that you began at the Junior High to provide you with access to the highest level of courses in the department. The minimum requirement for admission to Massachusetts' universities and most state colleges is a continuous sequence of at least 2 years of high school study of the same language. You will greatly enhance your chances of admission to rigorous post-secondary institutions with a complete sequence of 4 years of the same language at the High School level.

The World Language Department offers courses in 3 levels: College Preparatory, Honors, and Advanced Placement.

- College Preparatory courses work at a pace that require some independent learning from you as a student in the development of your language skills.
- Honors courses will develop more thorough language skills and a greater emphasis is placed on your commitment to study and review outside of the classroom.
- Advanced Placement (AP) is offered in Latin and Spanish Language. The material covered is equivalent to a third year college course. These courses require a substantial amount of independent work. Both courses prepare you for the Advanced Placement Exams offered in May.

COURSE PROGRESSION

WORLD LANGUAGE

TWO-YEAR LATIN COURSE PROGRESSION			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
Latin Language and Culture 1	Latin Language and Culture 2	Latin 2	Latin 3

LATIN				
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Latin 1	Latin 2 Honors Latin 2	Latin 3 Honors Latin 3	Honors Latin 4	Honors Latin 5 AP Latin

PORTUGUESE			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
Portuguese 1	Portuguese 2	Portuguese 3 Honors Portuguese 3	Honors Portuguese 4

SPANISH				
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Spanish 1	Spanish 2 Honors Spanish 2	Spanish 3 Honors Spanish 3	Spanish 4 Honors Spanish 4	Spanish 5 AP Spanish Language

If you successfully completed Latin 1 or Spanish 1 in Junior High, it is strongly recommended that you continue onto a level 2 course at the High School. At any grade level, if you begin a new language at the High School, you are required to start with level 1. These courses may be used as an elective in addition to the continued study of your first world language.

WORLD LANGUAGE

LATIN

YEAR 1:

- Latin 1

YEAR 2:

- Latin 2
- Honors Latin 2

YEAR 3:

- Latin 3
- Honors Latin 3

YEAR 4:

- Honors Latin 4

YEAR 5:

- Honors Latin 5 / AP Latin

If you successfully completed Latin 1 in Junior High, it is strongly recommended that you continue onto a level 2 course at the High School.

326

LATIN LANGUAGE AND CULTURE 1

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 9-11

Students in this course are introduced to the world of the ancient Mediterranean through their study of the basics of Latin grammar and Roman culture. Through this introductory course, students develop a deeper understanding of their own language, working extensively with English grammar and derivatives. In addition, students will learn about the daily life of the Romans, Greek and Roman mythology, as well as the geography of Rome and Italy.

###

LATIN LANGUAGE AND CULTURE 2

LEVEL 5 | 5 CREDITS | FULL YEAR GRADES 11-12

Latin Language and Culture 2 is a continuation of Latin Language and Culture Part 1. Students in this course will expand their knowledge of the world of the ancient Mediterranean through their continued study of the basics of Latin grammar and Roman culture. Through this course, students will continue to develop a deeper understanding for their own language, working extensively with English grammar and derivatives. In addition, students will continue to learn about the daily life of the Romans, Greek and Roman mythology, as well as the geography of Rome and Italy. Upon completion of this course students are prepared to continue their studies in Latin 2.

Prerequisite: Successful completion of Latin Language and Culture 1

313

LATIN 1

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 9-12

In Latin 1, students are introduced to the world of the ancient Mediterranean. They learn to read simple Latin passages, to analyze Latin grammar concepts, and to work extensively with English derivatives. Through this introductory course, students develop a deeper understanding of their own language. Students also learn about the daily life of Romans, Greek and Roman mythology, the great buildings and structures of the Roman Empire, and the history of the Roman Kingdom.

314

LATIN 2

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 9-12

In Latin 2, students will continue to develop and strengthen their Latin reading and comprehension skills by expanding upon their knowledge of Latin vocabulary and grammar. The A-level provides a more guided review process at the beginning of the year to reinforce prior knowledge. After this, students approach new grammar concepts such as pronouns and verb tenses, and they will continue to recognize language patterns in Latin and their relationship to English. Students' cultural journey continues as they learn about ancient Greek heroes, Roman imperialism, and Roman cultural practices such as entertainment, travel, and banqueting.

Prerequisite: Successful completion of Latin 1

316

HONORS LATIN 2

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 9-12**

In Honors Latin 2, students will continue to develop and strengthen their Latin reading and comprehension skills by expanding upon their knowledge of Latin vocabulary and grammar. They approach new grammar concepts such as pronouns and verb tenses, and they will continue to recognize language patterns in Latin and their relationship to English. Students' cultural journey continues as they learn about ancient Greek heroes, Roman imperialism, and Roman cultural practices such as entertainment, travel, and banqueting.

Prerequisite: Grade of 85 or better in Latin 1 and teacher recommendation

381

LATIN 3

**LEVEL 3 | 5 CREDITS | FULL YEAR
GRADES 10-12**

In Latin 3, students continue to develop Latin reading and comprehension skills. The A-level course provides a more guided review process at the beginning of the year to reinforce prior knowledge before students approach new concepts. They also gain an understanding of more complex grammatical constructions such as indirect statements, irregular verbs and adjectives, and various uses of the subjunctive. They read lengthier, more complicated passages which are adapted from authentic Latin in order to prepare them for the transition to unadapted Latin in Latin 4H. Students learn about the transition from late Roman republic to early empire, myths from Ovid's Metamorphoses, and additional aspects of Roman daily life.

Prerequisite: Successful completion of Latin 2

380

HONORS LATIN 3

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 10-12**

In Honors Latin 3, students continue to develop Latin reading and comprehension skills. They also gain an understanding of more complex grammatical constructions such as indirect statements, irregular verbs and adjectives, and various uses of the subjunctive. They read lengthier, more complicated passages which are adapted from authentic Latin in order to prepare them for the transition to unadapted Latin in Latin 4H. Students learn about the transition from late Roman republic to early empire, myths from Ovid's Metamorphoses, and additional aspects of Roman daily life.

Prerequisite: Final grade of 85 or better in Latin 2 Honors and teacher recommendation

390

HONORS LATIN 4

**LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12**

In Honors Latin 4, students continue to develop their Latin reading and comprehension skills as they begin to make the transition from adapted Latin texts to original Latin works. First semester, students complete their study of Latin grammar. Second semester, students read and interpret Roman inscriptions from Pompeii as well as the writings of Pliny, Livy, and Julius Caesar. Furthermore, students examine how genre, time period, and historical context affect a work and our understanding of the Romans. If students complete Latin 4 Honors in good academic standing, they are prepared to continue to AP Latin.

Prerequisite: Final grade of 85 or better in Latin 3 Honors and teacher recommendation

WORLD LANGUAGE

LATIN

TWO-YEAR COURSE PROGRESSION

YEAR 1:

- Latin Language and Culture 1

YEAR 2:

- Latin Language and Culture 2

YEAR 3:

- Latin 2

YEAR 4:

- Latin 3

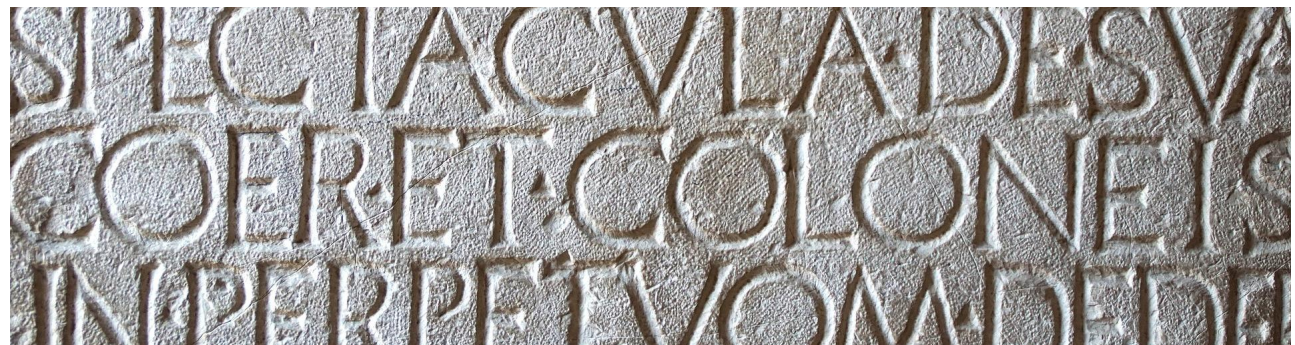
WORLD LANGUAGE

393

HONORS LATIN 5 / ADVANCED PLACEMENT LATIN

**LEVEL 4 & 5 | 5 CREDITS | FULL YEAR
GRADE 12**

In Latin 5 Honors and AP Latin, students complete an in depth study of two famous works of Latin literature: Caesar's Gallic Wars and Vergil's Aeneid. This course of study requires students to translate approximately 1000 lines of Latin from the two works while considering literary style and themes in the context of ancient literature; a few of the themes discussed include – Human Being and the Gods, War and Empire, Leadership, History and Memory. In addition, students complete English readings from both works to help place the Latin readings in a larger, more significant context. The AP Latin test requires students to demonstrate proficiency in translating and comprehending Latin poetry and prose as well as contextualizing and analyzing the two works studied throughout the year.





WORLD LANGUAGE

PORTUGUESE

YEAR 1:

- Portuguese 1

YEAR 2:

- Portuguese 2

YEAR 3:

- Portuguese 3
- Honors Portuguese 3

YEAR 4:

- Honors Portuguese 4

318

PORTUGUESE 1

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 9-10

In Portuguese 1 students will be introduced to the working vocabulary, rules of pronunciation, and basic grammar of the Portuguese Language. Students will begin to develop their listening, reading, writing, and speaking skills in the Portuguese language in this course. Students will also study a variety of social, cultural, and historical aspects of the Portuguese-speaking world. In addition to developing basic skills of the Portuguese language, students will also learn about the diversity of the Lusophone world and use authentic sources to make connections to their own cultures.

328

PORTUGUESE 2

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 10-12

In this course, students will expand the knowledge that they gained in Portuguese 1. They will continue to develop and improve reading, listening, writing, and speaking skills of the Portuguese language. Students will also learn to create and use more complex sentences in order to share and obtain information at a greater depth. They will discover new ways to express themselves and share their beliefs, ideas, and communicate past experiences. Most importantly, they will continue to use authentic resources to study other Lusophone cultures, their impact on the global society, and make connections to their own culture.

Prerequisite: Successful completion of
Portuguese 1

346

PORTUGUESE 3

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 11-12

In Portuguese 3 students will build on the knowledge that they gained in Portuguese 1 and 2. Students will continue to develop and expand their reading, listening, writing, and speaking skills. They will also learn additional vocabulary associated with topics such as food, daily routines, expressing emotions, holidays, and traveling. They will be able to create and comprehend more complex sentences in Portuguese. Additionally, they will learn new ways to communicate and share their ideas about past experiences. Students will also analyze and interpret some basic authentic texts in Portuguese. Lastly, students will continue to study and comprehend aspects of the Lusophone world and compare them to their own cultures.

Prerequisite: Successful completion of
Portuguese 2



347

HONORS PORTUGUESE 3
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 11-12

In Portuguese 3 Honors, students will continue to develop and improve their listening, speaking, reading, and writing skills. Students will focus on communicating about their immediate world and daily life activities. Students will recognize and acquire more complex features of the language and will interpret these concepts by incorporating them into their daily speech in the classroom. Students will be able to express their needs, create detailed oral descriptions within a context, and identify the main idea with supporting details in written material. Additionally, they will be able to analyze and interpret information from authentic materials to inform an audience. Students will also be able to identify differences in cultural practices among same-language cultures. Students will establish and extend connections with Hispanic culture through the use of technology, media, and authentic sources. Students should be prepared to place a greater emphasis on the use of the Portuguese in the classroom as well as on the use of authentic materials to learn about the Lusophone world on a regular basis.

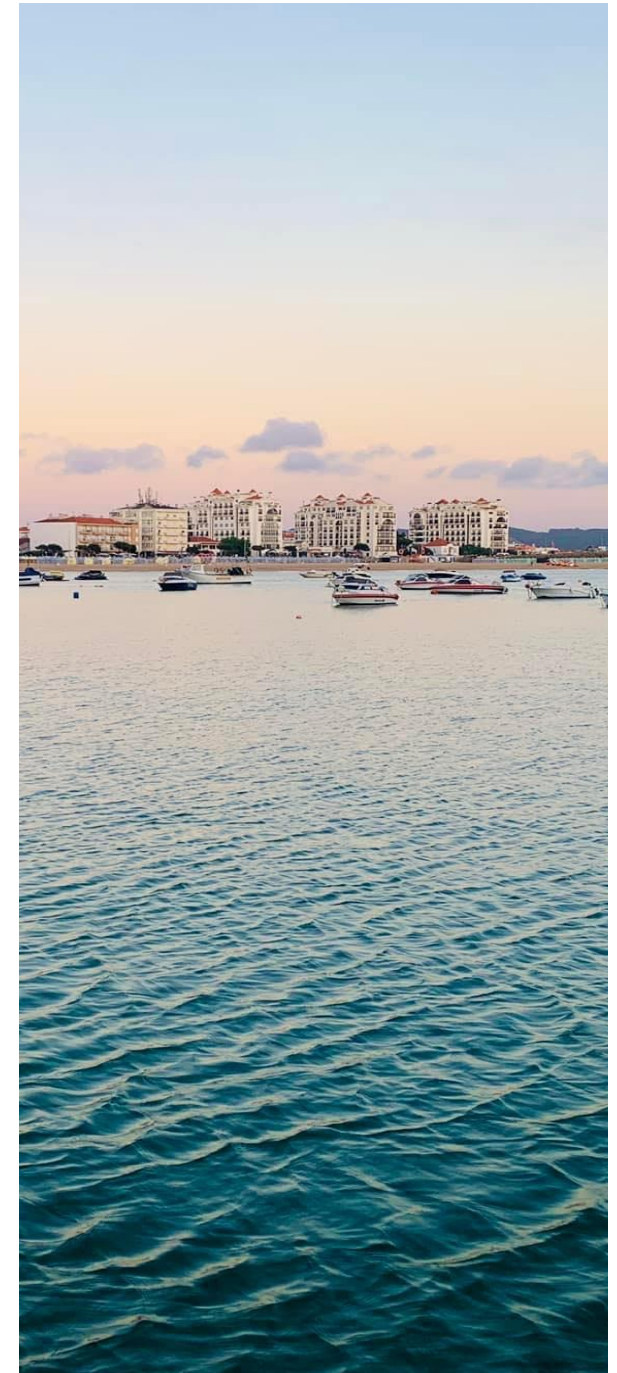
Prerequisite: Successful completion of Portuguese 2

348

HONORS PORTUGUESE 4
LEVEL 4 | 5 CREDITS | FULL YEAR
GRADES 12

In this course students continue to work towards near native speaker proficiency in Portuguese by enhancing their reading, writing, listening, and speaking skills. Students continue to review and refine previously studied grammatical concepts and vocabulary topics in order to improve circumlocution. They will read and analyze a variety of authentic Portuguese literature in the form of articles, short stories, plays, and novel excerpts. In order to fully understand the context of the literature students study, they will also learn about the history and geography connected to each work. A greater emphasis is placed on oral communication in this class and students will be required to prepare formal and informal talks and present cultural projects.

Prerequisite: Successful Completion of Portuguese 3.



WORLD LANGUAGE

SPANISH

YEAR 1:

- Spanish 1

YEAR 2:

- Spanish 2
- Honors Spanish 2

YEAR 3:

- Spanish 3
- Honors Spanish 3

YEAR 4:

- Spanish 4
- Honors Spanish 4

YEAR 5:

- Spanish 5
- AP Spanish Language

If you successfully completed Spanish 1 in Junior High, it is strongly recommended that you continue onto a level 2 course at the High School.

311

SPANISH 1

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 9-12

In Spanish 1, students begin to develop their listening, reading, writing, and speaking abilities in the Spanish language. Students will learn simple grammar and basic vocabulary about a variety of topics in order to develop their communication skills. Additionally students study social, cultural, and historical aspects about a variety of countries in the Spanish-speaking world. As a result of this course, students will be able to make and respond to simple requests and read and respond to level appropriate material in Spanish. Students will also understand elements of the Hispanic culture and use authentic sources to identify the perspectives of that culture.

312

SPANISH 2

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 9-12

In this course, students will review and build on the knowledge that they gained in Spanish 1. They will continue to develop and expand their reading, listening, writing, and speaking skills and learn additional vocabulary associated with food, daily routines, expressing emotions, describing clothing, holidays, and traveling. They will also be able to create more complex sentences by using reflexive verbs and commands. Additionally, they will learn new ways to communicate and begin to share their ideas about past experiences in Spanish. Lastly, they will continue to study and comprehend other cultures as they research Spanish-speaking countries.

Prerequisite: Successful completion of Spanish 1

310

HONORS SPANISH 2

LEVEL 4 | 5 CREDITS | FULL YEAR GRADES 9-12

This course is designed for highly motivated and capable students who succeeded strongly in Spanish 1. It is expected that students will achieve significant development of their listening, reading, writing, and speaking skills. Students will learn and apply grammar principles and appropriate vocabulary to develop level proficient self expression. Students will be able to communicate simple events in the past, present, and near future. Additionally, the Hispanic world is studied in great detail. This course is conducted mostly in Spanish and a willingness to speak Spanish is important. Summer assignments may be elements of this course.

Prerequisite: Final grade of 85 or better in Spanish 1 and teacher recommendation.



331

SPANISH 3

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 10-12

In Spanish 3, students build upon their communication skills developed in previous Spanish courses. Students will be able to recreate real life scenarios that focus on communicating about their immediate world and daily life activities in and out of school situations. Students will demonstrate a greater level of accuracy when using basic language structures and when exposed to more complex features of the language. Students will be able to make and respond to more complex requests. They will also frequently describe people, places, and situations orally and in writing using simple and more complex phrases, and will be able to present prepared material to an audience. Students will also engage in identifying expressive forms of the Hispanic culture as well as use authentic sources to identify various perspectives of the culture. Lastly, students will establish connections with the Hispanic culture through the use of media and authentic sources.

Prerequisite: Successful completion of Spanish 2

330

HONORS SPANISH 3

LEVEL 4 | 5 CREDITS | FULL YEAR GRADES 10-12

In Spanish 3 Honors, students continue to improve and enhance language skills in all modes of communication. Students also continue to focus on communicating about their immediate world and daily life activities. They will recognize and acquire more complex features of the language and will interpret these concepts by combining them into their daily speech in the classroom. Students will elaborate on needs, create detailed oral descriptions within a context, and identify the main idea with supporting details in written material. Similarly, they will be able to interpret information from authentic material to inform an audience. Also, students will identify differences in cultural practices among same-language cultures. Students will establish and extend connections with the Hispanic culture through the use of technology and authentic sources. This course is conducted almost entirely in Spanish and a willingness to speak Spanish is required.

Prerequisite: Grade of 85 or better in Spanish 2 Honors and teacher recommendation



WORLD LANGUAGE

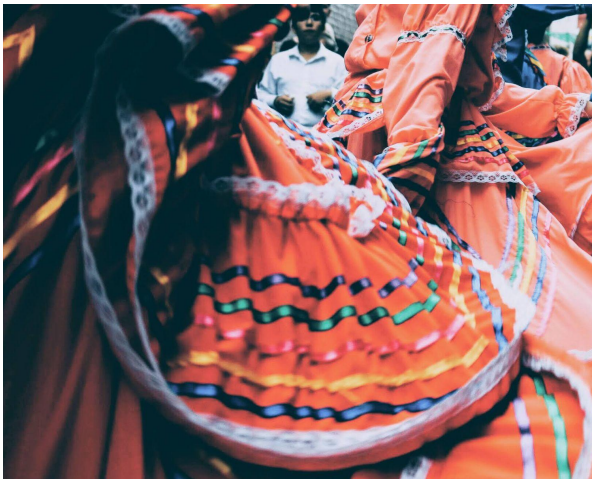
351

SPANISH 4

LEVEL 3 | 5 CREDITS | FULL YEAR GRADES 11-12

In this course, students will continue to develop and improve their listening, speaking, reading, and writing skills in Spanish. They will accomplish this by applying the grammatical concepts and vocabulary they have studied to improve their self-expression. They will also be able to communicate present, past, and future events in Spanish. Lastly, students will be exposed to a variety of authentic Spanish language materials and be able to identify, analyze, and react to elements in Hispanic cultures. Additionally, students will frequently make comparisons between their own culture and Hispanic cultures. There will be an emphasis on speaking in class and students will do formal and informal presentations in order to strengthen and improve their communication skills.

Prerequisite: Successful completion of Spanish 3



350

HONORS SPANISH 4

LEVEL 4 | 5 CREDITS | FULL YEAR GRADES 11-12

In this course students will begin to achieve near native speaker proficiency in Spanish by refining their reading, writing, listening, and speaking skills. There is also a thorough review and refinement of previously studied grammatical concepts and vocabulary topics in order to improve communication. They will be exposed to authentic Hispanic literature in the form of articles, short stories, plays, and novels. They will read, analyze, and critically evaluate these assigned works. In order to fully understand the context of the literature students study, they will also learn about the history and geography connected to each work. Students will be required to prepare formal and informal oral presentations, write sophisticated essays on selected topics, and present cultural projects. Students will also have the option to prepare for the National Spanish Exam. This course is conducted in Spanish and a willingness to speak Spanish is required.

