

**MATTAPOISETT SCHOOL COMMITTEE MEETING**  
**Mattapoisett, Massachusetts**  
**BY: HYBRID FORMAT**

**MEETING MINUTES**  
**March 24, 2025**

Regular meeting of the Mattapoisett School Committee was held on Monday, March 24, 2025, and called to order by Chairperson Carly Lavin at 7:48pm. Chairperson Lavin stated the meeting is being conducted via hybrid format and the public has the ability to participate in-person or remotely through zoom with the link provided.

**MEMBERS PRESENT:** Carly Lavin, Chairperson (in-person), James Muse (in-person), Cristin Cowles (in-person), Amanda Hastings (remote) and Jack LeBrun (in-person).

**MEMBERS ABSENT:** None

**OTHERS PRESENT:** Michael S. Nelson, Superintendent of Schools; Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning; Howard Barber, Assistant Superintendent of Finance and Operations; Jaime Curley, Assistant Superintendent of Student Services, Dr. Linda Ashley, Principal – Center School; Stephanie Wells, Principal – Old Hammondtown School and Melissa Wilcox, Recording Secretary (all in-person).

**MEETING TO ORDER:**

Chairperson Lavin stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

**FY26 SCHOOL CHOICE PUBLIC HEARING**

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

Chairperson Lavin opened the public hearing at 7:49pm.

Superintendent Nelson welcomed the school committee and community members present. He explained that school choice participation is an annual requirement that must be completed by all districts in the State. He reviewed that the school committee previously discussed school choice at the last meeting in preparation of this public hearing. The district receives a reimbursement of \$5,000 per school choice student, which is a non-negotiable rate set by the State, and has been such for many years. He continued that there is also a reimbursement of 70-75% of special education expenses for school choice students. Historically, Mattapoisett has participated in school choice with most recently accepting a maximum of fourteen students. There are two students matriculating from 6<sup>th</sup> grade so if the school committee decides to participate he recommended offering the two spots at Old Hammondtown School.

**School Committee Discussion:**

Mr. Muse expressed that historically school choice has been very successful and he believes it is very important to extend our community and accept students from other towns. He strongly supports continuing to participate in school choice. Ms. Cowles said there are fourteen now and would have twelve so she supports holding school choice at twelve students and not taking additional school choice students for 2025-2026. Mr. LeBrun agreed with Ms. Cowles. Ms. Hastings asked to confirm if keeping fourteen that the two open spots would be at OHS. Mr. Muse commented that they have typically tried to accept at younger grades but this year he thinks they should maintain fourteen and the two open spots should be at OHS based on enrollment and it is important to maintain the fourteen as to not lose \$10,000 in the budget if they did not accept two new students. Ms. Cowles discussed that there is the potential for those two students to cost the district more than the reimbursements and it is unknown based on the blind lottery process. Ms. Lavin expressed the importance of diversity of life experiences in welcoming school choice students to Mattapoisett but 4<sup>th</sup> grade enrollment is high so she is on the fence. Ms. Cowles said they recently increased to fourteen, so it had been twelve students for many years. Mr. Muse expressed the importance of school choice in his eyes and not accepting this year would go backwards and set a different tone in the district around this matter.

There were no public comments.

Chairperson Lavin closed the public hearing at 8:08pm.

**I. Approval of Minutes:**

**1. A. 1. Approval of Minutes – Regular Session**

**Recommendation:**

That the School Committee review and approve the minutes of February 6, 2025.

MOTION: by Cristin Cowles to approve the Regular Meeting minutes of February 6, 2025 as presented

SECONDED: Jack LeBrun

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

Executive Session minutes were held for executive session.

**1. A. 3. Approval of Minutes – Budget Subcommittee**

**Recommendation:**

That the School Committee review and approve the minutes of March 13, 2025.

MOTION: by James Muse to approve the Budget Subcommittee minutes of March 13, 2025 as presented

SECONDED: Carly Lavin

MOTION PASSED: 2:0

ROLL CALL: Lavin (yes); Muse (yes)

**IV. General**

**A. FY2026 School Choice Vote**

**Recommendation:**

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

MOTION: by James Muse to continue for the 2025-2026 school year and maintain a total of fourteen students with a restriction of the two open spots being at Old Hammondtown School.