Prerequisite: Final grade of 85 or better in Spanish 3 Honors and teacher recommendation



371

SPANISH 5

LEVEL 3 | 5 CREDITS | FULL YEAR GRADE 12

In this course, students will strengthen their communicative skills and work towards achieving near native speaker proficiency in Spanish. They will be able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. Students will continue to practice how to initiate, sustain, and conclude conversations on a wide variety of topics, explain a complex process incorporating detailed instructions, and elaborate on present, past, and future events. Students will learn to interpret and analyze contributions of diverse groups within the Hispanic culture as well as use authentic sources to comprehend the perspectives of the culture. Students will maintain connections with the Hispanic culture through the use of technology and authentic sources.

Prerequisite: Successful completion of Spanish 4



373

**ADVANCED PLACEMENT SPANISH
LANGUAGE AND CULTURE****LEVEL 5 | 5 CREDITS | FULL YEAR
GRADE 12**

In the AP Spanish Language and Culture course students refine their language proficiency across the three modes of communication: Interpretive, Interpersonal, and presentational. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students engage in an exploration of culture in both contemporary and historical contexts. This course develops students' appreciation of cultural products, practices, and perspectives. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. To best facilitate the study of the language and culture, the course is taught exclusively in Spanish.

Prerequisite: Final grade of 85 or better in Spanish 4 Honors and teacher recommendation



ADDITIONAL OPPORTUNITIES FOR STUDY

900 **SCHOOL TO CAREER** **LEVEL 3 | 2.5 CREDITS | HALF YEAR** **GRADES 11-12**

This program provides you a unique educational experience that joins a structured in-school academic program with a work internship. If you elect this program, you will have an opportunity to participate in a work internship within the community. You will arrange with your guidance counselor to schedule the internship experience. You will be required to provide your own transportation to and from the internship. In addition, you will submit a weekly summary of your internship experience.

Prerequisite: Counselor and Principal approval required

999 **INDEPENDENT STUDY**

You may petition to do an independent study in or out of the building by submitting an independent study contract signed by the instructor and approved by your parents or guardian. If approved by the counselor and the Principal, this work may earn graduation credit. This work may include doing a regular course independently under the instructor, doing course work not offered at the high school, attending another educational institution, extension courses, or other worthwhile educational experiences. * Not included in class rank/GPA

EDGENUITY

Edgenuity offers a flexible learning experience designed to meet the needs of all students in grades 9-12. With a broad selection of core courses and electives, Edgenuity allows students to progress at their own pace, receiving personalized instruction and support throughout their educational journey. The program features interactive lessons, assessments, and real-time feedback to help students build essential skills and achieve academic success. By offering a rigorous, engaging, vast curriculum, Edgenuity fosters student growth while meeting every student exactly where they are at. Students at ORRHs access Edgenuity for credit recovery.



INDEX

ADVANCED PLACEMENT (AP)

AP Art & Design.....	71
AP Biology.....	50
AP Calculus AB.....	36
AP Chemistry.....	49
AP Computer Science.....	52
AP Computer Science A	52
AP Environmental Science.....	50
AP European History.....	64
AP Human Geography.....	64
AP Language & Composition.....	22
AP Latin.....	92
AP Literature & Composition.....	25
AP Physics	49
AP Psychology.....	63
AP Research.....	14
AP Seminar.....	14
AP Spanish Language & Culture.	99
AP Statistics.....	36
AP United States History.....	61
AP CAPSTONE.....	13
AP Research.....	14
AP Seminar.....	14
DIRECTED STUDY.....	7
ENGLISH.....	17
AP English Language & Comp.....	22
AP English Literature & Comp.....	25

ENGLISH CONT

Creative English 12.....	26
Creative Writing (Half Yr).....	29
English 9.....	20
English 10.....	21
English 11.....	22
English 12.....	25
English 12: Multi. Lit.....	27
English 12: Media Literacy.....	27
English 12: Monsters, Murder....	26
Genealogy (Half Yr).....	29
Honors English 9.....	20
Honors English 10.....	21
Honors English 11.....	22
Honors English 12.....	25
Journalism (Half Yr).....	28
Media & Popular Culture (Half Yr).	28
Sports Media (Half Yr).....	29
Theater (Half Yr).....	29
MATHEMATICS.....	31
AP Calculus AB.....	36
AP Statistics.....	36
Adv. Algebra w/ Precalculus.....	35
Algebra I.....	34
Algebra II.....	35
Algebra Lab.....	34

MATHEMATICS CONT.....

Calculus.....	36
Finite Math.....	35
Foundations of Algebra II.....	35
Geometry.....	34
Geometry Lab.....	34
Honors Algebra II.....	35
Honors Geometry.....	34
Honors Precalculus.....	36
Math. Instructional Assistant ...	37
Precalculus.....	36
Statistics	37
SCIENCE.....	39
AP Biology.....	50
AP Chemistry.....	49
AP Environmental Science.....	50
AP Physics 1.....	49
Biology.....	44
Chemistry.....	44
Earth Science.....	46
Environmental Interactions (Half Yr)..	46
Field Biology & Natural History ..	46
Forensics Half Yr).....	45
Genetics Half Yr).....	48
Honors Chemistry.....	44
Honors Forensic Science.....	47
Honors Human Anat. & Phys.....	48
Honors Human Anat. & Phys 2...	48

SCIENCE CONT.....

Honors Organic Chemistry.....	49
Honors Physics.....	45
Human Anatomy & Physiology...	48
Intro to Epidemiology (Half Yr).....	48
Marine Biology.....	47
Physics.....	45
TECHNOLOGY.....	52
AP Computer Science.....	52
AP Computer Science A.....	52
Architectural Design 1 (Half Yr).....	54
Architectural Design 2 (Half Yr).....	54
Architectural Design 3 (Half Yr).....	54
Architectural Design 4 (Half Yr).....	54
Computer Science for All (Half Yr).	52
Cybersecurity 1 (Half Yr).....	56
Cybersecurity 2 (Half Yr).....	56
Engineering Design 1 (Half Yr).....	55
Engineering Design 2 (Half Yr).....	55
Engineering Design 3 (Half Yr).....	55
Intro to 3D Design (Half Yr).....	53
Intro to CAD Design (Half Yr).....	53
Intro to Electro. & Rob. 1 (Half Yr)...	55
Game Design & Dev. 1 (Half Yr).....	53
Game Design & Dev. 2. (Half Yr).....	53
Robotics Engineering 2 (Half Yr)....	55

INDEX

TECHNOLOGY CONT	52	SOCIAL STUDIES CONT.....	59	MUSIC CONT.....	78	WORLD LANGUAGE CONT.....	89
Robotics Engineering 3 (Half Yr)....	55	United States History I.....	62	Concert Band.....	79	Honors Latin 3.....	93
Multimedia Design (Half Yr).....	53	United States History II.....	63	Contemporary A Cappella.....	80	Honors Latin 4.....	93
Web Design & Dev. 1 (Half Yr).....	53	World History & Geography.....	62	Honors Mixed Chorus.....	79	Honors Latin 5.....	94
SOCIAL STUDIES.....	59	UNIFIED ARTS.....	68	Honors Concert Stage Pep Band	79	Honors Portuguese 3.....	97
AP European History.....	64	ART.....	70	Honors Jazz Band.....	79	Honors Portuguese 4.....	97
AP Human Geography.....	64	AP Art & Design.....	73	Jazz Band.....	79	Honors Spanish 2.....	98
AP Psychology.....	65	Art I.....	72	Mixed Chorus.....	79	Honors Spanish 3.....	99
AP United States History.....	63	Art II	72	Music Comp & Theory (Half Yr)....	80	Honors Spanish 4.....	100
Civics and Financial Literacy.....	66	Art History.....	75	Popular American Music (Half Yr).	80	Latin 1.....	92
Economics (Half Yr).....	64	Ceramics (Half Yr).....	74	WELLNESS.....	83	Latin 2.....	92
Global Issues (Half Yr).....	66	Ceramics II (Half Yr).....	74	Fitness for Life (Half Yr).....	87	Latin 3.....	93
History Through Film (Half Yr).....	65	Drawing & Painting (Half Yr).....	75	Health 9 (Half Yr).....	87	Latin Language & Culture 1.....	92
Honors Economics.....	64	Honors Art III.....	72	Health 10 (Half Yr).....	87	Latin Language & Culture 2.....	92
Honors Local History (Half Yr).....	66	Photography (Half Yr).....	75	Intro to Phys. Ed (Half Yr).....	86	Portuguese 1.....	96
Honors United States History I...	62	Visual Design (Half Yr).....	75	Movement Arts (Half Yr).....	86	Portuguese 2.....	96
Honors United States History II..	63	FAMILY & CONSUMER		Racquet Sports (Half Yr).....	86	Portuguese 3.....	96
Honors World History &		SCIENCE.....	76	Recreational Activities (Half Yr)....	87	Spanish 1.....	98
Geography.....	62	Child Growth & Development....	77	Team Sports and		Spanish 2.....	98
Intro Psychology (Half Yr).....	65	Intro to Early Education.....	76	Officiating (Half Yr).....	86	Spanish 3.....	99
Intro Sociology (Half Yr).....	65	Early Childhood Education.....	77	Unified Physical Edu (Half Yr).....	86	Spanish 4.....	100
Law & the Legal System (Half Yr)...	65	Early Childhood Education II.....	77	Weight Training (Half Yr).....	86	Spanish 5.....	100
Local History (Half Yr).....	66	Unified Peer Partnership.....	76	WORLD LANGUAGE.....	89		
Modern American		MUSIC.....	78	AP Latin.....	94		
Politics (Half Yr).....	65	Beginning Guitar (Half Yr).....	80	AP Spanish.....	99		
Philosophy (Half Yr).....	66			Honors Latin 2.....	93		
The 1960s & Beyond (Half Yr).....	66						



OLD ROCHESTER REGIONAL HIGH SCHOOL

135 Marion Road, Mattapoisett, MA 02739

Phone: 508-758-3745 | Fax: 508-758-3167

<https://orrhs.oldrochester.org/>

School Choice Enrollment Analysis

Grade Level	Enrollment As Of February 26, 2025	Approximate Enrollment for 25-26
7th Grade	8	
8th Grade	18	8
9th Grade	24	18
10th Grade	29	24
11th Grade	19	29
12th Grade	17	19
12 plus	2	2
TOTAL	117	100

IMPORTANT INFORMATION:

To date the school committee has approved 125 school choice slots.

Grade Level	Current Applications
7th Grade	10
8th Grade	4
9th Grade	29
10th Grade	2
11th Grade	3
12th Grade	0
12 plus	0
TOTAL	48

As of 2.26.25

Old Rochester Regional School District

Athletic Field Grant Study

Design Meeting | 10 February 2025



ACTIVITAS
landscape architecture | civil engineering

Old Rochester Regional School District

Design Meeting | 10 February 2025



AGENDA

1. Review of Previous Options
2. Updated Design Options
3. Next Steps



ACTIVITAS

An aerial photograph of a school campus. The campus is situated in a wooded area. It features a large baseball field with a reddish-brown infield and a green outfield. Adjacent to the baseball field is a large green soccer field. There are several parking lots with cars parked. A road runs along the right side of the campus. The text "REVIEW OF PREVIOUS OPTIONS" is overlaid in the center of the image.

REVIEW OF PREVIOUS OPTIONS

Old Rochester Regional School District

Design Meeting | 10 February 2025



OPTION 1

OPINION OF PROBABLE COSTS

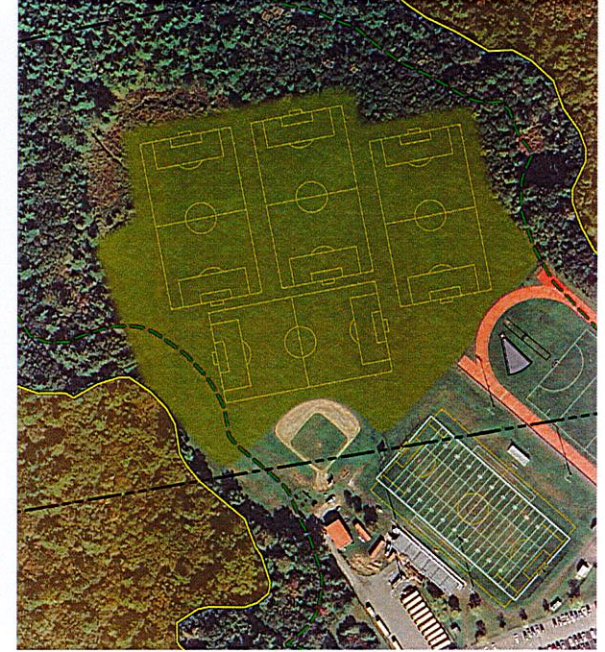
\$2,095,039.65



OPTION 2

OPINION OF PROBABLE COSTS

\$2,311,929.34



OPTION 3

OPINION OF PROBABLE COSTS

\$2,423,516.36

REVIEW OF PREVIOUS OPTIONS | UPDATED COSTS

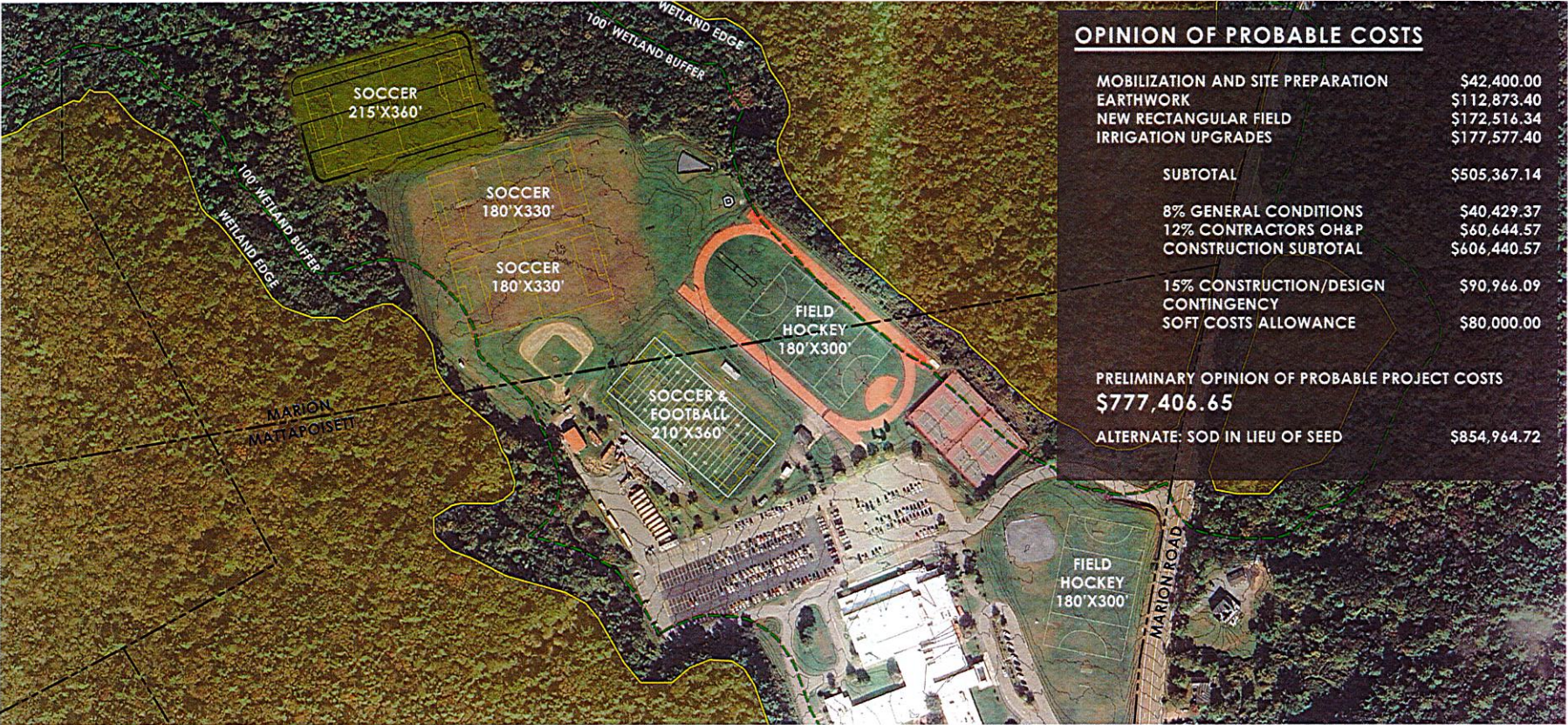
ACTIVITAS

An aerial photograph of a school campus, likely a high school, surrounded by dense green forest. The campus features a large central building with a white roof, several parking lots filled with cars, and two baseball fields. One baseball field is in the upper left, and another is in the lower right. A road runs along the right side of the campus. The text "UPDATED DESIGN OPTIONS" is overlaid in the center of the image.

UPDATED DESIGN OPTIONS

Old Rochester Regional School District

Design Meeting | 10 February 2025

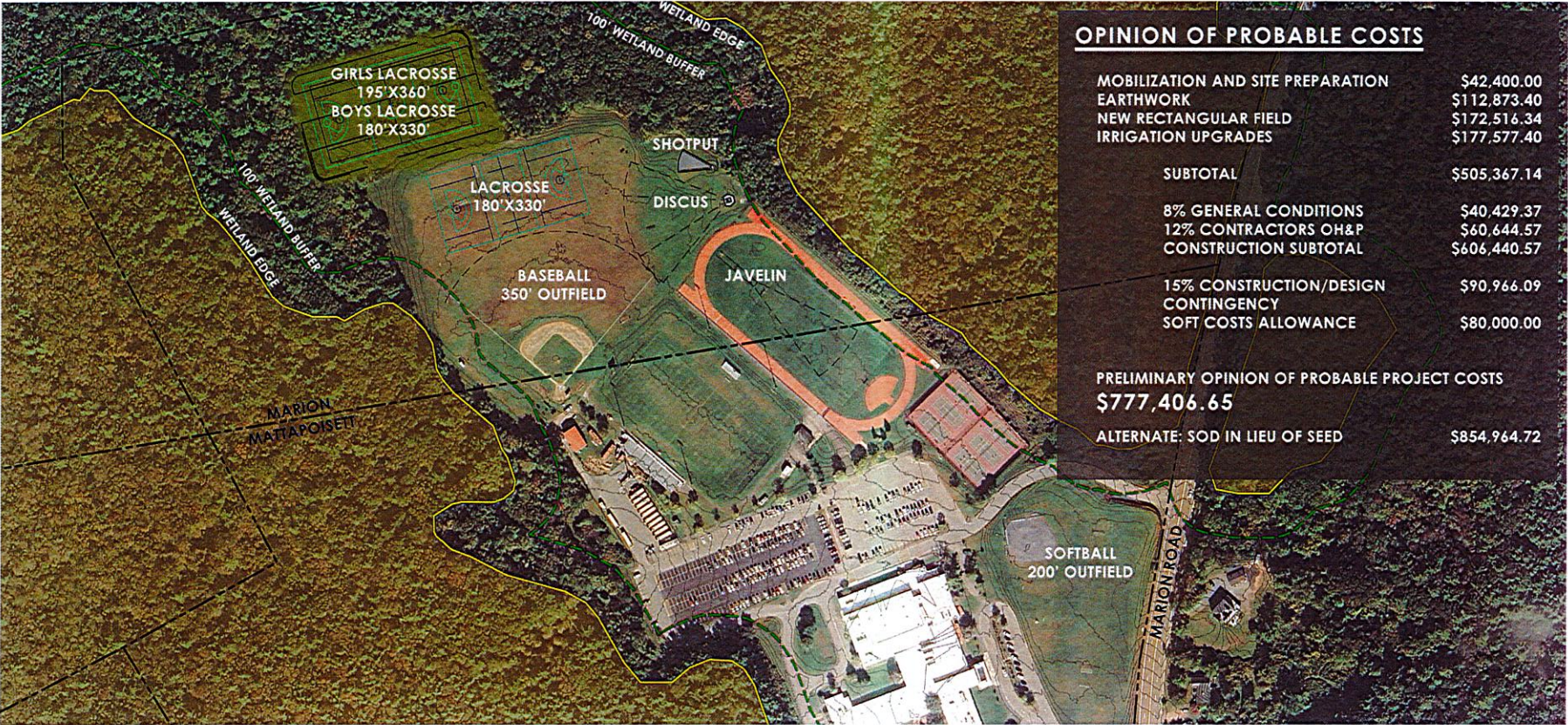


UPDATED DESIGN OPTIONS | OPTION 1 - FALL

ACTIVITAS

Old Rochester Regional School District

Design Meeting | 10 February 2025

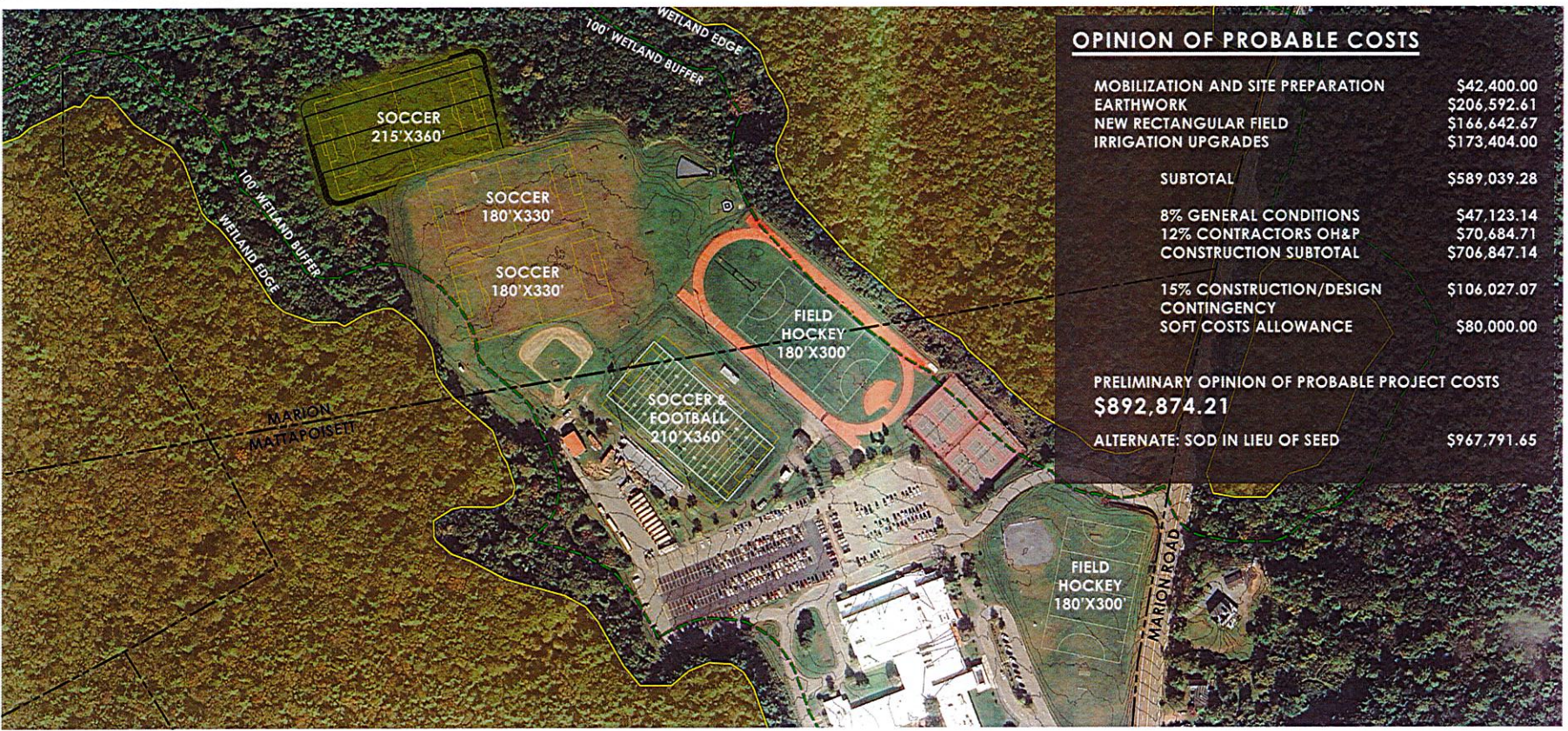


UPDATED DESIGN OPTIONS | OPTION 1 - SPRING

ACTIVITAS

Old Rochester Regional School District

Design Meeting | 10 February 2025



OPINION OF PROBABLE COSTS

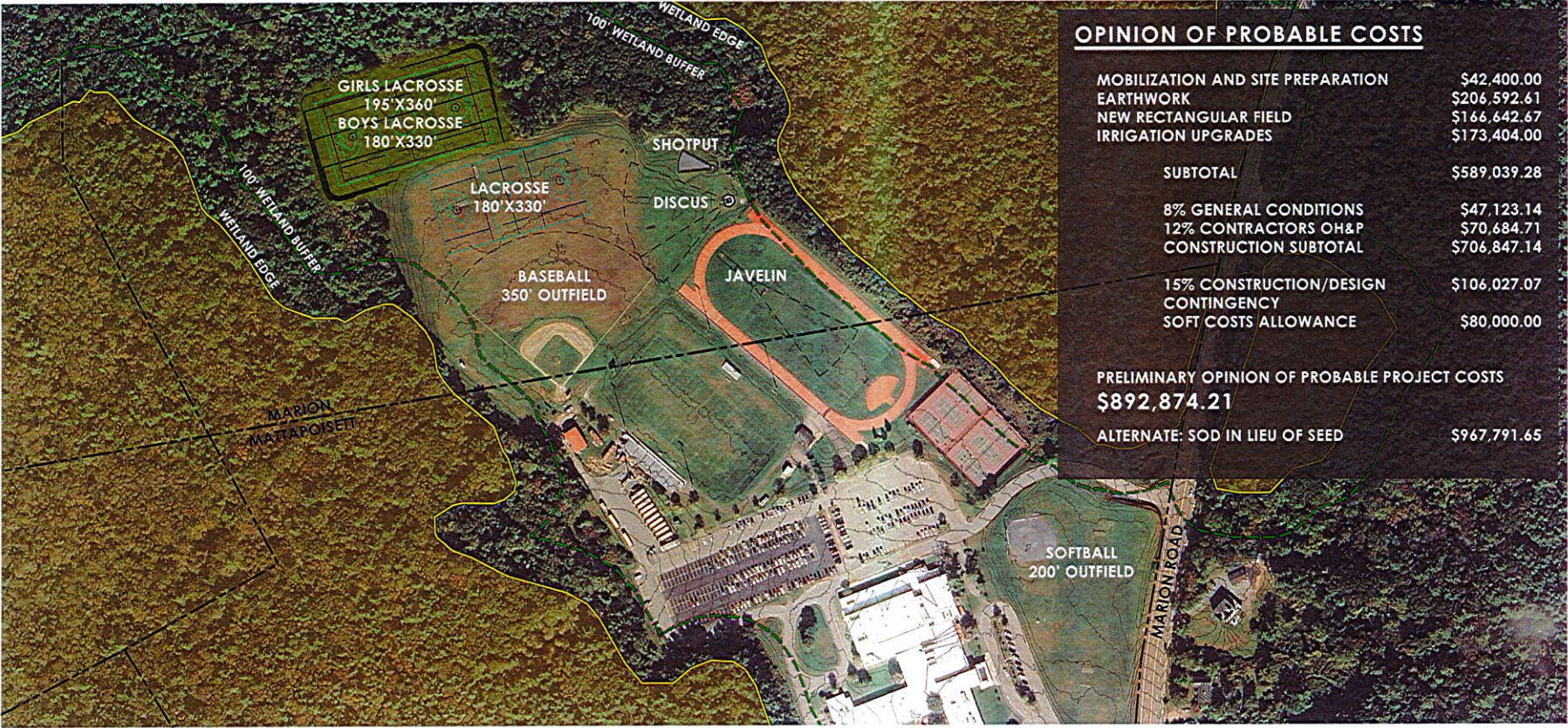
MOBILIZATION AND SITE PREPARATION	\$42,400.00
EARTHWORK	\$206,592.61
NEW RECTANGULAR FIELD	\$166,642.67
IRRIGATION UPGRADES	\$173,404.00
SUBTOTAL	\$589,039.28
8% GENERAL CONDITIONS	\$47,123.14
12% CONTRACTORS OH&P	\$70,684.71
CONSTRUCTION SUBTOTAL	\$706,847.14
15% CONSTRUCTION/DESIGN CONTINGENCY	\$106,027.07
SOFT COSTS ALLOWANCE	\$80,000.00
PRELIMINARY OPINION OF PROBABLE PROJECT COSTS	\$892,874.21
ALTERNATE: SOD IN LIEU OF SEED	\$967,791.65

UPDATED DESIGN OPTIONS | OPTION 2 - FALL

ACTIVITAS

Old Rochester Regional School District

Design Meeting | 10 February 2025

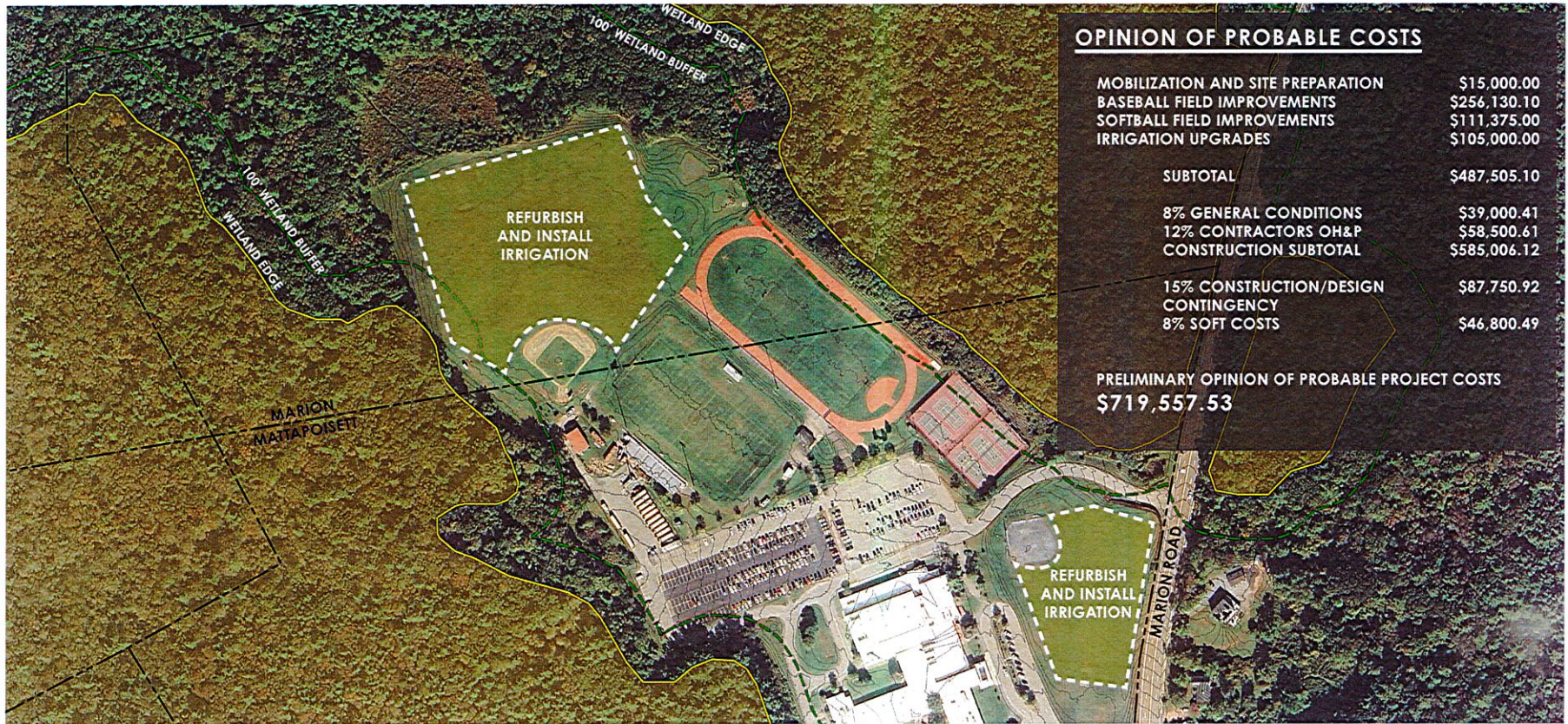


UPDATED DESIGN OPTIONS | OPTION 2 - SPRING

ACTIVITAS

Old Rochester Regional School District

27 February 2025



UPDATED DESIGN OPTIONS | SELECTED OPTION

ACTIVITAS



NEXT STEPS



ACTIVITAS
landscape architecture | civil engineering



Old Rochester Regional School District

Massachusetts School Superintendency Union 55

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: February 25, 2025

Re: Financial Report – Fiscal Year 2025

Financial Report:

Please find the following financial report in relation to the general funds remaining or available to the Old Rochester Regional School District:

· Year to Date Budget Report by Department as of February 25, 2025

For the purpose of our Financial Forecasting:

The Old Rochester Regional School District currently has \$727,116 available of the general funds appropriated in the 2025 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 \$21,563,474 authorized to the Old Rochester Regional School District.

- \$ 21,563,474 - **General Funds Approved**
- \$ 20,836,358 – Obligations Paid or Encumbered Year to Date
- \$ 727,116 - **Remaining Available Funds**

The Old Rochester Regional School District currently has \$200,000 accumulated and available in the Capital Stabilization Account.

- \$ 200,000 - **Capital Stabilization Approved**
- \$ 0 – Obligations Paid or Encumbered Year to Date
- \$ 200,000 - **Remaining Available Funds**

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.001.1110.01.01	TREASURER	\$16,000.00	\$10,696.13	\$10,696.13	\$5,303.87	\$4,753.87	\$550.00	3.44%
01.300.001.1110.02.09	SCHOOL COMMITTEE SECRETARY	\$2,600.00	\$3,025.00	\$3,025.00	(\$425.00)	\$0.00	(\$425.00)	-16.35%
01.300.001.1110.04.33	MEMBERSHIPS MASC/MARS	\$11,600.00	\$0.00	\$0.00	\$11,600.00	\$0.00	\$11,600.00	100.00%
01.300.001.1110.04.36	AUDITS - ANNUAL/EOYR/E&D/ETC	\$32,000.00	\$0.00	\$0.00	\$32,000.00	\$36,000.00	(\$4,000.00)	-12.50%
01.300.001.1110.04.39	BOND TREASURER	\$400.00	\$375.00	\$375.00	\$25.00	\$0.00	\$25.00	6.25%
01.300.001.1110.05.36	MISCELLANEOUS	\$2,000.00	\$582.60	\$582.60	\$1,417.40	\$0.00	\$1,417.40	70.87%
01.300.001.1110.06.36	ADVERTISING	\$7,000.00	\$3,645.55	\$3,645.55	\$3,354.45	\$0.00	\$3,354.45	47.92%
01.300.001.1110.06.37	TRAVEL MEETINGS CONFERENCES	\$0.00	\$510.00	\$510.00	(\$510.00)	\$0.00	(\$510.00)	0.00%
01.300.001.1430.04.36	GENERAL COUNSEL	\$30,000.00	\$17,544.00	\$17,544.00	\$12,456.00	\$2,456.00	\$10,000.00	33.33%
	Dept: SCHOOL COMMITTEE - 001	\$101,600.00	\$36,378.28	\$36,378.28	\$65,221.72	\$43,209.87	\$22,011.85	21.67%
01.300.004.1207.06.37	TRAVEL & CONFERENCES	\$8,000.00	\$4,839.76	\$4,839.76	\$3,160.24	\$1,374.12	\$1,786.12	22.33%
01.300.004.1210.01.02	Superintendent	\$111,769.28	\$46,240.91	\$46,240.91	\$65,528.37	\$65,528.37	\$0.00	0.00%
01.300.004.1210.01.33	Superintendent - Tuition Reimb	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.300.004.1210.02.02	Exec Asst to Superintendent	\$34,618.66	\$13,314.54	\$13,314.54	\$21,304.12	\$21,304.12	\$0.00	0.00%
01.300.004.1210.04.21	PUBLIC RELATIONS	\$15,000.00	\$4,200.00	\$4,200.00	\$10,800.00	\$0.00	\$10,800.00	72.00%
01.300.004.1210.04.33	PROF ASSOC & DUES	\$13,000.00	\$12,846.18	\$12,846.18	\$153.82	\$0.00	\$153.82	1.18%
01.300.004.1210.05.21	POSTAGE	\$5,000.00	\$486.75	\$486.75	\$4,513.25	\$236.46	\$4,276.79	85.54%
01.300.004.1210.05.22	SUPPLIES	\$9,000.00	\$10,427.60	\$10,427.60	(\$1,427.60)	\$554.31	(\$1,981.91)	-22.02%
01.300.004.1210.06.36	ADVERTISING	\$23,000.00	\$798.05	\$798.05	\$22,201.95	\$0.00	\$22,201.95	96.53%
01.300.004.1210.06.37	MISCELLANEOUS	\$1,500.00	\$863.59	\$863.59	\$636.41	\$303.21	\$333.20	22.21%
01.300.004.1220.01.02	Asst Super of Academics	\$66,960.17	\$22,075.91	\$22,075.91	\$44,884.26	\$44,884.26	\$0.00	0.00%
01.300.004.1220.02.02	Admin Asst of Asst Supers	\$26,469.73	\$10,583.99	\$10,583.99	\$15,885.74	\$15,885.74	\$0.00	0.00%
01.300.004.1220.04.35	Academic Consulting Services	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
01.300.004.1220.05.23	Academic Textbooks & Ebooks	\$20,000.00	(\$18,000.00)	(\$18,000.00)	\$38,000.00	\$38,000.00	\$0.00	0.00%
01.300.004.1410.01.02	Asst Super of Finance & Operat	\$90,815.02	\$40,599.90	\$40,599.90	\$50,215.12	\$50,215.12	\$0.00	0.00%
01.300.004.1410.03.02	Finance Department	\$96,110.42	\$37,879.84	\$37,879.84	\$58,230.58	\$58,230.58	\$0.00	0.00%
01.300.004.1420.03.02	HR Coordinator	\$39,998.51	\$15,516.06	\$15,516.06	\$24,482.45	\$24,482.45	\$0.00	0.00%
01.300.004.1450.04.27	COMPUTER SERVICES	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.300.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$10,000.00	\$234.00	\$234.00	\$9,766.00	\$0.00	\$9,766.00	97.66%
01.300.004.2710.01.02	DIRECTOR OF GUIDANCE	\$108,795.81	\$74,916.00	\$74,916.00	\$33,879.81	\$33,296.00	\$583.81	0.54%
01.300.004.4130.04.15	TELEPHONE	\$14,000.00	\$4,955.76	\$4,955.76	\$9,044.24	\$3,912.87	\$5,131.37	36.65%
01.300.004.4230.04.27	MAINTENANCE OF EQUIPMENT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.300.004.5150.01.36	Professional Salaries - Retire	\$0.00	\$37,993.20	\$37,993.20	(\$37,993.20)	\$0.00	(\$37,993.20)	0.00%
01.300.004.5150.03.36	Other Salaries - Retiree Payou	\$0.00	\$0.00	\$0.00	\$0.00	\$13,362.20	(\$13,362.20)	0.00%
01.300.004.5300.04.21	COPIER RENTAL	\$4,000.00	\$677.30	\$677.30	\$3,322.70	\$0.00	\$3,322.70	83.07%
	Dept: SUPERINTENDENTS OFFICE - 004	\$729,037.60	\$321,449.34	\$321,449.34	\$407,588.26	\$371,569.81	\$36,018.45	4.94%
01.300.007.2120.01.04	COORDINATORS	\$37,431.00	\$18,846.10	\$18,846.10	\$18,584.90	\$0.00	\$18,584.90	49.65%
01.300.007.2210.01.02	PRINCIPAL SHS	\$154,534.25	\$107,350.59	\$107,350.59	\$47,183.66	\$46,467.87	\$715.79	0.46%
01.300.007.2210.02.09	CLERICAL STAFF	\$117,719.30	\$71,929.16	\$71,929.16	\$45,790.14	\$43,290.14	\$2,500.00	2.12%
01.300.007.2210.04.22	PRINTING SERVICES	\$5,300.00	\$7,006.51	\$7,006.51	(\$1,706.51)	\$1,450.00	(\$3,156.51)	-59.56%
01.300.007.2210.04.33	ASSOCIATION DUES	\$5,500.00	\$6,568.00	\$6,568.00	(\$1,068.00)	\$0.00	(\$1,068.00)	-19.42%
01.300.007.2210.05.21	PRINCIPALS TECHNOLOGY	\$1,600.00	\$8,828.35	\$8,828.35	(\$7,228.35)	\$0.00	(\$7,228.35)	-451.77%
01.300.007.2210.05.22	SUPPLIES ADMINISTRATIVE	\$8,000.00	\$4,737.90	\$4,737.90	\$3,262.10	\$0.00	\$3,262.10	40.78%
01.300.007.2210.05.23	SUPPLIES COPYING	\$6,000.00	\$5,940.54	\$5,940.54	\$59.46	\$0.00	\$59.46	0.99%
01.300.007.2210.05.24	COMPUTER SUPPLIES	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
01.300.007.2210.05.25	SUPPLIES - GENERAL SCHOOL	\$7,300.00	\$6,155.96	\$6,155.96	\$1,144.04	\$763.20	\$380.84	5.22%
01.300.007.2210.05.26	POSTAGE	\$4,500.00	\$3,000.00	\$3,000.00	\$1,500.00	\$0.00	\$1,500.00	33.33%
01.300.007.2210.05.36	MISCELLANEOUS	\$2,500.00	\$1,075.35	\$1,075.35	\$1,424.65	\$0.00	\$1,424.65	56.99%
01.300.007.2210.06.37	TRAVEL & CONFERENCES	\$1,200.00	\$237.58	\$237.58	\$962.42	\$62.42	\$900.00	75.00%