SECONDED: Amanda Hastings

MOTION FAILED: 2:3

ROLL CALL: Lavin (no); Muse (yes); Cowles (no); LeBrun (no); Hastings (yes)

MOTION: by Cristin Cowles to not participate in school choice for the 2025-2026 school year

SECONDED: Jack LeBrun

MOTION PASSED: 3:2

ROLL CALL: Lavin (yes); Muse (no); Cowles (yes); LeBrun (yes); Hastings (no)

**B. Approval of Student Handbook Revisions**

**Recommendation:**

That the School Committee review revisions to the 2024-2025 Student Handbook.

Superintendent Nelson explained that an audit of the Special Education department by DESE will be taking place in the spring. As part of the self-assessment, revisions are being recommended to the current student handbook. These revisions are additions to the handbook, but are already part of policies approved by the Joint School Committee or state law.

Changes/Additions	Page #
Vehicle Idling	p. 8
Tobacco and Vaping	p. 20
Bullying Prevention and Intervention Policy	p. 21
Statement of Non-discriminatory Practices	p. 24

Harassment	p. 25
Student Code of Conduct	p. 28
Disciplinary Investigations	P. 28
Disciplining of Students with IEPs and 504s	p. 42

MOTION: by Carly Lavin to approve the revisions to the 2024-2025 student handbook as presented

SECONDED: Jack LeBrun

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

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

#### Recommendation:

That the School Committee review a donation from the Mattapoissett Historical Commission for a proposed panel at Center School and a tree from the Mattapoissett Tree Planting Committee to replace a memorial tree on the Church Street side in memory of Bill Sparks.

Superintendent Nelson shared that there are two options for locations for the panel as discussed with Dr. Ashley and Mr. Jones, with one being at the formal front door at the old, original entrance to Center School or at the newer entrance. The school committee agreed that the original entrance would be preferred.

MOTION: by Carly Lavin to approve the proposed panel for Center School as presented

SECONDED: Jack LeBrun

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

MOTION: by Carly Lavin to approve the donation of a tree to replace the memorial tree at Center School as presented

SECONDED: James Muse

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

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

#### Recommendation:

That the School Committee review a grant in the amount of \$500 for Laura Mirabito from the Mattapoissett Land Trust for non-fiction books and a grant in the amount of \$2,890 from the Mattapoissett Land Trust to Ben Squire for the Cuttyhunk Field Trip.

MOTION: by Cristin Cowles to approve the grants from the Mattapoissett Land Trust for Ms. Mirabito and Mr. Squire as presented

SECONDED: James Muse

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

### **V. New Business**

#### **B. Business**

##### **1. Financial Report**

#### Recommendation:

That the School Committee hear a report.

The Mattapoissett School District currently has \$288,032 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 encumbered and expended. This report recognizes the activity of the total \$8,064,433 appropriated to the Mattapoissett School District.

\$ 8,064,433 - General Funds Approved

\$ 7,776,401 – Obligations Paid Year to Date  
\$ 288,032 - Remaining Available Funds

Chairperson Lavin asked if the amount in line 043 of the Department Based budget is because of staffing changes. Mr. Barber confirmed.

## **2. Record of Warrant(s)**

The administration shared the record of warrant(s) from February 12, 26 and March 12, 2025 as signed by the sole signatory.

## **3. Food Services Report**

### Recommendation:

That the School Committee hear a report on behalf of Food Service Director Jill Henesey.

#### *Center School*

- Meals participation continues to grow strong.
- Had repair work done to the walk-in cooler; replaced the evaporator coil and condenser unit.
- 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.
- Bulldog Café is looking for per diem (substitute) 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.

#### *Old Hammondtown School*

- Meals participation continues to grow strong.
- 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.
- 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**

### Recommendation:

That the School Committee hear a report on behalf of Facilities Director Gene Jones.

#### *Center School*

- Completed one snow/ice removal operation.
- Solicited quotes for a roof leak during heavy rainfall.
- Replaced failed walk in cooler compressor/condenser.
- Completed fire sprinkler and ANSUL suppression system inspection.
- Conducted routine maintenance on all facility systems.

#### *Old Hammondtown School*

- Completed one snow/ice removal operation.
- Completed fire sprinkler and ANSUL suppression system inspection.
- Completed routine maintenance on all facility systems.

## **Personnel**

Denise Ellis was hire as an instructional assistant long-term substitute at Center School.

## **VI. CHAIRPERSON'S REPORT:**

Chairperson Lavin stated the following: *In times of uncertainty, it's easy to feel overwhelmed by the things beyond our control. Recent federal actions and our own budgetary challenges remind us just how much change can feel thrust upon us. However, as a school community, we have a choice: we can stay focused on what matters most — our students and*



*our mission to inspire all students to think, to learn, and to care. Our role as school committee members, administrators, educators and leaders is not just to react to circumstances, but to guide our students through them. We are here to teach our kids to think critically, to learn with curiosity, and to care deeply about the world around them. No executive order or budget cut can take that away from us. While difficult decisions lie ahead, we will face them with integrity, compassion, and a steadfast commitment to our students. Let's control what we can: creating supportive classrooms, inspiring young minds, and building a community where every child feels valued and empowered to succeed. Thank you for your continued dedication and resilience. Together, we will keep moving forward.*

#### **CENTRAL OFFICE ADMINSTRATOR'S REPORT:**

Superintendent Nelson highlighted the most recent Superintendent's Newsletter. He also shared the following for Dr. Fedorowicz: The new math committee, consisting of approximately 25 general and special education teachers with K-6 representation from each district and grade level met at the end of January to vet 3 out of 10 potential HQIM to pilot this spring. The initial 10 math programs were selected from Curate and/or Edreports. Over the December break, Shari was able to work with vendors to get material samples for each grade level for teachers to review. With the assistance of Looney Math Consultants using a rubric, the Math Committee narrowed it down to three HQIM, which were Reveal Math by HMH, Envisions by Savvas, and Illustrative Math by Imagine Learning. All high quality materials. Then each individual grade level collaborated with Looney consultants to review the programs by grade level and select units to pilot based on where they were at in their scope and sequence to provide a seamless pilot for students. Teachers are currently piloting and will be completing the pilot and filling out the rubric at the beginning of April to select a new HQIM math program. Stay tuned! New teachers met last week and we had some activities and collaborated on having better conversations and communications with students, peers and families in order to build relationships and make connections. At the last professional development day, staff continued with the Science of Reading in Literacy. The math teachers were able to meet and collaborate with each other on the new math programs. In addition, we had OpenSciEd and Investigating History. Health and PE continued working on the crosswalk document and we will be meeting soon to review the findings. The purpose is to help us recognize and navigate what specifically has changed, been removed or added. Recent FORM Concerts were amazing! Our students are so talented and it is wonderful to have such a large group of students with an interest in music. Our teachers did a phenomenal job with our students yet again this year. Mattapoisett finished their last Learning Walks on 1/7 at OHS and 2/11 at Center School, which were the last one of the year. We will use this data as an administrative tool to discuss PD and steps for teaching and learning next year.

Dr. Curley shared the following: *We are happy to partner with SMEC again this year to present the Community Talks on 3/24 at 6:30pm via zoom (new IEP for parents) with a representative from Mr. Allan Blume's company. Our Bullying and Harassment Prevention and Intervention Plan has been updated. We would like to extend our gratitude to parents, guardians, local law enforcement, and community members for their contributions through School Council meetings, the Open Forum, and feedback provided through the link shared in newsletters and on the District website. Fly Five is a companion program for Responsive Classroom which supports academic and behavioral outcomes. Ambassadors have been chosen at each building to pilot the program for this year. Thank you to them! They have completed their onboarding and a parent information session will be held on April 14 where an overview of the program will be presented along with a sample lesson and materials available for review.*

#### **PRINCIPAL'S REPORTS**

##### **Dr. Ashley shared the following report:**

Thank you, Mattapoisett PTA, for funding the New Bedford Youth Ballet performance at Center School. Our K-3 students were enchanted by the dancing, beautiful costumes, and changing sets of the Snow Queen. We are so fortunate to have high-quality enrichment programs for our students through community partnerships.

This year, Mrs. Anderson was awarded a grant from Cape Cod 5 to purchase large-format art books to inspire multicultural art projects. Artists in Grade 1 created these watercolor fans inspired by the style of Japanese fans known as Uchiwa. Students learn about other cultures and explore artwork from around the world.

Thank you Mrs. Amoruso for hosting second graders at the Mattapoisett Free Public Library last week! Students learned about all the wonderful resources the town library offers!

### *Artist-in-Residence at Center School*

We were delighted to host artist Elizabeth James-Perry, who taught students in grades 1 through 3 about the traditional artwork of the Eastern Woodlands and Algonquian peoples. The two-day residency immersed students in a unique hands-on experience, engaging them in a process combining personal creativity with cultural education and providing them with a deeper appreciation of Native American art, heritage, and history.