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.007.2211.04.33	PROFESSIONAL BOOKS	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.300.007.2217.06.37	CONFERENCES	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
01.300.007.2231.01.02	ASSISTANT PRINCIPAL SHS	\$126,960.89	\$41,240.50	\$41,240.50	\$85,720.39	\$6,082.62	\$79,637.77	62.73%
01.300.007.2231.02.09	Asst Princ Secr	\$52,247.95	\$26,849.01	\$26,849.01	\$25,398.94	\$25,398.94	\$0.00	0.00%
01.300.007.2330.02.08	AIDES SUPERVISORY	\$13,441.50	\$9,264.24	\$9,264.24	\$4,177.26	\$4,117.39	\$59.87	0.45%
01.300.007.2356.05.23	PROFESSIONAL DEVELOPMENT	\$2,000.00	\$1,049.00	\$1,049.00	\$951.00	\$75.00	\$876.00	43.80%
01.300.007.2410.05.23	ORR HS TEXTBOOKS	\$32,000.00	\$30,825.19	\$30,825.19	\$1,174.81	\$575.00	\$599.81	1.87%
01.300.007.3600.04.35	SCHOOL RESOURCE OFFICER	\$47,000.00	\$47,000.00	\$47,000.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$10,000.00	\$522.83	\$522.83	\$9,477.17	\$407.88	\$9,069.29	90.69%
01.300.007.5300.04.28	COPIER RENTAL	\$14,000.00	\$11,198.89	\$11,198.89	\$2,801.11	\$0.00	\$2,801.11	20.01%
	Dept: SCHOOL ADMINISTRATION - 007	\$654,934.89	\$409,625.70	\$409,625.70	\$245,309.19	\$128,690.46	\$116,618.73	17.81%
01.300.010.2305.01.03	PRESCHOOL TEACHERS	\$99,152.00	\$51,068.29	\$51,068.29	\$48,083.71	\$51,068.29	(\$2,984.58)	-3.01%
01.300.010.2324.01.34	LONG TERM SUBS SHS - PROFESSIO	\$0.00	\$20,038.82	\$20,038.82	(\$20,038.82)	\$0.00	(\$20,038.82)	0.00%
01.300.010.2324.03.34	LONG TERM SUBS SHS - OTHER	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
01.300.010.2325.03.34	SUBSTITUTES - SHS	\$90,000.00	\$84,806.60	\$84,806.60	\$5,193.40	\$0.00	\$5,193.40	5.77%
01.300.010.2350.03.34	SUBS: PROF DEV - SHS	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.300.010.2356.04.03	TUITION REIMBURSEMENT PROF DEV	\$15,000.00	\$5,925.00	\$5,925.00	\$9,075.00	\$0.00	\$9,075.00	60.50%
01.300.010.2356.06.37	TRAVEL & CONF PROF DEVELOPMEN	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
01.300.010.2440.06.23	REVTRAK SERVICE FEES	\$0.00	\$4,125.35	\$4,125.35	(\$4,125.35)	\$0.00	(\$4,125.35)	0.00%
	Dept: PRESCHOOL - 010	\$244,652.00	\$165,964.06	\$165,964.06	\$78,687.94	\$51,068.29	\$27,619.65	11.29%
01.300.016.2305.01.03	TEACHER SALARIES	\$196,882.00	\$98,376.84	\$98,376.84	\$98,505.16	\$97,840.88	\$664.28	0.34%
01.300.016.2415.05.23	SUPPLIES & MATERIALS	\$5,500.00	\$10,805.85	\$10,805.85	(\$5,305.85)	\$14.85	(\$5,320.70)	-96.74%
	Dept: ART - 016	\$202,382.00	\$109,182.69	\$109,182.69	\$93,199.31	\$97,855.73	(\$4,656.42)	-2.30%
01.300.024.2305.01.03	PROFESSIONAL STAFF	\$10,089.20	\$29,302.61	\$29,302.61	(\$19,213.41)	\$42,325.95	(\$61,539.36)	-609.95%
01.300.024.2415.06.37	TRAVEL & CONFERENCES	\$5,500.00	\$43.55	\$43.55	\$5,456.45	\$256.45	\$5,200.00	94.55%
	Dept: ELL PROGRAM - 024	\$15,589.20	\$29,346.16	\$29,346.16	(\$13,756.96)	\$42,582.40	(\$56,339.36)	-361.40%
01.300.025.2305.01.03	TEACHER SALARIES	\$725,485.00	\$359,742.76	\$359,742.76	\$365,742.24	\$359,742.24	\$6,000.00	0.83%
01.300.025.2415.05.23	SUPPLIES INSTRUCTIONAL	\$5,500.00	\$101.27	\$101.27	\$5,398.73	\$0.00	\$5,398.73	98.16%
	Dept: ENGLISH - 025	\$730,985.00	\$359,844.03	\$359,844.03	\$371,140.97	\$359,742.24	\$11,398.73	1.56%
01.300.027.2305.01.03	TEACHER SALARIES	\$501,175.20	\$244,729.36	\$244,729.36	\$256,445.84	\$248,541.99	\$7,903.85	1.58%
01.300.027.2415.05.23	SUPPLIES INSTRUCTIONAL	\$5,500.00	\$834.00	\$834.00	\$4,666.00	\$0.00	\$4,666.00	84.84%
	Dept: WORLD LANGUAGES - 027	\$506,675.20	\$245,563.36	\$245,563.36	\$261,111.84	\$248,541.99	\$12,569.85	2.48%
01.300.028.2710.01.03	COUNSELORS	\$302,093.00	\$153,351.02	\$153,351.02	\$148,741.98	\$148,546.42	\$195.56	0.06%
01.300.028.2710.03.09	ADMIN ASST GUIDANCE	\$57,994.20	\$23,072.05	\$23,072.05	\$34,922.15	\$21,422.15	\$13,500.00	23.28%
01.300.028.2710.04.33	ASSOCIATION DUES	\$0.00	\$373.00	\$373.00	(\$373.00)	\$90.00	(\$463.00)	0.00%
01.300.028.2710.05.23	SUPPLIES INSTRUCTIONAL	\$5,500.00	\$821.06	\$821.06	\$4,678.94	\$0.00	\$4,678.94	85.07%
01.300.028.2710.05.24	SUPPLIES COMPUTER	\$0.00	\$471.77	\$471.77	(\$471.77)	\$303.23	(\$775.00)	0.00%
01.300.028.2710.06.37	TRAVEL & CONFERENCES	\$0.00	\$410.58	\$410.58	(\$410.58)	\$439.42	(\$850.00)	0.00%
01.300.028.2713.02.09	REGISTRAR	\$68,831.40	\$46,510.20	\$46,510.20	\$22,321.20	\$20,671.20	\$1,650.00	2.40%
	Dept: GUIDANCE - 028	\$434,418.60	\$225,009.68	\$225,009.68	\$209,408.92	\$191,472.42	\$17,936.50	4.13%
01.300.037.2305.01.03	TEACHER SALARIES	\$705,192.00	\$346,124.30	\$346,124.30	\$359,067.70	\$337,042.83	\$22,024.87	3.12%
01.300.037.2415.05.23	SUPPLIES	\$5,500.00	\$2,465.00	\$2,465.00	\$3,035.00	\$0.00	\$3,035.00	55.18%
	Dept: MATHEMATICS - 037	\$710,692.00	\$348,589.30	\$348,589.30	\$362,102.70	\$337,042.83	\$25,059.87	3.53%

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.040.2340.01.03	LIBRARIAN	\$88,774.00	\$44,371.99	\$44,371.99	\$44,402.01	\$44,372.01	\$30.00	0.03%
01.300.040.2340.05.23	SUPPLIES	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.300.040.2340.05.24	BOOKS & MAGAZINES	\$0.00	\$3,340.73	\$3,340.73	(\$3,340.73)	\$1,654.61	(\$4,995.34)	0.00%
01.300.040.2340.05.25	RESOURCE MATERIALS	\$0.00	\$1,860.30	\$1,860.30	(\$1,860.30)	\$0.00	(\$1,860.30)	0.00%
01.300.040.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$1,616.00	\$1,616.00	(\$1,616.00)	\$0.00	(\$1,616.00)	0.00%
	Dept: MEDIA SERVICES - 040	\$94,274.00	\$51,189.02	\$51,189.02	\$43,084.98	\$46,026.62	(\$2,941.64)	-3.12%
01.300.043.2305.01.03	TEACHER SALARIES	\$55,960.00	\$28,285.82	\$28,285.82	\$27,674.18	\$27,979.97	(\$305.79)	-0.55%
01.300.043.2415.05.23	SUPPLIES	\$5,500.00	\$3,002.08	\$3,002.08	\$2,497.92	\$1,546.20	\$951.72	17.30%
	Dept: MUSIC - 043	\$61,460.00	\$31,287.90	\$31,287.90	\$30,172.10	\$29,526.17	\$645.93	1.05%
01.300.049.2305.01.03	TEACHER SALARIES	\$163,806.00	\$81,903.12	\$81,903.12	\$81,902.88	\$81,902.88	\$0.00	0.00%
01.300.049.2415.05.23	SUPPLIES	\$5,500.00	\$5,139.29	\$5,139.29	\$360.71	\$0.00	\$360.71	6.56%
	Dept: PHYSICAL EDUCATION - 049	\$169,306.00	\$87,042.41	\$87,042.41	\$82,263.59	\$81,902.88	\$360.71	0.21%
01.300.052.2305.01.03	TEACHER SALARIES	\$1,003,945.60	\$505,566.14	\$505,566.14	\$498,379.46	\$466,026.38	\$32,353.08	3.22%
01.300.052.2415.05.23	PHYSICAL LAB SUPPLIES	\$20,500.00	\$20,385.54	\$20,385.54	\$114.46	\$45.00	\$69.46	0.34%
	Dept: SCIENCE-TECHNOLOGY PROGRAM - 052	\$1,024,445.60	\$525,951.68	\$525,951.68	\$498,493.92	\$466,071.38	\$32,422.54	3.16%
01.300.055.2305.01.03	TEACHER SALARIES	\$771,624.80	\$392,352.20	\$392,352.20	\$379,272.60	\$389,076.32	(\$9,803.72)	-1.27%
01.300.055.2415.05.23	SUPPLIES	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
	Dept: SOCIAL STUDIES - 055	\$777,124.80	\$392,352.20	\$392,352.20	\$384,772.60	\$389,076.32	(\$4,303.72)	-0.55%
01.300.058.2100.01.04	SUPERVISION (ADVISORS)	\$0.00	\$3,254.00	\$3,254.00	(\$3,254.00)	\$0.00	(\$3,254.00)	0.00%
01.300.058.3520.01.04	ADVISORS	\$79,107.12	\$800.00	\$800.00	\$78,307.12	\$0.00	\$78,307.12	98.99%
01.300.058.3520.06.36	ACADEMIC COMPETITION	\$5,500.00	\$4,356.73	\$4,356.73	\$1,143.27	\$1,622.75	(\$479.48)	-8.72%
	Dept: EXTRA CURRICULAR - 058	\$84,607.12	\$8,410.73	\$8,410.73	\$76,196.39	\$1,622.75	\$74,573.64	88.14%
01.300.061.2210.06.37	TRAVEL & CONFERENCES	\$0.00	\$300.00	\$300.00	(\$300.00)	\$900.00	(\$1,200.00)	0.00%
01.300.061.2351.04.35	CURRICULUM DEVELOPMENT	\$3,300.00	\$3,211.84	\$3,211.84	\$88.16	\$135.00	(\$46.84)	-1.42%
01.300.061.2351.05.35	SUPPLIES & MATERIALS	\$1,400.00	\$816.59	\$816.59	\$583.41	\$600.00	(\$16.59)	-1.19%
01.300.061.2430.05.23	ACADEMIC SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,318.00	(\$1,318.00)	0.00%
01.300.061.2455.04.23	Instructional Software - ORRHS	\$0.00	\$1,250.00	\$1,250.00	(\$1,250.00)	\$0.00	(\$1,250.00)	0.00%
	Dept: CURRICULUM/PROFESSIONAL DEVEL - 061	\$4,700.00	\$5,578.43	\$5,578.43	(\$878.43)	\$2,953.00	(\$3,831.43)	-81.52%
01.300.067.9100.06.36	TUITION PCC	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
	Dept: PROGRAM FOR THE GIFTED - 067	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
01.300.069.2330.02.08	VOCATIONAL INSTRUCTIONAL ASSIS	\$0.00	\$349.96	\$349.96	(\$349.96)	\$350.04	(\$700.00)	0.00%
	Dept: VOCATIONAL INSTRUCTION - 069	\$0.00	\$349.96	\$349.96	(\$349.96)	\$350.04	(\$700.00)	0.00%
01.300.070.3510.01.03	ATHLETIC DIRECTOR	\$58,348.47	\$40,128.86	\$40,128.86	\$18,219.61	\$17,835.14	\$384.47	0.66%
01.300.070.3510.02.07	CLERICAL	\$0.00	\$96.80	\$96.80	(\$96.80)	\$0.00	(\$96.80)	0.00%
01.300.070.3510.02.09	ATHLETIC CLERICAL	\$19,456.40	\$9,776.65	\$9,776.65	\$9,679.75	\$9,776.55	(\$96.80)	-0.50%
01.300.070.3510.03.05	COACHES	\$227,068.00	\$178,171.00	\$178,171.00	\$48,897.00	\$0.00	\$48,897.00	21.53%
01.300.070.3510.03.07	ATHLETIC TRAINER	\$30,000.00	\$18,676.00	\$18,676.00	\$11,324.00	\$9,380.00	\$1,944.00	6.48%
01.300.070.3510.04.35	SUPPLIES GAME EXPENSES	\$5,000.00	\$5,605.00	\$5,605.00	(\$605.00)	\$0.00	(\$605.00)	-12.10%
	Dept: ATHLETICS - 070	\$339,872.87	\$252,454.31	\$252,454.31	\$87,418.56	\$36,991.69	\$50,426.87	14.84%
01.300.076.3200.01.11	NURSE SHS	\$71,628.00	\$38,432.99	\$38,432.99	\$33,195.01	\$36,899.06	(\$3,704.05)	-5.17%
01.300.076.3200.04.11	Physician Contracted Service H	\$0.00	\$0.00	\$0.00	\$0.00	\$1,260.00	(\$1,260.00)	0.00%

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

From Date: 7/1/2024

To Date: 6/30/2025

☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.076.3200.05.25	SUPPLIES	\$5,500.00	\$3,395.83	\$3,395.83	\$2,104.17	\$0.00	\$2,104.17	38.26%
	Dept: HEALTH SERVICES - 076	\$77,128.00	\$41,828.82	\$41,828.82	\$35,299.18	\$38,159.06	(\$2,859.88)	-3.71%
01.300.079.3300.04.14	TRANSPORTATION REGULAR DAY	\$1,947,000.00	\$1,049,316.00	\$1,049,316.00	\$897,684.00	\$892,344.00	\$5,340.00	0.27%
01.300.079.3300.04.80	TRANSPORTATION REG DAY - CONTR	(\$1,182,000.00)	(\$1,182,000.00)	(\$1,182,000.00)	\$0.00	\$0.00	\$0.00	0.00%
	Dept: TRANSPORTATION - 079	\$765,000.00	(\$132,684.00)	(\$132,684.00)	\$897,684.00	\$892,344.00	\$5,340.00	0.70%
01.300.085.2305.01.03	SATURDAY SCHOOL/DETENTION	\$6,000.00	\$720.00	\$720.00	\$5,280.00	\$0.00	\$5,280.00	88.00%
01.300.085.3520.06.36	GRADUATION EXPENSES	\$7,000.00	\$1,951.48	\$1,951.48	\$5,048.52	\$2,378.46	\$2,670.06	38.14%
01.300.085.3523.06.36	NATIONAL HONOR SOCIETY	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.300.085.3527.06.36	AWARDS	\$1,750.00	\$0.00	\$0.00	\$1,750.00	\$0.00	\$1,750.00	100.00%
	Dept: MISCELLANEOUS - 085	\$15,750.00	\$2,671.48	\$2,671.48	\$13,078.52	\$2,378.46	\$10,700.06	67.94%
01.300.088.4110.01.02	DIRECTOR OF FACILITIES	\$54,867.03	\$22,874.47	\$22,874.47	\$31,992.56	\$31,992.56	\$0.00	0.00%
01.300.088.4110.01.10	FACILITIES AND MAINTENANCE (DA	\$129,891.00	\$72,432.98	\$72,432.98	\$57,458.02	\$40,081.88	\$17,376.14	13.38%
01.300.088.4110.02.10	CUSTODIAL (DAY) & GROUNDS	\$99,931.00	\$65,234.31	\$65,234.31	\$34,696.69	\$31,789.37	\$2,907.32	2.91%
01.300.088.4110.03.10	CUSTODIAL (NIGHT) HS	\$272,469.00	\$151,083.68	\$151,083.68	\$121,385.32	\$76,464.34	\$44,920.98	16.49%
01.300.088.4110.03.34	OVERTIME AND SUBSTITUTES HS	\$10,000.00	\$21,598.35	\$21,598.35	(\$11,598.35)	\$0.00	(\$11,598.35)	-115.98%
01.300.088.4110.05.26	CHEMICALS	\$18,500.00	\$4,265.00	\$4,265.00	\$14,235.00	\$735.00	\$13,500.00	72.97%
01.300.088.4111.03.10	CUSTODIAL/ MAINTENANCE PR	\$0.00	\$3,934.04	\$3,934.04	(\$3,934.04)	\$0.00	(\$3,934.04)	0.00%
01.300.088.4111.05.26	PAPER	\$24,000.00	\$13,333.50	\$13,333.50	\$10,666.50	\$1,666.50	\$9,000.00	37.50%
01.300.088.4112.03.10	CUSTODIAL SUPERVISORS PR	\$0.00	\$31,596.38	\$31,596.38	(\$31,596.38)	\$18,312.00	(\$49,908.38)	0.00%
01.300.088.4112.05.26	LIGHTING	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.300.088.4113.03.10	CUSTODIAL STAFF	\$0.00	\$3,191.21	\$3,191.21	(\$3,191.21)	\$336.00	(\$3,527.21)	0.00%
01.300.088.4130.04.15	TELEPHONE	\$30,200.00	\$8,312.83	\$8,312.83	\$21,887.17	\$4,787.17	\$17,100.00	56.62%
01.300.088.4130.04.18	GAS HS	\$0.00	\$111,108.49	\$111,108.49	(\$111,108.49)	\$49,891.51	(\$161,000.00)	0.00%
01.300.088.4132.04.18	GAS SHS	\$161,000.00	\$0.00	\$0.00	\$161,000.00	\$0.00	\$161,000.00	100.00%
01.300.088.4133.04.19	WATER/SEWERAGE	\$75,000.00	\$33,840.33	\$33,840.33	\$41,159.67	\$31,159.67	\$10,000.00	13.33%
01.300.088.4137.04.16	ELECTRICITY SHS	\$486,860.00	\$252,267.44	\$252,267.44	\$234,592.56	\$357,119.45	(\$122,526.89)	-25.17%
01.300.088.4138.04.16	ELECTRICITY JHS	\$0.00	(\$12,435.71)	(\$12,435.71)	\$12,435.71	\$0.00	\$12,435.71	0.00%
01.300.088.4210.04.32	MAINTENANCE OF GROUNDS	\$94,000.00	\$86,858.73	\$86,858.73	\$7,141.27	\$13,578.75	(\$6,437.48)	-6.85%
01.300.088.4220.04.32	MAINTENANCE OF BUILDING	\$185,000.00	\$234,178.45	\$234,178.45	(\$49,178.45)	\$59,675.67	(\$108,854.12)	-58.84%
01.300.088.4230.04.29	MAINTENANCE OF EQUIPMENT	\$0.00	\$9,061.96	\$9,061.96	(\$9,061.96)	\$0.00	(\$9,061.96)	0.00%
	Dept: OPERATION & MAINTENANCE - 088	\$1,645,718.03	\$1,112,736.44	\$1,112,736.44	\$532,981.59	\$717,589.87	(\$184,608.28)	-11.22%
01.300.091.1110.04.36	OPEB ACTUARIAL REVIEW	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
01.300.091.5101.06.38	EMPLOYER FICA MEDICARE TAX	\$209,000.00	\$146,691.37	\$146,691.37	\$62,308.63	\$68.96	\$62,239.67	29.78%
01.300.091.5102.06.38	PLYMOUTH COUNTY RETIREMENT	\$1,065,170.00	\$1,065,170.00	\$1,065,170.00	\$0.00	\$0.00	\$0.00	0.00%
01.300.091.5104.06.38	OPEB FUNDING	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
01.300.091.5203.06.38	LINCOLN NATIONAL LIFE INSURANC	\$40,000.00	\$26,057.14	\$26,057.14	\$13,942.86	\$14,017.65	(\$74.79)	-0.19%
01.300.091.5207.06.38	B/C,B/S,MEDEX,PILG HLTH ACTIVE	\$1,945,830.00	\$1,618,431.98	\$1,618,431.98	\$327,398.02	\$795.00	\$326,603.02	16.78%
01.300.091.5250.06.38	HEALTH INS PREM RETIREES	\$286,000.00	\$196,897.33	\$196,897.33	\$89,102.67	\$0.00	\$89,102.67	31.15%
01.300.091.5260.06.38	WORKERS COMP	\$88,000.00	\$79,436.00	\$79,436.00	\$8,564.00	\$0.00	\$8,564.00	9.73%
01.300.091.5261.06.38	OWNERS LIABILITY INSURANCE	\$68,000.00	\$65,898.00	\$65,898.00	\$2,102.00	\$0.00	\$2,102.00	3.09%
01.300.091.5262.06.38	PROPERTY INSURANCE	\$196,000.00	\$203,996.24	\$203,996.24	(\$7,996.24)	\$0.00	(\$7,996.24)	-4.08%
01.300.091.5263.06.38	UNEMPLOYMENT DUA	\$35,000.00	\$15,896.01	\$15,896.01	\$19,103.99	\$4,103.99	\$15,000.00	42.86%
01.300.091.5266.06.38	EMPLOYER FSA (2020 CBA) EXPENS	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.300.091.5500.06.36	BANK SERVICE CHARGES/PENALTIES	\$2,500.00	\$650.00	\$650.00	\$1,850.00	\$0.00	\$1,850.00	74.00%
	Dept: FIXED CHARGES - 091	\$3,975,500.00	\$3,419,124.07	\$3,419,124.07	\$556,375.93	\$18,985.60	\$537,390.33	13.52%
01.300.093.2130.03.04	TECH SUPPORT SPECIALIST	\$192,932.85	\$75,251.72	\$75,251.72	\$117,681.13	\$117,681.13	\$0.00	0.00%