"I enjoy teaching corn husk weaving to cultivate proficiency in the arts and inspire appreciation for the environment and natural materials," James-Perry said. "This was an excellent opportunity to share with the students at Center School, and it was wonderful to see how they embraced the experience. Their enthusiasm and creativity remind us of the importance of preserving and teaching these traditions to future generations."

Thank you to Mrs. Greta Anderson and all the parent volunteers for their support!

Thank you to our first-grade students, teachers, and Dr. Leahy for a wonderful first-grade concert on 2/12! First graders memorized lyrics and hand motions for many terrific songs about explorers such as Edmond Hillary (Mountaineer), Jacques Cousteau (Undersea Researcher), Amelia Earhart (Aviation Pioneer), and Neil Armstrong (Astronaut).

The New Bedford Symphony Orchestra worked with second graders to help them discover the connectivity of living parts in a salt marsh ecosystem and among musical parts in a piece of music. Children interacted with the NBSO Salt Marsh Model to explore various disruptions and solutions to salt marsh conservation. Funds for NSBO programs were provided by the Mattapoissett PTA and in part by a grant from the Mattapoissett Cultural Council, a local agency that is supported by the Mass Cultural Council, a state agency. Thank you!

Collaborative butter making in kindergarten. Kindergarteners learn about solids and liquids in science. Shaking the cream causes the fat molecules to separate from the liquid. The more the cream is shaken, the more these fat molecules clump together, forming a solid, which is the butter. Second-grade engineers test and modify their designs to build seed dispersal mechanisms with long flight times. One design had the longest 10-second flight time from the staircase balcony!

There will be a Kindergarten School-Based Orientation at Center School:

Date: Thursday, March 27th, 6:00 PM

This is a wonderful opportunity for parents and guardians to meet key staff members, learn about your child's daily schedule, and gain valuable insights into what to expect during your student's transition to Kindergarten.

Please bring the following with you if not submitted already:

Original Birth Certificate (We will make a copy in the office)

Proof of Residency - 2 Forms (Mortgage, tax bill, utility bill, etc.)

Most recent Medical Records w/Immunizations

Copy of photo ID

This orientation is geared towards parents and guardians.

2025-26 Project GROW Preschool Program Registration - 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.

Center School, Mattapoissett (8:45 a.m. – 12:45 p.m.)

The program consists of two classes:

Tuesday and Thursday (\$2,520/year)

Monday, Wednesday, Friday (\$3,780/year)

All classes follow the ORR public school calendar.

This four-hour program is open to all children residing in Mattapoissett who will be 3 years of age before Sept. 1, 2025.

Important Dates:

March 25 - Center/OHS Art Show 4-6 pm - @ Center School

March 27 - Kindergarten Information Night at Center School @ 6:00 pm

April 2 - PTA @ 7:00 - 8:00 pm via Zoom

April 3 - 3:15 - 4:00 School Council  
April 8 - Grade 3 ELA MCAS  
April 9 - Grade 3 ELA MCAS  
April 10 - Mattapoisett School Committee Meeting @ 6:30 pm  
April 16 - Grade 2 Winter Concert @ 9:00 am for families  
April 21 - No School - Patriot's Day  
April 21 - 25 - Vacation Week  
May 1 - 3:15 - 4:00 School Council  
May 5 - 9 - Center School Book Fair  
May 6 - Spring Photos  
May 7 - PTA @ 7:00 - 8:00 pm via Zoom  
May 13 - Grade 3 Math MCAS  
May 14 - Grade 3 Math MCAS  
May 19 - Incoming K Screening  
May 21 - Kindergarten Concert 9:30 for families  
May 22 - Grade 2 Field Trip to Heritage Museum and Gardens  
May 23 - Incoming K Screening  
May 26 - No School - Memorial Day  
May 28  
K- 3 Early Release @ 12:20 pm, lunches served  
Project Grow Early Release @ 11:30 am, No lunches served  
May 29 - Center Field Day  
June 2 - Center Field Day Rain Date  
June 5 - Grade 3 Famous American Presentations - 1:30 pm  
June 6 - Grade 3 visit to OHS  
June 5 - Mattapoisett School Committee Meeting @ 6:30 pm  
June 11 - Tentative Last Day of School - 180th Day  
K- 3 Early Release @ 12:20 pm, No lunches served  
Project Grow Early Release @ 11:30 am, No lunches served

**Principal Wells shared the following report:**

**Kindness Week**

Project 351 students worked to plan a Kindness Spirit Week from March 17th to the 21st to promote positivity and inclusivity. Each day featured a unique theme and act of kindness, which was introduced during our All School Meeting. Highlights included a donation drive for the OHS Feinstein Junior Scholar Pantry, a friendly “Speed HELLOing” activity during lunches where students made new connections, and Compliment Day, where students gave and displayed thoughtful compliments to their peers. On Kindness Rocks Day, students found rocks at recess with suggested acts of kindness, completed the act, and left the rock for someone else to find. It was a meaningful week that encouraged students to contribute to a kinder and more supportive school environment.

**FORM Concerts**

The F.O.R.M. (Friends of Old Rochester Music) Concerts were a wonderful showcase of musical talent and community support. The Chorus Concert on March 11th, led by Dr. Sarah Leahy, and the Band Concert on March 18th, directed by Alan Sweet, highlighted the dedication and hard work of our student musicians. Each group performed beautifully, sharing their progress and passion for music with an appreciative audience. It was fantastic to see so many students, families, and staff come together to celebrate music education and support future opportunities for ORR musicians. Each evening concluded with a powerful finale featuring elementary, junior high, and high school musicians playing together—a fitting tribute to the collaboration and commitment that make these concerts so special.

**March Book Madness**

Students and staff have been enjoying the excitement of March Book Madness, a school wide reading event that brings books to life in a fun, interactive way. This year's competition features a special twist—the Sweet 16 books were selected by staff, each representing a favorite read-aloud. The staff members who chose each book will remain a mystery until the winning title is revealed on March 28th. Teachers have been reading the books in pairs, and students eagerly cast their votes to decide which stories advance to the next round. The evolving bracket, displayed on the bulletin board in the gathering space, has become a daily highlight as students check in on their favorites while heading to and from recess.

#### Climate and Culture

In February, we honored Black History Month by highlighting the accomplishments of Black Americans during our All-School Meetings, with many teachers extending these lessons into their classrooms. The entire sixth grade completed Black History Month projects, which were featured in a portrait gallery at the Mattapoissett Library throughout February. In March, we continued our focus on equity and inclusion by recognizing Women's History Month in our All-School Meetings. These efforts align with our Equity Subcommittee plan and support Strategic Objective #4: Climate and Culture in the District's Vision 2028, which aims to foster an inclusive, equitable, and positive school environment where all community members feel a sense of belonging.

#### Upcoming Dates

March 25- Rob Surette Amazing Hero Art school-wide assembly & PreK-6 Art Show @ Center School 4-6  
April 3 and 4- Grade 6 ELA MCAS  
April 8 and 9- Grade 5 ELA MCAS  
April 10 and 11- Grade 4 ELA MCAS  
April 16- Spring Photo Day  
April 17-6th-grade Parent Night at JHS  
April 18- 5th Grade Field Trip to Boston Tea Party Museum  
April 21-25- Spring Break, No School  
May 6 and 7- Grade 5 Math MCAS  
May 8 and 9- Grade 6 Math MCAS  
May 13 and 14- Grade 4 Math MCAS  
May 15 and 16- Grade 5 Science MCAS  
May 19-23- Spring Book fair  
May 30- OHS Field Day  
June 4- Band and Chorus Spring Concert  
June 6- Grade 3 Step Up Day

### **VIII. School Committee**

#### **A. Committee Reports**

1. ORR District School Committee - James Muse reported they have not met since the last meeting.
2. SMEC – Jack LeBrun reported they meet next week.
3. READS – Superintendent Nelson explained that the READS Deaf and Hard of Hearing program has been integrated into the Norton Public Schools for the past ten years and is one of the flagship programs in the state. Norton is unable to house the facility any longer so READS is looking into either relocating the program or purchasing a sub separate building in Norton. He reviewed the information items provided to the school committee including a letter from READS and a question and answer sheet regarding the potential purchase of a DHH building.
4. Early Childhood Council – Cristin Cowles reported they last met in March and the early childhood fair was held on March 15.
5. MASC – James Muse reported the Day on the Hill is coming up in May and to utilize MASC now more than ever in advocacy efforts.
6. Mattapoissett Capital Planning – Chairperson Lavin reported they voted on the final capital report recently. Superintendent Nelson, Mr. Barber and Mr. Jones presented to the Capital Planning Committee and the support all of the K-6 items presented. These items will then go to Town Meeting in May.
7. Tri-Town Education Foundation Fund– Amanda Hastings reported they meet tomorrow.