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.093.2130.05.23	EDUCATIONAL EQUIPT	\$20,000.00	\$53,200.00	\$53,200.00	(\$33,200.00)	\$0.00	(\$33,200.00)	-166.00%
01.300.093.2300.05.23	SOFTWARE	\$0.00	\$162.49	\$162.49	(\$162.49)	\$0.00	(\$162.49)	0.00%
01.300.093.2300.08.23	SUPPLIES	\$0.00	\$3,077.67	\$3,077.67	(\$3,077.67)	\$0.00	(\$3,077.67)	0.00%
01.300.093.2304.04.33	TRAINING IN SERVICE	\$0.00	\$838.32	\$838.32	(\$838.32)	\$0.00	(\$838.32)	0.00%
01.300.093.2455.05.23	SOFTWARE	\$30,000.00	\$132,759.32	\$132,759.32	(\$102,759.32)	\$0.00	(\$102,759.32)	-342.53%
01.300.093.4130.04.15	TELEPHONE	\$19,000.00	\$34,530.95	\$34,530.95	(\$15,530.95)	\$307.26	(\$15,838.21)	-83.36%
01.300.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$4,000.00	\$13,970.07	\$13,970.07	(\$9,970.07)	\$0.00	(\$9,970.07)	-249.25%
	Dept: TECHNOLOGY LAB - 093	\$265,932.85	\$313,790.54	\$313,790.54	(\$47,857.69)	\$117,988.39	(\$165,846.08)	-62.36%
01.300.100.1435.04.36	LEGAL SERVICES	\$7,000.00	\$3,397.00	\$3,397.00	\$3,603.00	\$3,603.00	\$0.00	0.00%
01.300.100.2105.04.33	ASSOCIATION DUES	\$750.00	\$3,066.49	\$3,066.49	(\$2,316.49)	\$200.00	(\$2,516.49)	-335.53%
01.300.100.2106.06.37	RTI TRAINING	\$7,250.00	\$1,521.77	\$1,521.77	\$5,728.23	\$150.00	\$5,578.23	76.94%
01.300.100.2107.06.37	TRAVEL	\$1,000.00	\$1,038.78	\$1,038.78	(\$38.78)	\$892.90	(\$931.68)	-93.17%
01.300.100.2110.01.02	DIRECTOR OF STUDENT SERVICES	\$70,000.00	\$23,332.96	\$23,332.96	\$46,667.04	\$46,667.04	\$0.00	0.00%
01.300.100.2110.02.09	ADMINISTRATIVE ASST	\$35,238.08	\$13,966.38	\$13,966.38	\$21,271.70	\$21,271.70	\$0.00	0.00%
01.300.100.2350.01.03	PROFESSIONAL DEVELOPMENT - STU	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
01.300.100.4130.04.15	TELEPHONE	\$700.00	\$271.80	\$271.80	\$428.20	\$293.70	\$134.50	19.21%
01.300.100.4230.04.31	SOFTWARE LICENSES	\$7,900.00	\$3,345.47	\$3,345.47	\$4,554.53	\$0.00	\$4,554.53	57.65%
	Dept: SPECIAL EDUC ADMINISTRATION - 100	\$132,838.08	\$49,940.65	\$49,940.65	\$82,897.43	\$73,078.34	\$9,819.09	7.39%
01.300.102.2358.04.33	PROF DEVELOPMENT - CONSULTANT:	\$0.00	\$4,889.00	\$4,889.00	(\$4,889.00)	\$0.00	(\$4,889.00)	0.00%
	Dept: PROJECT GROW - 102	\$0.00	\$4,889.00	\$4,889.00	(\$4,889.00)	\$0.00	(\$4,889.00)	0.00%
01.300.103.2303.02.08	PARAPROFESSIONAL	\$0.00	\$16,228.14	\$16,228.14	(\$16,228.14)	\$16,228.06	(\$32,456.20)	0.00%
01.300.103.2305.01.03	TEACHER SALARIES	\$657,952.00	\$330,008.35	\$330,008.35	\$327,943.65	\$328,975.82	(\$1,032.17)	-0.16%
01.300.103.2330.03.08	PARAPROFESSIONAL	\$412,473.74	\$182,347.38	\$182,347.38	\$230,126.36	\$204,596.62	\$25,529.74	6.19%
01.300.103.2415.05.24	SUPPLIES/MATERIALS	\$1,100.00	\$947.27	\$947.27	\$152.73	\$0.00	\$152.73	13.88%
01.300.103.2420.05.24	EDUCATIONAL EQUIPT	\$5,000.00	\$4,372.56	\$4,372.56	\$627.44	\$0.00	\$627.44	12.55%
	Dept: LEARNING SUPPORT CENTER 1 SHS - 103	\$1,076,525.74	\$533,903.70	\$533,903.70	\$542,622.04	\$549,800.50	(\$7,178.46)	-0.67%
01.300.106.2130.05.24	EDUCATIONAL EQUIPMENT	\$500.00	\$442.86	\$442.86	\$57.14	\$0.00	\$57.14	11.43%
01.300.106.2305.01.03	TEACHER SALARIES	\$66,376.00	\$29,577.99	\$29,577.99	\$36,798.01	\$29,578.01	\$7,220.00	10.88%
01.300.106.2330.03.08	PARAPROFESSIONAL	\$0.00	\$2,195.46	\$2,195.46	(\$2,195.46)	\$1,794.52	(\$3,989.98)	0.00%
01.300.106.2415.05.24	SUPPLIES/MATERIALS	\$500.00	\$83.12	\$83.12	\$416.88	\$0.00	\$416.88	83.38%
01.300.106.4230.04.31	SOFTWARE LICENSES	\$12,000.00	\$10,754.74	\$10,754.74	\$1,245.26	\$0.00	\$1,245.26	10.38%
	Dept: INDIVIDUAL SERVICES PROGRAM - 106	\$79,376.00	\$43,054.17	\$43,054.17	\$36,321.83	\$31,372.53	\$4,949.30	6.24%
01.300.118.2305.01.03	TEACHER SALARIES	\$63,860.40	\$32,501.65	\$32,501.65	\$31,358.75	\$31,930.15	(\$571.40)	-0.89%
01.300.118.2415.05.24	SUPPLIES/MATERIALS	\$500.00	\$95.00	\$95.00	\$405.00	\$405.00	\$0.00	0.00%
	Dept: SPEECH - 118	\$64,360.40	\$32,596.65	\$32,596.65	\$31,763.75	\$32,335.15	(\$571.40)	-0.89%
01.300.121.2100.02.09	CLERICAL STAFF	\$51,035.95	\$26,242.95	\$26,242.95	\$24,793.00	\$24,793.00	\$0.00	0.00%
01.300.121.2110.05.24	SUPPLIES	\$250.00	\$154.86	\$154.86	\$95.14	\$83.74	\$11.40	4.56%
01.300.121.2415.04.36	EXTENDED YEAR SERVICES	\$37,000.00	\$38,804.39	\$38,804.39	(\$1,804.39)	\$0.00	(\$1,804.39)	-4.88%
01.300.121.2800.04.35	SPECIALIZED INSTRUCTION	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$21,587.21	\$3,412.79	13.65%
01.300.121.2800.04.36	THERAPY SERVICES	\$79,000.00	\$67,039.51	\$67,039.51	\$11,960.49	\$47,367.57	(\$35,407.08)	-44.82%
01.300.121.3200.04.11	NURSE SERVICES CONTRACTED	\$57,000.00	\$21,607.79	\$21,607.79	\$35,392.21	\$23,392.21	\$12,000.00	21.05%
	Dept: SUPPORT SERVICES - 121	\$249,285.95	\$153,849.50	\$153,849.50	\$95,436.45	\$117,223.73	(\$21,787.28)	-8.74%
01.300.124.2415.04.35	TUTORIAL SERVICES	\$8,000.00	\$12,713.39	\$12,713.39	(\$4,713.39)	\$1,215.36	(\$5,928.75)	-74.11%
	Dept: HOME TUTOR - 124	\$8,000.00	\$12,713.39	\$12,713.39	(\$4,713.39)	\$1,215.36	(\$5,928.75)	-74.11%

Old Rochester Regional School District

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☒ Filter Encumbrance Detail by Date Range

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From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.300.127.2420.05.24	EDUCATIONAL EQUIPT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.300.127.2710.01.03	Social Worker HS	\$167,072.00	\$87,148.25	\$87,148.25	\$79,923.75	\$48,747.95	\$31,175.80	18.66%
01.300.127.2800.01.03	SCHOOL PSYCHOLOGIST HS	\$0.00	\$37,356.35	\$37,356.35	(\$37,356.35)	\$36,952.50	(\$74,308.85)	0.00%
01.300.127.2800.05.24	SUPPLIES	\$1,500.00	\$891.71	\$891.71	\$608.29	\$360.00	\$248.29	16.55%
01.300.127.2801.01.03	SCHOOL PSYCHOLOGIST	\$73,905.00	\$0.00	\$0.00	\$73,905.00	\$0.00	\$73,905.00	100.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$242,977.00	\$125,396.31	\$125,396.31	\$117,580.69	\$86,060.45	\$31,520.24	12.97%
01.300.130.3300.04.12	TRANS/INTEGRATED	\$91,200.00	\$34,994.16	\$34,994.16	\$56,205.84	\$25,807.78	\$30,398.06	33.33%
01.300.130.3300.04.14	TRANS/MCKINNEY VENTO	\$11,400.00	\$25,488.50	\$25,488.50	(\$14,088.50)	\$22,801.50	(\$36,890.00)	-323.60%
01.300.130.3300.06.14	TRANS/EXTRA CURRICULAR	\$20,520.00	\$5,171.00	\$5,171.00	\$15,349.00	\$15,349.00	\$0.00	0.00%
	Dept: SPED PUPIL TRANSPORTATION - 130	\$123,120.00	\$65,653.66	\$65,653.66	\$57,466.34	\$63,958.28	(\$6,491.94)	-5.27%
01.300.133.9300.04.13	Tuition to Non-Public Schools	\$6,400.00	\$0.00	\$0.00	\$6,400.00	\$0.00	\$6,400.00	100.00%
	Dept: SPED PROGRAM WITH OTHERS - 133	\$6,400.00	\$0.00	\$0.00	\$6,400.00	\$0.00	\$6,400.00	100.00%
01.300.500.8100.04.40	Debt Retirement/Sch Constructi	\$665,000.00	\$620,000.00	\$620,000.00	\$45,000.00	\$0.00	\$45,000.00	6.77%
01.300.500.8100.04.41	Debt Retirement/Sch Constructi	(\$26,521.00)	(\$26,521.00)	(\$26,521.00)	\$0.00	\$0.00	\$0.00	0.00%
01.300.500.8200.04.40	Debt Service/Sch Construction	\$22,966.00	\$12,400.00	\$12,400.00	\$10,566.00	\$0.00	\$10,566.00	46.01%
	Dept: DEBT SERV CAPITAL SHORT TERM - 500	\$661,445.00	\$605,879.00	\$605,879.00	\$55,566.00	\$0.00	\$55,566.00	8.40%
01.301.004.5150.01.36	Professional Salaries - Retire	\$0.00	\$0.00	\$0.00	\$0.00	\$17,917.00	(\$17,917.00)	0.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$0.00	\$0.00	\$0.00	\$0.00	\$17,917.00	(\$17,917.00)	0.00%
01.301.007.2120.01.04	TEAM LEADERS	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$2,500.00	50.00%
01.301.007.2203.05.22	SUPPLIES GENERAL SCHOOL JHS	\$0.00	\$4,688.64	\$4,688.64	(\$4,688.64)	\$1,494.40	(\$6,183.04)	0.00%
01.301.007.2208.05.22	POSTAGE JHS	\$0.00	\$2,121.44	\$2,121.44	(\$2,121.44)	\$421.44	(\$2,542.88)	0.00%
01.301.007.2210.01.02	PRINCIPAL JHS	\$137,706.62	\$94,376.70	\$94,376.70	\$43,329.92	\$41,945.30	\$1,384.62	1.01%
01.301.007.2210.02.09	PRINCIPAL SECRETARY	\$108,933.70	\$66,961.32	\$66,961.32	\$41,972.38	\$39,472.38	\$2,500.00	2.29%
01.301.007.2210.04.22	PRINTING SERVICES JHS	\$2,500.00	\$1,511.19	\$1,511.19	\$988.81	\$0.00	\$988.81	39.55%
01.301.007.2210.04.33	ASSOCIATION DUES JHS	\$1,350.00	\$698.00	\$698.00	\$652.00	\$0.00	\$652.00	48.30%
01.301.007.2210.05.21	PRINCIPAL TECHNOLOGY	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.301.007.2210.05.22	SUPPLIES - JHS ADMIN	\$4,900.00	\$1,345.93	\$1,345.93	\$3,554.07	\$0.00	\$3,554.07	72.53%
01.301.007.2210.05.24	COMPUTER SUPPLIES	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
01.301.007.2210.05.25	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.301.007.2210.05.26	POSTAGE	\$3,100.00	\$0.00	\$0.00	\$3,100.00	\$0.00	\$3,100.00	100.00%
01.301.007.2210.06.33	IN SERVICE JHS	\$750.00	\$825.00	\$825.00	(\$75.00)	\$0.00	(\$75.00)	-10.00%
01.301.007.2210.06.37	TRAVEL/CONFERENCES	\$3,600.00	\$2,166.37	\$2,166.37	\$1,433.63	\$283.86	\$1,149.77	31.94%
01.301.007.2211.04.33	PROFESSIONAL BOOKS JHS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.301.007.2211.05.22	SUPPLIES-COPYING	\$0.00	\$2,674.30	\$2,674.30	(\$2,674.30)	\$0.00	(\$2,674.30)	0.00%
01.301.007.2231.01.02	MS ASST PRINCIPAL	\$127,587.13	\$87,428.71	\$87,428.71	\$40,158.42	\$40,357.29	(\$198.87)	-0.16%
01.301.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$1,300.00	\$456.30	\$456.30	\$843.70	\$261.70	\$582.00	44.77%
01.301.007.2330.02.08	AIDES SUPERVISORY JHS	\$13,441.50	\$9,264.06	\$9,264.06	\$4,177.44	\$4,117.31	\$60.13	0.45%
01.301.007.2356.05.23	PROFESSIONAL DEVELOPMENT	\$10,790.00	\$244.00	\$244.00	\$10,546.00	\$0.00	\$10,546.00	97.74%
01.301.007.3600.04.35	SCHOOL RESOURCE OFFICER	\$47,000.00	\$47,000.00	\$47,000.00	\$0.00	\$0.00	\$0.00	0.00%
01.301.007.4230.04.28	MAINTENANCE OF EQUIPMENT JHS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
01.301.007.5300.04.28	COPIER RENTAL	\$8,400.00	\$6,276.51	\$6,276.51	\$2,123.49	\$0.00	\$2,123.49	25.28%
	Dept: SCHOOL ADMINISTRATION - 007	\$487,608.95	\$330,538.47	\$330,538.47	\$157,070.48	\$128,353.68	\$28,716.80	5.89%
01.301.010.2324.01.34	LONG TERM SUBS JHS - PROFESSIO	\$0.00	\$22,438.78	\$22,438.78	(\$22,438.78)	\$0.00	(\$22,438.78)	0.00%
01.301.010.2324.03.34	LONG TERM SUBS JHS - OTHER	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.010.2325.03.34	SUBSTITUTES - JHS	\$50,000.00	\$37,558.80	\$37,558.80	\$12,441.20	\$0.00	\$12,441.20	24.88%
01.301.010.2356.04.03	TUITION REIMBURSEMENT JHS	\$10,000.00	\$2,822.10	\$2,822.10	\$7,177.90	\$0.00	\$7,177.90	71.78%
01.301.010.2356.06.37	TRAVEL/CONFERENCES JHS	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: PRESCHOOL - 010	\$90,500.00	\$62,819.68	\$62,819.68	\$27,680.32	\$0.00	\$27,680.32	30.59%
01.301.016.2305.01.03	TEACHER SALARIES JHS	\$97,796.00	\$48,898.07	\$48,898.07	\$48,897.93	\$48,897.93	\$0.00	0.00%
01.301.016.2415.05.23	SUPPLIES/MATERIALS JHS	\$3,250.00	\$2,042.69	\$2,042.69	\$1,207.31	\$0.00	\$1,207.31	37.15%
	Dept: ART - 016	\$101,046.00	\$50,940.76	\$50,940.76	\$50,105.24	\$48,897.93	\$1,207.31	1.19%
01.301.024.2305.01.03	TEACHERS	\$10,341.50	\$0.00	\$0.00	\$10,341.50	\$0.00	\$10,341.50	100.00%
01.301.024.2415.05.23	SUPPLIES/MATERIALS JHS	\$3,250.00	\$10.74	\$10.74	\$3,239.26	\$0.00	\$3,239.26	99.67%
	Dept: ELL PROGRAM - 024	\$13,591.50	\$10.74	\$10.74	\$13,580.76	\$0.00	\$13,580.76	99.92%
01.301.025.2305.01.03	TEACHER SALARIES JHS	\$614,111.00	\$302,913.13	\$302,913.13	\$311,197.87	\$302,340.74	\$8,857.13	1.44%
01.301.025.2415.05.23	SUPPLIES JHS	\$3,250.00	\$767.82	\$767.82	\$2,482.18	\$0.00	\$2,482.18	76.37%
	Dept: ENGLISH - 025	\$617,361.00	\$303,680.95	\$303,680.95	\$313,680.05	\$302,340.74	\$11,339.31	1.84%
01.301.027.2305.01.03	TEACHER SALARIES JHS	\$320,200.00	\$158,726.06	\$158,726.06	\$161,473.94	\$158,154.38	\$3,319.56	1.04%
01.301.027.2415.05.23	SUPPLIES JHS	\$3,250.00	\$843.80	\$843.80	\$2,406.20	\$0.00	\$2,406.20	74.04%
	Dept: WORLD LANGUAGES - 027	\$323,450.00	\$159,569.86	\$159,569.86	\$163,880.14	\$158,154.38	\$5,725.76	1.77%
01.301.028.2710.01.03	COUNSELORS JHS	\$205,053.00	\$104,431.31	\$104,431.31	\$100,621.69	\$101,148.07	(\$526.38)	-0.26%
01.301.028.2710.05.23	SUPPLIES JHS	\$3,250.00	\$104.80	\$104.80	\$3,145.20	\$0.00	\$3,145.20	96.78%
01.301.028.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$0.00	\$88.87	\$88.87	(\$88.87)	\$86.13	(\$175.00)	0.00%
	Dept: GUIDANCE - 028	\$208,303.00	\$104,624.98	\$104,624.98	\$103,678.02	\$101,234.20	\$2,443.82	1.17%
01.301.037.2305.01.03	TEACHER SALARIES JHS	\$432,489.00	\$211,474.51	\$211,474.51	\$221,014.49	\$211,474.42	\$9,540.07	2.21%
01.301.037.2415.05.23	SUPPLIES JHS	\$3,250.00	\$2,677.23	\$2,677.23	\$572.77	\$0.00	\$572.77	17.62%
	Dept: MATHEMATICS - 037	\$435,739.00	\$214,151.74	\$214,151.74	\$221,587.26	\$211,474.42	\$10,112.84	2.32%
01.301.040.2340.01.03	LIBRARIAN JHS	\$109,063.00	\$55,116.48	\$55,116.48	\$53,946.52	\$54,531.51	(\$584.99)	-0.54%
01.301.040.2340.05.23	SUPPLIES JHS	\$0.00	\$4,811.01	\$4,811.01	(\$4,811.01)	\$275.47	(\$5,086.48)	0.00%
01.301.040.2415.05.23	SUPPLIES - JHS LIBRARY	\$3,250.00	\$0.00	\$0.00	\$3,250.00	\$0.00	\$3,250.00	100.00%
01.301.040.2415.06.33	ASSOCIATION DUES JHS	\$0.00	\$339.00	\$339.00	(\$339.00)	\$0.00	(\$339.00)	0.00%
01.301.040.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$0.00	\$1,188.00	\$1,188.00	(\$1,188.00)	\$0.00	(\$1,188.00)	0.00%
	Dept: MEDIA SERVICES - 040	\$112,313.00	\$61,454.49	\$61,454.49	\$50,858.51	\$54,806.98	(\$3,948.47)	-3.52%
01.301.043.2104.03.09	ACCOMPANIST JHS	\$500.00	\$150.00	\$150.00	\$350.00	\$350.00	\$0.00	0.00%
01.301.043.2305.01.03	TEACHER SALARIES JHS	\$191,097.00	\$96,033.38	\$96,033.38	\$95,063.62	\$95,548.56	(\$484.94)	-0.25%
01.301.043.2309.04.33	PROFESSIONAL ASSOC/DUES JHS	\$0.00	\$148.00	\$148.00	(\$148.00)	\$0.00	(\$148.00)	0.00%
01.301.043.2430.05.23	Supplies	\$3,250.00	\$2,757.16	\$2,757.16	\$492.84	\$432.84	\$60.00	1.85%
01.301.043.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$0.00	\$1,514.95	\$1,514.95	(\$1,514.95)	\$1,437.05	(\$2,952.00)	0.00%
	Dept: MUSIC - 043	\$194,847.00	\$100,603.49	\$100,603.49	\$94,243.51	\$97,768.45	(\$3,524.94)	-1.81%
01.301.049.2305.01.03	TEACHER SALARIES JHS	\$280,397.00	\$131,468.85	\$131,468.85	\$148,928.15	\$130,890.37	\$18,037.78	6.43%
01.301.049.2430.05.23	Supplies	\$3,250.00	\$2,668.17	\$2,668.17	\$581.83	\$0.00	\$581.83	17.90%
	Dept: PHYSICAL EDUCATION - 049	\$283,647.00	\$134,137.02	\$134,137.02	\$149,509.98	\$130,890.37	\$18,619.61	6.56%
01.301.052.2305.01.03	TEACHER SALARIES JHS	\$573,060.00	\$282,383.66	\$282,383.66	\$290,676.34	\$282,383.34	\$8,293.00	1.45%
01.301.052.2307.06.37	TRAVEL AND CONFERENCES JHS	\$0.00	\$43.96	\$43.96	(\$43.96)	\$0.00	(\$43.96)	0.00%
01.301.052.2415.05.23	PHYSICAL SUPPLIES JHS	\$3,250.00	\$4,407.66	\$4,407.66	(\$1,157.66)	\$0.00	(\$1,157.66)	-35.62%

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Dept: SCIENCE-TECHNOLOGY PROGRAM - 052	\$576,310.00	\$286,835.28	\$286,835.28	\$289,474.72	\$282,383.34	\$7,091.38	1.23%
01.301.055.2300.05.23	SUPPLIES JHS	\$0.00	\$0.00	\$0.00	\$0.00	\$672.02	(\$672.02)	0.00%
01.301.055.2305.01.03	TEACHER SALARIES JHS	\$300,773.00	\$188,287.46	\$188,287.46	\$112,485.54	\$187,204.79	(\$74,719.25)	-24.84%
01.301.055.2430.05.23	General Supplies	\$3,250.00	\$1,318.68	\$1,318.68	\$1,931.32	\$0.00	\$1,931.32	59.43%
	Dept: SOCIAL STUDIES - 055	\$304,023.00	\$189,606.14	\$189,606.14	\$114,416.86	\$187,876.81	(\$73,459.95)	-24.16%
01.301.058.3520.01.04	SUPERVISION JHS	\$14,379.00	\$0.00	\$0.00	\$14,379.00	\$1,409.00	\$12,970.00	90.20%
01.301.058.3520.06.36	ACADEMIC COMPETITION	\$3,250.00	\$0.00	\$0.00	\$3,250.00	\$0.00	\$3,250.00	100.00%
01.301.058.3522.06.36	ACADEMIC COMPETITION JHS	\$0.00	\$0.00	\$0.00	\$0.00	\$1,200.00	(\$1,200.00)	0.00%
	Dept: EXTRA CURRICULAR - 058	\$17,629.00	\$0.00	\$0.00	\$17,629.00	\$2,609.00	\$15,020.00	85.20%
01.301.070.3510.01.07	INTRAMURAL COORDINATOR JHS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.301.070.3510.03.07	INTRAMURAL SUPERVISION JHS	\$7,500.00	\$6,420.78	\$6,420.78	\$1,079.22	\$0.00	\$1,079.22	14.39%
01.301.070.3510.05.23	SUPPLIES JHS	\$3,250.00	\$1,104.43	\$1,104.43	\$2,145.57	\$0.00	\$2,145.57	66.02%
	Dept: ATHLETICS - 070	\$13,250.00	\$7,525.21	\$7,525.21	\$5,724.79	\$0.00	\$5,724.79	43.21%
01.301.076.3200.01.11	NURSE JHS	\$104,403.00	\$53,416.50	\$53,416.50	\$50,986.50	\$52,201.50	(\$1,215.00)	-1.16%
01.301.076.3200.04.11	PHYSICIAN CONTRACTED SERVICE	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$1,334.00	\$166.00	11.07%
01.301.076.3200.05.25	SUPPLIES HEALTH JHS	\$3,250.00	\$1,981.77	\$1,981.77	\$1,268.23	\$79.16	\$1,189.07	36.59%
	Dept: HEALTH SERVICES - 076	\$109,153.00	\$55,398.27	\$55,398.27	\$53,754.73	\$53,614.66	\$140.07	0.13%
01.301.085.2305.01.03	HOMEWORK CLUB INSTRUCTOR JHS	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
01.301.085.3520.06.36	PROGRAM TRAVEL AND CONFERENC	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00	100.00%
01.301.085.3527.06.36	AWARDS JHS	\$750.00	\$0.00	\$0.00	\$750.00	\$750.00	\$0.00	0.00%
01.301.085.3528.06.36	JHS FINO AND DETENTION PROCTOR	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.301.085.3529.06.36	SURVIVAL PROGRAM JHS	\$7,950.00	\$7,950.00	\$7,950.00	\$0.00	\$0.00	\$0.00	0.00%
	Dept: MISCELLANEOUS - 085	\$24,100.00	\$7,950.00	\$7,950.00	\$16,150.00	\$750.00	\$15,400.00	63.90%
01.301.088.4110.03.10	CUSTODIAL (NIGHT) JHS	\$153,898.00	\$104,830.20	\$104,830.20	\$49,067.80	\$46,591.56	\$2,476.24	1.61%
	Dept: OPERATION & MAINTENANCE - 088	\$153,898.00	\$104,830.20	\$104,830.20	\$49,067.80	\$46,591.56	\$2,476.24	1.61%
01.301.093.2300.05.23	SOFTWARE JHS	\$30,000.00	\$3,165.00	\$3,165.00	\$26,835.00	\$4,699.98	\$22,135.02	73.78%
01.301.093.2300.08.23	SUPPLIES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.301.093.2420.05.23	EDUCATIONAL EQUIPT JHS	\$80,000.00	\$3,745.00	\$3,745.00	\$76,255.00	\$0.00	\$76,255.00	95.32%
01.301.093.4130.04.15	TELEPHONE COMPUTER JHS	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
01.301.093.4230.04.29	MAINTENANCE OF EQUIPMENT JHS	\$4,000.00	\$1,152.00	\$1,152.00	\$2,848.00	\$0.00	\$2,848.00	71.20%
	Dept: TECHNOLOGY LAB - 093	\$124,000.00	\$8,062.00	\$8,062.00	\$115,938.00	\$4,699.98	\$111,238.02	89.71%
01.301.103.2300.01.03	PROFESSIONAL SALARIES	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
	Dept: LEARNING SUPPORT CENTER 1 SHS - 103	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
01.301.109.2303.02.08	PARAPROFESSIONAL	\$0.00	\$14,876.92	\$14,876.92	(\$14,876.92)	\$14,876.86	(\$29,753.78)	0.00%
01.301.109.2305.01.03	TEACHER SALARY JHS	\$397,568.00	\$194,614.55	\$194,614.55	\$202,953.45	\$194,614.45	\$8,339.00	2.10%
01.301.109.2315.05.24	SUPPLIES JHS	\$100.00	\$53.20	\$53.20	\$46.80	\$0.00	\$46.80	46.80%
01.301.109.2330.03.08	PARAPROFESSIONAL JHS	\$143,397.84	\$53,697.10	\$53,697.10	\$89,700.74	\$61,600.50	\$28,100.24	19.60%
	Dept: LEARNING SUPPORT CENTER 2 JHS - 109	\$541,065.84	\$263,241.77	\$263,241.77	\$277,824.07	\$271,091.81	\$6,732.26	1.24%
01.301.112.2303.02.08	PARAPROFESSIONAL	\$0.00	\$1,778.98	\$1,778.98	(\$1,778.98)	\$11,563.37	(\$13,342.35)	0.00%
01.301.112.2305.01.03	TEACHER SALARY JHS	\$148,731.00	\$93,195.05	\$93,195.05	\$55,535.95	\$93,194.95	(\$37,659.00)	-25.32%
01.301.112.2315.05.24	SUPPLIES JHS	\$200.00	\$219.78	\$219.78	(\$19.78)	\$0.00	(\$19.78)	-9.89%

Old Rochester Regional School District

FY24-25 APPROVED BUDGET

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.301.112.2330.03.08	PARAPROFESSIONAL JHS	\$118,015.88	\$96,929.95	\$96,929.95	\$21,085.93	\$79,893.82	(\$58,807.89)	-49.83%
	Dept: INDIVIDUAL SERVICES PROGRAM JHS - 112	\$266,946.88	\$192,123.76	\$192,123.76	\$74,823.12	\$184,652.14	(\$109,829.02)	-41.14%
01.301.118.2305.01.03	TEACHER SALARY JHS	\$42,573.60	\$21,286.85	\$21,286.85	\$21,286.75	\$21,286.79	(\$0.04)	0.00%
01.301.118.2330.03.08	PARAPROFESSIONAL JHS	\$0.00	\$2,856.86	\$2,856.86	(\$2,856.86)	\$0.00	(\$2,856.86)	0.00%
01.301.118.2350.04.35	PROFESSIONAL CONSULT JHS	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
	Dept: SPEECH - 118	\$42,773.60	\$24,143.71	\$24,143.71	\$18,629.89	\$21,286.79	(\$2,656.90)	-6.21%
01.301.121.2110.02.09	CLERICAL STAFF JHS	\$43,662.30	\$21,422.05	\$21,422.05	\$22,240.25	\$21,422.15	\$818.10	1.87%
	Dept: SUPPORT SERVICES - 121	\$43,662.30	\$21,422.05	\$21,422.05	\$22,240.25	\$21,422.15	\$818.10	1.87%
01.301.127.2710.01.03	SOCIAL WORKER JHS	\$195,442.00	\$82,086.03	\$82,086.03	\$113,355.97	\$82,085.97	\$31,270.00	16.00%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$195,442.00	\$82,086.03	\$82,086.03	\$113,355.97	\$82,085.97	\$31,270.00	16.00%
Grand Total:		\$21,563,474.00	\$12,756,669.22	\$12,756,669.22	\$8,806,804.78	\$8,079,688.97	\$727,115.81	3.37%

End of Report

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1036

Voucher Date: 11/20/2024

Prepared By:

Cheryl

Printed: 11/20/2024 02:00:13 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$52,086.43 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Barber

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

10

ORR SCHOOL LUNCH FUND

Amount

\$52,086.43

\$52,086.43

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1037

Voucher Date: 11/25/2024

Prepared By:

Cheryl

Printed: 11/25/2024 11:07:19 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$1,670.46 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Buel

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$1,670.46

\$1,670.46

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1038

Voucher Date: 11/25/2024

Prepared By:

Cheryl

Printed: 11/25/2024 12:01:13 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$52,061.58 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Beely

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$52,061.58

\$52,061.58

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1039

Voucher Date: 11/26/2024

Prepared By:

Cheryl

Printed: 11/26/2024 11:29:15 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$102,400.25 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard B. ...

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

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School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$27,260.63
10	ORR SCHOOL LUNCH FUND	\$48,972.66
25	FY25 FEDERAL GRANTS	\$1,045.69
51	REVOLVING - ATHLETICS HS	\$5,363.98
56	REVOLVING - COLLEGE BOARD	\$1,626.30
59	REVOLVING - PRE-SCHOOL	\$399.49

Voucher No: 1039**Voucher Date: 11/26/2024**

Fund		Amount
60	REVOLVING - PROJECT GROW	\$17,546.50
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	\$185.00
		<hr/> <hr/>
		\$102,400.25

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1040

Voucher Date: 11/26/2024

Prepared By:

Cheryl

Printed: 11/26/2024 12:59:31 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$94,236.46 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Barber

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School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$94,236.46

\$94,236.46

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1041

Voucher Date: 11/26/2024

Prepared By:

Cheryl

Printed: 11/26/2024 01:20:46 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$9,500.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Bach

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School Committee Member

James Muse

School Committee Member

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School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

89

ORR AGENCY ACCOUNTS

Amount

\$9,500.00

\$9,500.00

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1042

Voucher Date: 12/04/2024

Prepared By:

Cheryl

Printed: 12/04/2024 01:00:34 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$50,223.43 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Baker

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

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School Committee Member

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School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$36,627.86
10	ORR SCHOOL LUNCH FUND	\$79.20
25	FY25 FEDERAL GRANTS	\$9,941.07
35	FY25 STATE GRANTS	\$246.97
44	FY24 PRIVATE GRANTS	\$2,000.00
51	REVOLVING - ATHLETICS HS	\$1,135.00

Voucher No: 1042**Voucher Date: 12/04/2024**

Fund		Amount
59	REVOLVING - PRE-SCHOOL	\$193.33
		<hr/>
		\$50,223.43

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1043

Voucher Date: 12/10/2024

Prepared By:

Cheryl

Printed: 12/10/2024 11:07:28 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$12,666.21 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard B. Buel

Michelle Smith

Chairperson

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School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

89

ORR AGENCY ACCOUNTS

Amount

\$12,666.21

\$12,666.21

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1045

Voucher Date: 12/18/2024

Prepared By:

Cheryl

Printed: 12/18/2024 12:35:01 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$817,116.03 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Bael

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Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$765,947.32
10	ORR SCHOOL LUNCH FUND	\$31,883.29
25	FY25 FEDERAL GRANTS	\$692.05
35	FY25 STATE GRANTS	\$3,643.12
45	FY25 PRIVATE GRANTS	\$1,000.00
51	REVOLVING - ATHLETICS HS	\$12,160.25

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1046

Voucher Date: 12/19/2024

Prepared By:

Cheryl

Printed: 12/19/2024 09:50:01 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$2,945.01 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Butler

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$2,495.01
25	FY25 FEDERAL GRANTS	\$450.00
		\$2,945.01

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1047

Voucher Date: 12/30/2024

Prepared By:

Printed: 12/30/2024 11:25:34 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$52,159.87 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

10

ORR SCHOOL LUNCH FUND

Amount

\$52,159.87

\$52,159.87

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1048

Voucher Date: 01/02/2025

Prepared By:

Cheryl

Printed: 01/02/2025 12:06:06 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$41,460.01 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Bach

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$33,668.70
10	ORR SCHOOL LUNCH FUND	\$197.02
25	FY25 FEDERAL GRANTS	\$4,375.00
35	FY25 STATE GRANTS	\$3,025.44
51	REVOLVING - ATHLETICS HS	\$51.50
60	REVOLVING - PROJECT GROW	\$46.50

Voucher No: 1048**Voucher Date: 01/02/2025**

Fund		Amount
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	\$95.85
		<hr/>
		\$41,460.01

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1049

Voucher Date: 01/06/2025

Prepared By:

Cheryl

Printed: 01/06/2025 10:42:47 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$1,557.14 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Thomas Butler

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$1,557.14

\$1,557.14

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1050

Voucher Date: 01/06/2025

Prepared By:

Cheryl

Printed: 01/06/2025 11:45:47 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$56,629.60 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Bean

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$56,629.60

\$56,629.60

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1052

Voucher Date: 01/09/2025

Prepared By:

Cheryl

Printed: 01/09/2025 02:08:32 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$8,300.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Bule

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

89

ORR AGENCY ACCOUNTS

Amount

\$8,300.00

\$8,300.00

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1053

Voucher Date: 01/15/2025

Prepared By:

Cheryl

Printed: 01/15/2025 01:58:24 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$933,940.13 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Burt

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$889,005.09
10	ORR SCHOOL LUNCH FUND	\$25,771.83
25	FY25 FEDERAL GRANTS	\$324.65
35	FY25 STATE GRANTS	\$239.09
51	REVOLVING - ATHLETICS HS	\$12,674.00
59	REVOLVING - PRE-SCHOOL	\$127.12

Voucher No: 1053**Voucher Date: 01/15/2025**

Fund		Amount
60	REVOLVING - PROJECT GROW	\$5,000.00
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	\$798.35
		<hr/>
		\$933,940.13

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1054

Voucher Date: 01/22/2025

Prepared By:

Cheryl

Printed: 01/22/2025 02:14:02 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$6,350.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Buch

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund	Amount
89 ORR AGENCY ACCOUNTS	\$6,350.00
	\$6,350.00

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1055

Voucher Date: 01/28/2025

Prepared By:

Cheryl

Printed: 01/28/2025 11:26:56 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$17,245.08 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Banks

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

89

ORR AGENCY ACCOUNTS

Amount

\$17,245.08

\$17,245.08

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1056

Voucher Date: 01/28/2025

Prepared By:

Cheryl

Printed: 01/28/2025 03:46:52 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$45,915.47 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Burr

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

10

ORR SCHOOL LUNCH FUND

Amount

\$45,915.47

\$45,915.47

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1057


Voucher Date: 01/30/2025

Prepared By: _____

Printed: 01/30/2025 01:23:49 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$112,424.94 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member


James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$109,296.91
10	ORR SCHOOL LUNCH FUND	\$50.90
25	FY25 FEDERAL GRANTS	\$131.40
34	FY24 STATE GRANTS	\$909.99
35	FY25 STATE GRANTS	\$375.00
51	REVOLVING - ATHLETICS HS	\$539.50

Voucher No: 1057**Voucher Date: 01/30/2025**

Fund		Amount
59	REVOLVING - PRE-SCHOOL	\$34.46
60	REVOLVING - PROJECT GROW	\$466.50
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	\$620.28
		<hr/> <hr/>
		\$112,424.94

Voucher No: 1057**Voucher Date: 01/30/2025**

Fund		Amount
59	REVOLVING - PRE-SCHOOL	\$34.46
60	REVOLVING - PROJECT GROW	\$466.50
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	\$620.28
		<hr/> \$112,424.94

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1060

Voucher Date: 02/05/2025

Prepared By:

Cheryl

Printed: 02/05/2025 02:06:22 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$64,068.88 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Burt

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$64,068.88

\$64,068.88

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1059

Voucher Date: 02/05/2025

Prepared By:

Cheryl

Printed: 02/05/2025 01:40:53 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$1,566.76 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Bee

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

01

GENERAL FUND

Amount

\$1,566.76

\$1,566.76

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1061

Voucher Date: 02/12/2025

Prepared By:

Cheryl

Printed: 02/12/2025 11:07:56 AM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$415,976.41 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Harold B. Buda

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund		Amount
01	GENERAL FUND	\$371,180.80
10	ORR SCHOOL LUNCH FUND	\$22,193.53
24	FY24 FEDERAL GRANTS	\$165.13
25	FY25 FEDERAL GRANTS	\$3,095.00
30	ORR CAPITAL PROJECTS FUND	\$3,682.92
35	FY25 STATE GRANTS	\$2,237.09

Voucher No: 1061**Voucher Date:** 02/12/2025

Fund		Amount
51	REVOLVING - ATHLETICS HS	\$7,032.86
59	REVOLVING - PRE-SCHOOL	\$567.38
60	REVOLVING - PROJECT GROW	\$5,000.00
62	REVOLVING - JHS PRINCIPAL'S ACCOUNT	\$757.94
65	REVOLVING - RMS AFTER SCHOOL	\$63.76
		<hr/> \$415,976.41

OLD ROCHESTER REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1062

Voucher Date: 02/19/2025

Prepared By:

Cheryl

Printed: 02/19/2025 03:03:19 PM

OLD ROCHESTER REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against OLD ROCHESTER REGIONAL SCHOOL DISTRICT funds for the sum of \$36,406.58 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Howard Barber

Michelle Smith

Chairperson

April Nye

Vice-Chairperson

Margaret McSweeney

School Committee Member

Matthew Monteiro

School Committee Member

Joseph Pires

School Committee Member

James Muse

School Committee Member

Frances Kearns

School Committee Member

Robin Rounseville

School Committee Member

Rosemary Bowman

School Committee Member

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Fund

10

ORR SCHOOL LUNCH FUND

Amount

\$36,406.58

\$36,406.58



Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Food Service Director's Report: February 2025

ORR JR/SR HS

Directors Update:

- Meal participation continues to grow strong.
- Had repair work done to the Walk-in Freezer # 1; replaced the defrost clock and termination switch.
- Had repair work done to steamers 1 & 2; regulator float on one unit and pressure valve.
- Had repair work done to a food prep sink; water lines repaired.
- Successfully completed the Foodservice DESE Procurement Audit.
- Collaborated with MA Operational Services Division (OSD) and other MA Foodservice Directors to create a new statewide contract, specifically for the K-12 School Nutrition Products GRO42; launching the first part for fresh produce this month.

Students Receiving Free and Reduced Meals:								
Free:				247		24 %		
Reduced:				36		3 %		
Student Meal Participation								
SY 24					SY 25			
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	70	3%	1,200	59%	119	4 %	1,295	63 %
September	2,193	11%	11,862	60%	2,115	11 %	13,153	73 %
October	2,636	13%	14,721	71%	3,461	16 %	15,775	73 %
November	2,065	12%	11,940	72%	2,704	16 %	11,226	68 %
December	1,872	12%	10,404	72%	2,465	17 %	9,853	73 %
January	2,520	12%	13,932	68%	3,289	16 %	13,855	73 %
February	1,860	13%	10,293	72%				
March	2,719	14%	13,543	69%				
April	2,271	14%	11,775	73%				
May	3,241	15%	14,252	66%				
June	545	22%	1,672	35%				

Jill Henesey

Director of Food and Nutrition Services

Office: 508-758-2772 x1543

Mobile: 774-320-0801

Email: jillhenesey@oldrochester.org

<https://www.facebook.com/ORRnutrition4kids>



Facilities Director's Report: February 2025

Jr/Sr High Schools (Main Campus)

- Conducted annual fire sprinkler tamper inspection.
- Replaced damaged stair treads on high school stairway by cafeteria.
- Installed variable frequency drive (VFD) on main irrigation pump.
- Serviced and inspected Student Services vans and District's stake truck.
- Pumped out kitchen grease tank.
- Repaired Tennis Court PTZ camera.
- Repaired/conducted preventative maintenance on all facility equipment and machinery.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-998-3724 x1954 Cell: 508-509-6763

E-Mail: eugenejones@oldrochester.org

#WEareOR



Superintendent's Newsletter

January 2025

Message of the Month

Dear School Community,

During one of my recent visits at the Junior High School, a student stopped me in the hallway and said, "Mr. Nelson, did you know we are already half way through the school year?" Turns out this student was spot on - we have passed the midway point of the academic year!

Since our students returned from school vacation, they have been busy in our classrooms. It is amazing to watch the academic growth over the course of the school year. I am excited about the next six months of teaching and learning - knowing just how much our students are going to accomplish.

It is my hope that the updates and information shared in this month's newsletter are helpful and informative for our families.

Thank you for your ongoing support and educational partnership.

Michael S. Nelson
Superintendent of Schools

Pictures of Superintendent School Visits



**HS Genealogy
Celebration**



JHS Science Lesson



**Mr. Regan's Social
Studies Class**

Office of Teaching and Learning

RMS Celebrates Music from Around the World

The grade 4 students at Rochester Memorial School engaged the members of the school and community with a concert celebrating music from around the world. With directors Ms. Audette and Mrs. Laprise along with piano accompanist Mrs. Sparklin, the students sang and danced to performances from across the globe and cultures. The variety of cultures included the countries of Uganda, Russia, Switzerland, Sweden, Israel, Tahiti, China, and Italy. Our student performers did an amazing job and showed so much pride in their performances! It was incredible to see how they were able to memorize all the different songs and dances from all the different countries. Thanks to our amazing music teachers the performance was an absolute success!



Curriculum Happenings

Our elementary teachers are into their second year of implementing the new IntoReading Core Literacy Program. As we continue to use this resource aligned with the Department of Elementary and Secondary Education, we are now starting to look at new High Quality Instructional Materials in mathematics for the elementary grades so that our math curriculum is aligned across all elementary districts before students enter our Junior High School (JrHS). Our JrHS math teachers are also working hard on their new Desmos Amplify mathematics which is one of the top HQIM we use with our students. Last, our grades 5-8 are in their last year of fully piloting all units provided for HQIM science. Thank you to all of our teachers not only for their hard work, but maintaining rigor and high expectations for our students.

Sincerely,
Shari Fedorowicz
Assistant Superintendent of Teaching and Learning

Office of Student Services

Bullying and Harassment Prevention and Intervention Plan

The Old Rochester Regional School District and MA Superintendency Union #55 is working to update their [Bullying and Harassment Prevention and Intervention Plan](#). Each school district, charter school, non-public school, Department-approved private special education school, and collaborative school must create a Bullying Prevention and Intervention Plan (Plan) that prohibits bullying, cyberbullying, and retaliation. The Plan is to include information on reporting, notice to parents and guardians, notice to law enforcement as necessary, and counseling strategies and procedures for creating safety plans for victims. Bullying Prevention and Intervention Plans must be updated every other year. (See M.G.L. c. 71, § 370, added by Chapter 92 of the Acts of 2010.) When developing the Plan, school districts, charter schools, Department-approved private special education schools, and collaborative schools must give notice and provide for a public comment period.

The Old Rochester Regional School District and MA Superintendency Union #55 is seeking the public's feedback on the draft, proposed [Bullying and Harassment Prevention and Intervention Plan](#). **Please provide any feedback on this Google Form [here](#) by the end of the day today, January 31, 2025.** Thank you to everyone who has provided feedback so far!

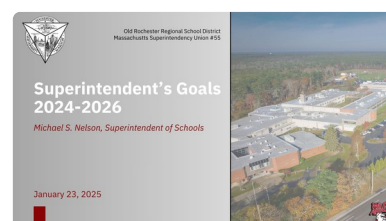
New IEP

The Community Talks presentation titled, *The New IEP- A Session for Parents*, that was scheduled for January 27, 2025 was cancelled due to illness. We will share the new date and time once it becomes available.

As we continue to roll out the new IEP this year, please use the link provided in the meeting invitation you receive to view the new document. If you have any questions, please contact Jaime Curley at jaimecurley@oldrochester.org or 508-758-2772, ext 1942.

Superintendent's Goals

On January 23rd, the Joint School Committee reviewed and approved the Superintendent's Goals that align with the Strategic Plan, Vision 2028 and the School Improvement Plans for each school in our districts. The four goals are listed below. View the complete [presentation here](#) to see key action items and benchmarks for each goal.



SMART Goal 1 – Supporting Teaching & Learning:

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five teaching & learning outcomes outlined in the adopted Vision2028 Strategic Plan and also supported by the two-year adopted School Improvement Plans.

SMART Goal 2 – Developing the Portrait of the Graduate:

By June 2026, the Superintendent of Schools will oversee and facilitate the engagement of school community stakeholders in the development and adoption of a system-wide Portrait of the Graduate – utilizing a strategic planning process. (*A Portrait of the Graduate is a vision statement that outlines the skills, knowledge and attributes that students should have to succeed in college, career and life.*)

SMART Goal 3 – Support Systems, Climate & Culture, Safe Schools:

By June 2026, the Superintendent of Schools will collaborate with the Leadership Council to work towards the desired year five support systems, climate & culture, and safe schools outcomes outlined in the adopted Vision2028 Strategic Plan also supported by the two-year adopted School Improvement Plans.

SMART Goal 4 – Professional Growth and School Community Communication:

By June 2026, the Superintendent of Schools through ongoing school visits and professional development learning opportunities will identify areas of growth for the school-system.

Kindergarten Registration Now Available

Kindergarten registration is currently available for next school year! All Marion, Mattapoisett, and Rochester children who will reach the age of 5 before Sept. 1, 2025, are eligible to register to attend kindergarten at the elementary school in the town they reside in for the 2025-2026 school year. A virtual Kindergarten Registration Information Session for all three elementary schools will be held on **February 5, 2025, at 6 p.m.** Here is the [zoom link to join the session](#). [Read more](#).



Immigration and Customs Enforcement (ICE) and Student Privacy in Schools

Our school community is committed to creating a welcoming and inclusive environment for all students regardless of their immigration status, the status of their family members, or any other measurable demographic. We are here to inspire all students to think, to learn, and to care.

Our school-system is fully compliant and supports Chapter 622 of the 1971 Massachusetts Legislative Acts, which prohibits discrimination in public school admissions and programs. The law reads as follows:

“No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness.”

The Massachusetts Office of the Attorney General has provided [specific guidance](#) and an [informational flyer](#) on ensuring equal access to education, ICE agent activity at schools and requests for information, protecting students and their information, and what to do if a student's parents or guardians are detained. Our administrative team has received training on how to follow this guidance.

If you have any questions, please reach out to the Superintendent's Office.

Project Grow Preschool Registration Now Open

Project GROW was established to provide high-quality pre-schooling to children in Marion, Mattapoisett, and Rochester. The program aims to provide children with a part-day, high-quality preschool experience in a public school setting and an inclusive learning environment for children with special needs. [Read more.](#)



Vision2028 Progress Update

At the Joint School Committee meeting, our administrative team provided an update on year one initiatives and plans for year two currently underway. View the [presentation here.](#)



Advertising Opportunity at ORR Campus

We are excited to launch our ORR Campus advertising opportunity! This opportunity allows businesses to advertise in visible locations on our campus while directly supporting our Bulldog Athletic Program. Please see the flyer below for more information or contact Chris Carrig at chris carrig@oldrochester.org.







ADVERTISE WITH US!

On-Campus Signs

- Your logo and information
- Visible to everyone entering campus
- Recurring annual buy option
- 4' x 8' Windscreen

Call or email for pricing and details!



 (508) 758 - 3745
  chris carrig@oldrochester.org

OLD ROCHESTER REGIONAL HS

A Glimpse into the Engineering Courses at ORRHS

ORRHS Engineering



2025-2026 School Calendar

The 2025-2026 School Calendar was approved by the Joint School Committee earlier this month. We are grateful for the feedback received from stakeholders and the school committees' collaboration to approve next year's calendar. [Click here](#) to view the calendar.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55 School Calendar 2025-2026															
2025	M	T	W	T	F	S	2026	2025	M	T	W	T	F	S	2026
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4
21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5
22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6
23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7
24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8
25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9
26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10
27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11
28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12
29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	1
30	31	1	2	3	4	5	6	7	8	9	10	11	12	1	2
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1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5
3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7
5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1
11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2
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19	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
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11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2
12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
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3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
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5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
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9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
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15	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
16	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
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31	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5
3	4	5	6												



[Click here to view all the news across our schools!](#)

School Committee Happenings

Did you know that our districts are served by five regular school committees? Recently, our school committees have been working on the FY2026 budget proposals for each town. Public hearings for each District's FY2026 budget will be held in March. [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings:

February 6th - Mattapoissett School Committee

February 27th - ORR School Committee



ORRconnect on Facebook

ORRconnect is also on Facebook!

[Like us on Facebook](#) to stay up-to-date with school happenings.

You can follow all of our schools on Facebook too!

[Center School](#)

[Old Hammondtown School](#)

[Rochester Memorial School](#)

[Sippican School](#)

[ORR Junior High School](#)

[ORR High School](#)



ORRconnect Mobile App

This mobile app allows families to receive targeted, real-time updates right at their fingertips regarding school happenings. Families can filter content, calendars and settings unique to one building or all.

Search ORRconnect in the app store or use the links from your mobile device.

[From your Apple Mobile Device](#)

[From your Android Mobile Device](#)



Community Information and Flyers

Flyers from throughout the Tri-Town are shared with families on our website on the Community page.



Michael S. Nelson, Superintendent

www.oldrochester.org



Old Rochester Regional School District and Massachusetts Superintendency Union #55 proudly serves the students from Marion, Mattapoisett and Rochester. The mission of our school system is to inspire all students to think, to learn and to care.



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

*"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

Lauren Millette, M.Ed., M.C.
Interim Assistant Principal

February 19, 2025

High School student enrollment, through 2/19/25: 633

School Record

Boys 4x400 finished first in the State Meet with a new school record of 3:30:27. Congratulations to Wesner Archelus, Sebastian Harrigan, Brendan Foster, and Nolan Bushnell!

Congratulations to Our Emerging Young Artists Award Winners!

We're thrilled to celebrate Alexis Barber and Dayvie Zuckerman for their outstanding achievements in the Emerging Young Artists + Designers 2025 Juried Exhibition!

Alexis Barber: Created a stunning amphora in Ms. Mogilnicki's ceramics class.

Dayvie Zuckerman: Designed a captivating mixed media collage in Ms. Butler's Honors Art III class. This year, over 800 pieces of artwork were submitted to the competition, with only 103 pieces selected for the show—a testament to the exceptional talent of these young artists. The exhibition will be featured online starting February 7th on the College of Visual and Performing Arts' website.

Debate Team Success

Congratulations to the ORR Varsity A team for completing an undefeated regular season (12-0) on February 5th at New Bedford High School! The team is preparing for the league finals at Bridgewater-Raynham High School on February 26th.

Upcoming Dates:

March 5: Half Day; 11:30 a.m. dismissal

March 11: FORM Choral Concert, 6:30 p.m.

March 18: FORM Instrumental Concert, 6:30 p.m.

March 25-26: Grade 10 ELA MCAS

Respectfully submitted,

Michael Cabot Devoll
Principal
Old Rochester Regional High School

Old Rochester Regional Jr. High School
Principal's Report

February 27, 2025

Current Enrollment:

Grade 7 - 209
Grade 8 - 198
Total: 413

School Choice:

Grade 7 - 9
Grade 8 - 17
Total: 26

SCHOOLWIDE/COMMUNITY ACKNOWLEDGEMENT(S):

The Students Affairs Committee (SAC) sold candy canes during the week of December 9-13, and all of the proceeds benefited local families in need.

Our Latin and Spanish students participated in World Language Week from February 10 through February 14, 2025. During this week, the Pledge of Allegiance was spoken in Latin, Spanish, Polish and French; students were invited to join in watching Ratatouille, make homemade Russian dumplings, guacamole and corn tortillas; there were daily trivia questions; and, a "Goosechase" scavenger hunt was held.

SURVIVAL ANNOUNCEMENT:

Survival is tentatively scheduled to take place the week of June 1-7, 2025. Grade 8 students who participated in Survival last year, and who would like to be a chaperone this year have been encouraged to complete an application on the JHS website – Deadline was 1/22/25.

RECOGNITIONS:

Students of the Month for December, 2024

Green Team: Frances Kakley and Phoenix Froh
Orange Team: Max Ohrenberger and Ava Dzerkacz
Blue Team: Dominic Philie and Emma Lowe
Red Team: Nora Czerkowicz and Liam Miranda
Exploratory Team: Arianna Marujo and Sophie Zhou

Students of the Month for January, 2025

Green Team: Oliver Ward and Leah Oliveira
Orange Team: Zacharia Rezendes and Elin Humenuk
Blue Team: Tallulah Lovegrove and Cameron Eitas
Red Team: Jaxon Trombly and Adeline Gil Veras
Exploratory Team: Zachary Bellefeuille and Hayden Silva

AFTERSCHOOL ACTIVITIES OFFERED:

Jazz Band	-	Full Year (Director: Richard Laprise)
Student Affairs	-	Full Year (Advisor: Lauren O'Brien)
GSA Club	-	Full Year (Advisor: Julie Andrade)
Ski Club	-	6 Trips -(Advisor: Kate Ribeiro – ended 2/11/25)
Drama Club	-	Meeting 3 days per week (Advisors: Kate Fishmen/Beth Faria) – Production – Murder on the 518 will be held on March 28, 29 and 30)

Interscholastic Sports:

Boys Basketball	-	Seasonal (Coach: Mike Devoll – ended 2/7/25)
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Clinics:

Girls Soccer	-	Coach Jeff Lombard and Coach Sarah Makein 4 sessions will be held
Boys Soccer	-	4 sessions will be held

Winter High School Sports under waiver for JHS students to participate in:

- Grade 8 – Ice Hockey
- Grade 8 – HS Dance
- Grade 8 – Swim
- Grade 8 – Girls Basketball

Spring High School Sports:

- Grades 7 & 8 – Sailing
- Grade 8 – Girls Softball

RECENT EVENTS:

12/16-12/20	Spirit week took place for all students and staff
12/18/24	The 7 th Grade Art Show and Winter Concert took place
12/20/24	Grade 8 Ha Shee Shee Cup took place and the Winter Concert was performed for students and staff
1/6-1/20/25	Reading and Mathematics Aimsweb Assessments
01/23/25	Annual Spelling B took place – headed by Grade 7 Social Studies Teacher: Dan McEvoy
01/29/25	Grade 7 Assembly - Old Colony RVTHS presentation took place
01/31/25	Ms. Kearney – School Social Worker, held Grade 8 Focus Groups

02/07/25 Old Colony interviews took place for Grade 8 students applying to
OCRVTHS

2/10-2/14/25 Spirit Week took place for students/staff

UPCOMING EVENTS:

02/28/25 Grade 8 Green Team – Field trip to Level 99

03/11/25 FORM Choral Concert

03/18/25 FORM Instrumental Concert

3/28, 29, 30 JHS Drama Production: “Murder on the 518”

MCAS DATES:

ELA:	April 1 and 2
Math:	April 29 and 30
STE:	May 6 and 7
Civics:	May 13 and 14

Respectfully Submitted:

Silas Coellner,
Principal

Old Rochester Regional School Committee Subcommittee 2024-2025

Chairperson	Michelle Smith
Vice Chairperson	April Nye
Treasurer	Christina Gagnon
School Committee Secretary	Melissa Wilcox
Recording Secretary	Melissa Wilcox
Budget Subcommittee	James Muse Michelle Smith Matthew Monteiro (Alt. Robin Rounseville)
Educational Council	Frances-Feliz Kearns Michelle Smith Joseph Pires
Sole Signatory	James Muse
SMEC	Rosemary Bowman
Sick Leave Bank	Rosemary Bowman April Nye Joseph Pires
School Physician	Dr. Reynolds/Dr. Mendes
PCC	Michael S. Nelson
Sick Leave Bank (Dist. Wide Non-Union Employees)	Rosemary Bowman
Standing Committee on Graduation Requirements	Entire Committee
Policy Review (new ORR policies)	Joseph Pires Frances-Feliz Kearns Margaret McSweeney
MASC Delegate/Legislative Liaison	Matthew Monteiro
Tri-Town Educational Foundation Fund	Margaret McSweeney
Town Relations	James Muse Michelle Smith Joseph Pires
Superintendent's Goals Subcommittee	Matthew Monteiro Michelle Smith James Muse
Facilities Subcommittee	April Nye Frances-Feliz Kearns Joseph Pires
Equity Subcommittee	Frances-Feliz Kearns Margaret McSweeney Matthew Monteiro

Excess and Deficiency Calculation

Fiscal Year 2025

Begin:	
Unreserved Undesignated Fund Balance	1,143,587.00
Subtract:	
OtherOther Receivables, Overdrawn Accounts, Deficits	
SRF School Building	200.00
SRF IDEA	21,745.00
SRF Title I	34,228.00
SRF Title IV	3,085.00
SRF Tri-Town	2.00
Total	59,260.00
Add:	
Circuit Breaker, Other Closed Accounts, Adjustments:	
	0.00
Total	0.00
Total Certified Unencumbered Excess & Deficiency	1,084,327.00
Unencumbered Excess &Deficiency in excess of 5 % calculation	
Operating and Capital Budget	21,563,474.00
5% of Budget	1,078,173.70
Total in Excess	6,153.30
Reviewed By:	Katie Scopelleti
Certified On:	

Signatures
No signatures to display.

Comments
No comments to display.

Excess and Deficiency Calculation
Fiscal Year 2025

Documents
No documents have been uploaded.

LEARNING *for* LIFE

SMEC Southeastern Massachusetts
Educational Collaborative

FY2024 Annual Report



To Whom It May Concern:

Attached, you will find the FY24 annual report for the Southeastern Massachusetts Educational Collaborative (SMEC), covering the period of July 1, 2023 to June 30, 2024. This report contains all of the regulatory reporting requirements of MGL Chapter 40, Section 4E, including summarized information about the programs and services offered by the Collaborative during the prior fiscal year, a discussion of the cost effectiveness of each program and service offered by SMEC, information regarding our governance and administration and a discussion of the progress made toward reaching our agency's stated goals and objectives. In addition, our FY24 Independent Audited Financial Statements are attached, and the relevant figures are embedded in this annual report.

During FY24, we continued to prioritize the recruitment of new personnel in order to expand our level of services. We were fortunate to add several new therapists to our team allowing us to expand our district-based staffing services and filled many direct care vacancies in our adult programs. However, despite the support of our Board of Directors to increase our starting salaries and provide recruitment and retention benefits, we continue to see the impacts of the ongoing national workforce crisis, which has impacted our ability to further expand our capacity to accept many of our newly referred students and adults.

After many attempts over several years to find an additional building through the public procurement process, we were finally able to find a facility to purchase in order to expand our social/emotional programs for elementary and middle school students. The purchase and occupancy of the building was completed during the first two months of the 2024 fiscal year, which then allowed us to refurbish our other Collaborative-owned building to open an intensive childcare center during the last quarter of FY24.

Balancing the needs of our students, consumers and staff with the realities and ambiguities of the information coming from our contracted revenue streams creates a difficult business climate for a self-sustaining organization such as ours. SMEC continues to advocate statewide, along with other Educational Collaboratives, for designated funding for Collaborative facilities, workforce stability, regulatory relief and program enhancement and we look forward to a return to fiscal and governance clarity in FY25 and beyond.

We encourage anyone reading this report to use the data contained herein as a brief overview of SMEC and an idea of where our agency may be heading in the future. This report provides a synopsis and fulfills a legislative requirement but much more information can be found by visiting our website or by contacting any of our program locations or our administrative office(s) to request more information or to set up a personal tour or visit. We'd love to show you around and answer any questions you may have. The best way to get to know SMEC is to speak to those who choose to be part of it. We are proud of our agency and look forward to sharing it with you.

Sincerely,

Catherine S. Cooper, M.Ed., JD

Executive Director

Table of Contents

GOVERNANCE	4
MISSION, GUIDING PRINCIPLES AND OBJECTIVES.....	5
FY24 GENERAL STATISTICS	11
FY24 REVENUE.....	11
ADULT SERVICE EXPENDITURES	11
FY24 AMOUNT EXPENDED ON SERVICES FOR STUDENTS/CONSUMERS AGE 22+	12
COST SAVINGS TO SCHOOL DISTRICTS.....	12
PROGRAMS.....	12
SUMMARY	15



GENERAL INFORMATION

The Southeastern MA Educational Collaborative (SMEC) is a public Educational Collaborative established in 1975 pursuant to the provisions of MGL Ch. 40, Section 4E. SMEC’s administrative offices are located at 25 Russells Mills Road in Dartmouth. The Collaborative provides services to ten member school districts and several non-member districts from throughout Southeastern Massachusetts in addition to providing adult services through state contracts.

GOVERNANCE

SMEC membership during FY24 was comprised of the school districts of Acushnet, Dartmouth, Fairhaven, Fall River, Marion, Mattapoisett, New Bedford, Rochester, Old Rochester Regional and Greater New Bedford Regional Vocational Technical High School. Each of these school committees appointed a member to serve on the SMEC Board for the 2023-2024 school year as follows:

BOARD OF DIRECTORS 2023-2024

Melissa Cordeira, <i>Acushnet</i>	Michelle Smith, Vice Chairman, <i>Marion</i>
Tiffini Reedy, <i>Mattapoisett</i>	Anne Fernandes, <i>Rochester</i>
Donna McKenna, <i>Fairhaven</i> *	Christopher Oliver, Chairman, <i>Dartmouth</i>
Christopher Cotter, <i>New Bedford</i>	Rosemarie Bowman, <i>Old Rochester Regional</i>
Sara Rodrigues, <i>Fall River</i> **	
Michael Shea, <i>Greater New Bedford Regional Vocational Technical High School</i>	

* Term ended April 1, 2024.

**Term ended June 5, 2024.

LEADERSHIP

In addition to the Board of Directors, the 2023-2024 SMEC leadership team also included the following:

ADMINISTRATIVE TEAM

Catherine Cooper, Executive Director	Christopher Haraden, Director of Business Services
Kimberly Wilmot, Director of Student Services	Sean Mitchell, SAIL Program Director
Sherri Tetrault, Director of Communication and PD	Sharon Donovan, ADH Program Director
Audrey Rodrigues, Human Resources Manager	Charles Farrell, Payroll Manager

TREASURER

John Nunes

2023-2024 STEERING COMMITTEE MEMBERS

The SMEC steering committee is comprised of the special education administrators from each member district and serves in an advisory capacity to the SMEC Administrative Team:

Kimberli Bettencourt, *Acushnet*

Laurie Dionisio, *Dartmouth*

Tanya Dawson, *Fairhaven*

Lori Obenchain, *Fall River*

Kristine Lincoln, *Interim, Marion, Mattapoisett, Rochester and Old Rochester Regional*

Paul Bottome, *New Bedford*

Erin Ptaszenski, *Greater New Bedford Regional Vocational Technical High School*

MISSION, GUIDING PRINCIPLES AND OBJECTIVES

SMEC's mission statement, principles and objectives are identified in our Articles of Agreement.

Mission Statement

The Southeastern Massachusetts Educational Collaborative (SMEC) provides high-quality programs and services for all children and adults who need specialized instruction or support. SMEC utilizes a team approach to meet the needs of the whole individual in order to achieve greater personal independence and success.

Guiding Principles

- ✓ *We believe that all people have strengths, abilities and gifts and must be treated with respect and dignity regardless of their level of need.*
- ✓ *We ensure that support and services are guided by an individual's evolving needs, goals and preferences.*
- ✓ *We assist each individual to participate and contribute meaningfully to their community through school, work, community service and recreation.*
- ✓ *We believe that all individuals have the ability to learn within a safe, nurturing environment and with the appropriate support.*
- ✓ *We will safeguard each individual's right to privacy, dignity and respect.*
- ✓ *We believe that parents/guardians and families are important advocates and teachers.*
- ✓ *We believe that through collaboration and teamwork we strengthen the resources of school districts and adult agencies to provide the very best programs and services for students and adults.*
- ✓ *We have high expectations for the success of our students, staff, consumers, parents and the community.*
- ✓ *We believe that an effective organization is diverse in perspective, culture and experience.*

Objectives



As indicated in the Collaborative's Articles of Agreement, the Objectives of the Collaborative shall be:

To develop and administer, as directed by the Collaborative Board of Directors, programs, supports and services which best serve the interests of the Collaborative and its Member Committees.

To provide a vehicle for Member Committees to identify and resolve issues of a common and regional nature.

To provide professional development opportunities for educators, parents and related services personnel.



Progress



MEETING OUR MISSION AND OBJECTIVES

SMEC provides programs and services for individuals with special needs ages three to adult. Our programs have a strong focus on community integration and independence. Student services and programs are available at the preschool, elementary and secondary levels. Students who transition into adult services at age 22 and who are eligible to receive adult service funding through DDS, MA Health or MCB have the option to choose SMEC as their adult service provider. Over 90% of our eligible students in this category choose SMEC as their adult service provider upon turning 22.

Offering high-quality programs requires us to continually examine our facilities to ensure that they meet the needs of our students, consumers and staff. Our student services programs are housed in both public school classrooms and separate public day school buildings. Our adult service programs are located in two leased buildings in Dartmouth. Expansion of our programs requires us to continually search for appropriate space and we have issued several RFPs in that effort in recent years. SMEC was able to identify, through an RFP, a building in Dartmouth to expand our TLC social/emotional public day school program, complete the purchase of the property and relocate the program to the new site at the very beginning of FY24. By moving the TLC public day program to the new, larger facility, we were able to

repurpose the Collaborative's smaller building in New Bedford and acquire an additional DESE public day school license to open a new intensive early childhood program at the end of the 2023-2024 school year.

Our FY24 professional development offerings focused on providing educators with the tools that they need to teach all learners as well as the new Massachusetts IEP process and form. In addition to providing in-service training for our own staff on managing their own stress and staying positive, as well as our annual trainings in CPR/First Aid, Mandated Reporting, Civil Rights, Safety Care non-violent crisis intervention, RBT, suicide prevention and cultural proficiency, SMEC provided a wide variety of professional development opportunities to 825 faculty and staff from more than 126 school districts, charter schools, private schools and other Collaboratives throughout Massachusetts during the year. Our own staff members also provided onsite staff training and consultation for many additional district educators.

Courses and workshops offered for outside educators during FY24 included Sheltered English Immersion (SEI) instruction including SEI endorsement courses for regular and vocational educators and administrators, as well as Building Relationships with English Language Learners, Supporting Students to be Successful, Navigating the Cyber World, IEP Writing Strategies, Implementing the New Massachusetts IEP, Parapro Math Preparation, Google Training and Educator Mentoring.

In addition to staff training, SMEC also offered virtual sessions for parents and guardians on topics such as the new Massachusetts IEP form and process and Practical Strategies for Managing Challenging Behavior. We also held several in-person family engagement events throughout the year in conjunction with our parents' group, the Friends of SMEC, including a wellness walkathon, holiday movie and sing-along, student community art show and dance fundraiser auction.

SMEC is a member of the Massachusetts Organization of Educational Collaboratives (MOEC). MOEC represents and advocates for the 24 Educational Collaboratives statewide and SMEC's Executive Director sits on the MOEC Board of Directors and chairs its Legislative Committee. SMEC is also a member of the Association of Developmental Disabilities Providers (ADDP) and the Massachusetts Adult Day Service Association (MADSA).

SMEC is one of the very few regional sites in Massachusetts authorized to administer the Parapro examination through the Educational Testing Service. Employment as a paraprofessional in Title One schools and most other public school districts in Massachusetts requires either a minimum of an Associate's Degree/Equivalent or a passing score on the Parapro assessment. SMEC offers both the test administration and an optional Parapro test preparation workshop. 109 individuals from at least 11 different districts took the Parapro test in-person at SMEC during FY24.

We focused on goals addressing personal health and safety as well as the strengthening of our student and adult services, quality staff recruitment and retention, increasing parent engagement and public awareness of SMEC and its services, ensuring that our programs are located in suitable facilities, addressing internal organizational and developmental issues including improving overall communication, increasing our resource development capacity and maintaining strong leadership, governance and financial capacity.

Other infrastructure improvements, such as acquiring and maintaining a safe and reliable van pool, updating our technology infrastructure and attracting and retaining high quality staff, are ongoing priorities and built into the administrative decision making process for all programs. The Collaborative maintains ongoing communication with our districts and local state agencies to ensure that we are targeting our efforts to meet their ever-changing needs as well as ensuring compliance and readiness for all DESE and other state agency mandates. The nationwide workforce crisis has made it difficult to expand our services during the past couple of years, however we continue to prioritize the needs of our districts, staff, students and adult consumers.

FY24 GENERAL STATISTICS

Years in Service	48
Employees	213 ¹
Member Districts	10
Districts Served in 2023-2024	131 ²
Program Facility Sites	10
Students Served in SMEC School Programs and District Services in FY23	654 ³
Adult (Age 22+) Consumers Served FY24	152

FY24 REVENUE

Tuition and Services Member	\$5,515,118
Tuition and Services Non-Member	\$1,041,029
DDS Contracts	\$3,053,797
MCB Contracts	\$187,959
MassHealth/Medicaid	\$2,578,925
DESE CACFP	\$116,337
Professional Development	\$163,712
Intergovernmental/ Intergovernmental on Behalf	\$2,041,963
Investment Income	\$11,395
Miscellaneous ⁴	\$121,843
Total FY24 Revenue	\$14,961,747⁵

¹ Includes full and part-time employees on payroll during FY24. Does not include 1099/outside contractors.

² Based on LEA student programmatic responsibility for services as well as professional development provided to district staff.

³ Includes all SMEC program and district-based services. Does not include students receiving transportation services only.

⁴ Includes grants, self-pays, donations, insurance claim payments and revenues not otherwise designated.

⁵ Based on FY24 Independently Audited Financial Statements-Governmental Funds Statement of Revenues.

ADULT SERVICE EXPENDITURES⁶

FY24 AMOUNT EXPENDED ON SERVICES FOR STUDENTS/ CONSUMERS AGE 22+

SAIL Program (Expenses Funded by DDS/MCB Contracts)	\$2,041,963
ADH Program (Expenses Funded by Medicaid/MA Health and CACFP)	\$1,508,218
FY24 Total Adult Service Expenses	\$3,550,181⁶

COST SAVINGS TO SCHOOL DISTRICTS

Average FY24 MA Private Ch. 766 Day School Special Education Daily Tuition Rate	\$499.58/Day ⁷
FY24 SMEC Daily Member Tuition 180 Day Standard School Day Program	\$304/Day
Average Local Private Agency Therapy Fee (SLP, OT, PT, TVI)	\$100-\$165+/hour
FY24 SMEC Member Therapy Fee (SLP, OT, PT)	\$85/hour ⁸

Cost savings to districts are realized by sharing resources regionally, utilizing district owned facilities to house Collaborative programs when possible, sharing agency administrative and indirect costs between the Collaborative's adult services departments and student services departments and having district representatives guide our program and service development. Exact savings figures are difficult to quantify, however a comparison of the average private day school FY24 tuition of \$499.58 per day versus the standardized FY24 SMEC program tuition of \$304 per day for all of our 180 day/school day programs indicates significant average annual savings of \$35,204.40 per student as does a comparison of a range of contractual service costs offered by private agencies in the geographic area against the cost to districts to access the same therapeutic services through SMEC. If SMEC programs and services were not available, districts would undoubtedly be forced to utilize these higher cost private programs and services. Our programs serve students with low-incidence special needs from multiple districts allowing the districts to share the costs of operating a high-quality specialized program for several students instead of each district funding and operating an in-district program for one or two students. In addition, services provided by the Collaborative have a value added component in that we provide services specifically tailored to the needs and requests of our districts and students thereby reducing costs for certain amenities that may be included in the services offered by private providers but not necessarily required to provide a high quality program or targeted services to address specific district and students' needs.

Further cost savings are realized by operating programs within our local cities and towns thereby

⁶ Extracted from FY24 Independently Audited Financial Statements-Governmental Funds Statement of Expenditures

⁷ www.mass.gov/osdFY24; average of private day school FY24 daily tuition rates using day program data only.

⁸ FY24 SMEC member rate for hourly therapy services. Does not include contractual staffing FTEs which are staff specific.

significantly reducing special education transportation costs and the length of student trips. Cost savings varies based on route and competitive bidding quotes from private vendors. Similarly, utilizing surplus district classroom space to house collaborative programs reduces program overhead, which lowers tuition costs for all districts utilizing the program while providing a modest source of revenue for the host district.

Lastly, offering professional development on a regional basis allows districts to offer high quality professional development to their faculty and staff that might not be possible if each district, particularly the smaller districts, were required to fund and arrange courses or workshops on an individual basis. Particularly at a time when district professional development time has been reduced and is primarily targeted toward meeting new and increased state and federal mandates, targeted professional development for lower incidence or specialty staff would likely not occur if it weren't done on a regional basis through the Collaborative.

SMEC PRIMARY LANGUAGE PROGRAM

The SMEC Primary Language Program, located at the Rochester Memorial School, serves students in grades PK-6 with significant language delays and autism spectrum disorders. Staffed by a special education teacher(s), speech pathologist, occupational therapist, physical therapist, consulting BCBA and paraprofessionals, the program offers intensive, language-based programming with a small staff/student ratio and opportunity for inclusive activities within the host building. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC INTEGRATED SERVICES PROGRAM I

The SMEC Integrated Services Program I, located at the Elizabeth Hastings Middle School in Fairhaven, serves students in grades 5-8 with significant social and language delays and autism spectrum disorders. It provides a continuum of services for students who have been deemed by their IEP teams to require a substantially separate classroom with a small staff/student ratio at the high school level. Services are

FY24 Program Descriptions

provided by a special education teacher, paraprofessionals, an occupational therapist, physical therapist, BCBA consultant, school adjustment counselor and a speech language pathologist. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC INTEGRATED SERVICES PROGRAM II

The SMEC Integrated Services Program II, located at the Old Rochester Regional High School in Mattapoisett, serves students in grades 9-12 with significant social and language delays and autism spectrum disorders. It provides a continuum of services for students who have been deemed by their IEP teams to require a substantially separate classroom with a small staff/student ratio at the high school level. Services are provided by a special education teacher, paraprofessionals, an

occupational therapist, physical therapist, BCBA consultant, school adjustment counselor and a speech language pathologist. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC ALTERNATIVE LEARNING CLASSROOM I

The SMEC ALC I program, located at the Ford Middle School in Acushnet, serves students in grades 5-8 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, reading specialist, paraprofessional, speech pathologist, occupational and physical therapists as needed and licensed mental health counselor. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

SMEC ALTERNATIVE LEARNING CLASSROOM II

The SMEC ALC II program is located at Dartmouth High School, serving students in grades 9-12 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, paraprofessionals, a licensed mental health counselor, speech pathologist, occupational therapist and physical therapists as needed as well as a consulting BCBA and employment development coordinator.

THERAPEUTIC LEARNING CENTER

The Therapeutic Learning Center (TLC) is a DESE licensed public day school program in New

Bedford. Serving students in grades K-5 with significant social/emotional disabilities and trauma backgrounds, the TLC offers a therapeutic milieu with a high staff to student ratio and specialized support. Services are provided by licensed special education teachers, paraprofessionals, a licensed school adjustment counselor, a BCBA, school nurse, OT, PT and SLP. Instruction in art and yoga are provided. School year and part-time summer programming options are available. SMEC expanded the TLC program in early FY24 to serve students up through grade 8.

THERAPEUTIC LEARNING PROGRAM

The TLP program, located at the Quinn Elementary School in Dartmouth, serves students in grades K-5 with social/emotional, behavioral and learning disabilities. Students are served in a substantially separate classroom with a small student/staff ratio and inclusion opportunities. Services are provided by a special education teacher, reading specialist, paraprofessional, speech pathologist, occupational and physical therapists as needed and licensed mental health counselor. Instruction in art and yoga are provided. School year and part-time summer programming options are available.

EARLY CHILDHOOD PROGRAM

Opened in April 2024, the ECP is an intensive early childhood center serving students with developmental and language delays in grades PK-K on a full day/full week school year basis. Providing an intensive, therapy rich environment with specialized teachers, paraprofessionals, therapists, clinicians and board-certified behavioral analysts, our ECP program is located in a SMEC-owned building in the far north end of New Bedford.

TRANSITIONAL SERVICES

SMEC offers transitional services to students ages 18-21 with developmental disabilities. Student services include job development, employment skills training and support, life skills/ADL instruction, social/community skills development and case management. Instruction is community based with classroom and kitchen space available at the historic Tripp School building in Fairhaven. Staffing includes special education teachers, paraprofessionals, a speech pathologist, occupational and physical therapists, job developer, job coaches and transitional/vocational specialist. Instruction in art and yoga are provided. Services are available on a full-time, part-time or extended day/extended year basis. Job coaching is available seven days per week, year-round.

THE MULTIDISCIPLINARY LEARNING CENTER

SMEC's Multidisciplinary Learning Center is an elementary program serving students in grades PK-8 with significant physical or intellectual disabilities and/or medical fragility. An experienced special education teacher, CNA Paraprofessionals and an RN create a safe, supportive learning environment for students with multi-disabilities. Therapeutic services are provided by an OT, PT, TVI and SLP. The MLC program offers a 180 day program with a part-time five-week summer component. The program is located in a public elementary school building in Mattapoisett and accepts referrals from all school districts.

SUPPORTING ADULTS FOR INCLUSIVE LIVING (SAIL) PROGRAM

SMEC's SAIL program serves individuals over the

age of 22 who have been deemed eligible for adult service funding through the Department of Developmental Services (DDS) and the MA Commission for the Blind (MCB). SMEC is a qualified state provider for employment support, residential support, community day support and individual support services. SAIL services operate year-round. Funding for the SAIL program is primarily provided through state contracts with DDS and MCB. Biannual licensure and compliance audits are conducted by DDS.

SMEC ADULT DAY HEALTH (ADH) PROGRAM

SMEC's ADH program provides a continuum of services for individuals over the age of 22 who require daily supervision, activities and case management. The ADH program operates separately from the services provided through SMEC's SAIL program but on the same campus. The ADH program operates year-round and is currently funded through Medicaid/MassHealth and licensed by the Department of Public Health (DPH) with reimbursement for hot lunches provided through the DESE's CACFP program.

ANCILLARY SERVICES

SMEC provides specialized staffing and therapeutic services to school districts throughout our region. SMEC's speech pathologists, occupational therapists, physical therapists, PTAs, COTAs, SLPAs, BCBA and ELL teachers provide therapeutic, evaluation and consultation services to students and staff in member and non-member districts, vocational and charter schools throughout the region on a contractual basis.

PROFESSIONAL DEVELOPMENT

SMEC offers a variety of professional development activities for educators from member and non-member districts throughout the year. SMEC is one of the few DESE qualified providers of Sheltered English Immersion endorsement classes for all teachers, including vocational teachers, and administrators. In FY24, our professional development courses were offered in both virtual and in-person training formats. In FY24, 825 educators from over 126 public school districts, private schools, and Educational Collaboratives took part in SMEC professional development activities.

SPECIAL EDUCATION TRANSPORTATION

In 2023-2024, SMEC offered special education transportation services to our member school districts. Cost benefit to district varies based on route and competitive bidding quotes from private vendors. During FY24, due to staffing and vehicle capacity limits, SMEC's transportation services were primarily limited to students attending SMEC programs or SMEC member districts' in-house programs.

PARAPRO ASSESSMENT

109 paraprofessionals or aspiring paraprofessionals sat for the Parapro examination at SMEC between July 2023 and June 2024. Many also participated in our Parapro prep course focusing on math skills during FY24.

SUMMARY

This annual report summarizes the activities of the Southeastern Massachusetts Educational Collaborative during the fiscal year ending June 30, 2024. The ongoing workforce crisis, as well as the current impacts of politics and social media on our schools and businesses, has brought unprecedented challenges to our students, staff and families. Our team has risen to the challenge and has put forth tremendous effort to ensure that we can conduct high-quality, student-centered services, teaching and learning.

We are very proud to serve the communities in the Southeastern corner of the Commonwealth and to be able to partner with a wonderful group of school districts and state agencies to ensure that a wide array of high quality services is available to meet the needs of all individuals. We are looking forward to many changes in FY25 and beyond, including the expansion of our multi-disability program to the high school level, which will allow us to strengthen and expand our services and instruction so that we can provide the very best in programs and support across all grade and age levels. We welcome and encourage the readers of this report to contact us or visit our website or Facebook page in order to truly see and hear about the great work that is done here.



Southeastern Massachusetts Educational Collaborative

Visit us online at SMEECollaborative.org



OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Calendar 2025-2026

July 2025					August 2025					September 2025						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
	1	2	3	4					1	1	2	3	4	5		
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12		
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19		
21	22	23	24	25	18	19	20	21	22	22	23	24X	25	26		
28	29	30	31		25	[26]	27*	28	29E**	29	30					
7/4 - Independence Day					8/25 All Staff Report [] Prof. Devl. Day *Opening Day - Gr. 1-12 **- Kindergarten First Day and Early Dismissal for Students & Teachers 3 days					9/1 - Labor Day X - Prof. Dev. All Schools Early Release 21 days 24 days accrued						
October 2025					November 2025					December 2025						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
		1	2	3	3	4	5	6	7	1	2	3	4	5		
6	7	8	9	10	[10]	11	12	13	14	8	9	10	11	12		
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19		
20	21	22	23P	24P	24	25	26E	27	28	22	23E	24	25	26		
27	28	29	30	31						29	30	31				
10/13- Columbus Day P- Elementary - Early Dismissal Parent Conf. 22 days 46 days accrued					[]-Prof. Devl. Day 11/11 - Veterans' Day E- Early Dismissal for Students & Teachers 11/27-28 Thanksgiving Vacation 16 days 62 days accrued					E- Early Dismissal for Students & Teachers 12/24-12/31 Holiday Vacation 17 days 79 days accrued						
January 2026					February 2026					March 2026						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
			1	2	2	3	4	5	6	2	3	4X	5	6		
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13		
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20		
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27		
26	27	28X	29	30						30	31					
1/1-1/2 Holiday Vacation 1/19 - Martin Luther King, Jr. Day X - Prof. Dev. All Schools Early Release 19 days 98 days accrued					2/16-2/20 School Vacation 15 days 113 days accrued					X - Prof. Dev. All Schools Early Release 22 days 135 days accrued						
April 2026					May 2026					June 2026						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
		1	2	3					1	1	2	3	4	5		
6	7	8	9	10	4	5	6	7	8	8	9	10*	11	12		
13	14	15	16	17	11	12	13	14	15	15	16	17**	18	19		
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26		
27	28	29	30		25	26	27X	28	29	29	30					
4/20-4/24 School Vacation 17 days 152 days accrued					5/25 - Memorial Day X - Prof. Dev. All Schools Early Release 20 days 172 days accrued					* 180th Day, X - Early Release 6/19 - Juneteenth **185th day, X - Early Release 8 days 180 days accrued						
Holidays - No School for Students and Teachers										Early Dismissal Times (Codes X E)					Code P	
7/4 - Independence Day					Start & End Times:					ORR Jr. & Sr. High Schools					11:30 a.m. N/A	
9/1- Labor Day					ORR Jr. High School					Center & Old Hammondtown					12:20 p.m. 11:30 a.m.	
10/13- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School					12:20 p.m. 11:30 a.m.	
11/11 - Veterans' Day					ORR High School					Rochester Memorial School					12:30 p.m. 12:30 p.m.	
11/27 - Thanksgiving Day					7:30 to 2:03 p.m.					Approved by the Joint School Committee 01.23.2025 www.oldrochester.org						
12/25- Christmas day					Center School & OHS											
1/1- New Year's Day					8:30 a.m. to 2:45 p.m.											
1/19 - Martin Luther King, Jr. Day					Sippican School											
2/16 - Presidents' Day					8:40 a.m. to 2:57 p.m.											
4/20- Patriots' Day					Rochester Memorial School											
5/25 - Memorial Day					8:40 a.m. to 3:00 p.m.											
6/19 - Juneteenth																