8. Policy Subcommittee – Cristin Cowles reported they meet again in May.
9. Budget Subcommittee – No report.
10. Equity Subcommittee – Amanda Hastings reported they have not met.
11. District Wellness Committee – Superintendent Nelson shared the next steps are for the Policy Subcommittee to review the updated policy which the Food Service Director and Nurse Coordinator have worked to update with DESE.

## **IX. Future Business**

### **A. Timeline**

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

#### **Mattapoisett School Committee**

April 10, 2025 at 6:30pm

#### **Joint School Committee**

June 12, 2025 at 6:30pm

### **B. FUTURE AGENDA ITEMS**

- Approval of Leases (June)

## **X. Open Comments**

Chairperson, Carly Lavin stated the following:

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 the side wall and those on zoom, if you are attending this meeting by 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.

There were no public comments.

## **XI. Information Items**

Recommendation:

That the School Committee review the READS Quarterly Report, READS DHH Letter for School Committees, the final version of the Bullying and Harassment Prevention and Intervention Plan.

## **XII. 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: Carly Lavin to enter executive session at 8:45pm 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 and return only to adjourn.

SECONDED: James Muse

ROLL CALL

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

MOTION: James Muse to exit executive session at 9:03pm to return to regular session only to adjourn.

SECONDED: Jack LeBrun

ROLL CALL

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

**ADJOURNMENT:**

That the School Committee adjourn the Regular Session of the Mattapoisett School Committee at 9:04pm.

MOTION: James Muse to adjourn at 9:04pm

SECONDED: Cristin Cowles

MOTION PASSED: 5:0

ROLL CALL: Lavin (yes); Muse (yes); Cowles (yes); LeBrun (yes); Hastings (yes)

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

Meeting Resources:

March Agenda

February 6, 2025 Minutes – Draft

Student Handbook Revised – March 2025

Historical Commission Center School Panel – Draft

Tree Planting Committee Memo

MLT Grants

FY2025 Financial Reports Memo

FY2025 General Funds Report – Departments

FY2025 General Funds Financial Report

Warrant(s)

Food Service Report

Facilities Report

Superintendent's Newsletter

Principal's Report – Center

Principal's Report – OHS

READS Quarterly Report

READS DHH Letter for School Committees

READS Proposed Purchase for DHH Building Questions and Answers

READS Mattapoisett Letter

Bullying Plan Updated

**MATTAPOISETT SCHOOL COMMITTEE MEETING**  
**Mattapoisett, Massachusetts**  
**REGULAR MEETING**

**March 24, 2025 at 7:30pm**

**ZOOM LINK:**

Join Zoom Meeting

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUlEg3U2l1QT09>

Meeting ID: 968 1584 5547

Passcode: 146869

*This meeting will be conducted in a hybrid format. School Committee and Administrators will have the option of meeting in person in the Cafeteria at Center School located at, 17 Barstow Street, Mattapoisett, MA 02739 or via zoom. Public is able to attend in person or via zoom.*

**MEETING TO ORDER**

**RECOGNITION**

**FY2026 SCHOOL CHOICE PUBLIC HEARING**

- I. Approval of Minutes**
  - A. Minutes**
    - 1. Regular Meeting Minutes – February 6, 2025**
    - 2. Executive Session Minutes – February 6, 2025**
    - 3. Budget Subcommittee Minutes – March 13, 2025**
- II. Consent Agenda**
- III. Agenda Items Pending**
- IV. General**
  - A. FY2026 School Choice Vote**
  - B. Approval of Student Handbook Revisions**
  - C. Approval of Donation(s)**
  - D. Approval of Grant(s)**
- V. New Business**
  - A. Curriculum**
  - B. Business/Finance & Operations**
    - 1. Financial Report**
    - 2. Record of Warrant(s)**
    - 3. Food Services Report**
    - 4. Facilities Report**
    - 5. Budget Transfers**
  - C. Personnel**
- VI. Special Topic Report**
- CHAIRPERSON'S REPORT**
- CENTRAL OFFICE ADMINISTRATORS REPORT**
- PRINCIPAL'S REPORT**
- VII. Unfinished Business**
- VIII. School Committee**
  - A. Committee Reports**
    - 1. ORR District School Committee**
    - 2. SMEC**
    - 3. READS**
    - 4. Early Childhood Council**
    - 5. MASC**
    - 6. Mattapoisett Capital Planning**
    - 7. Tri-Town Education Foundation Fund**
    - 8. Policy Subcommittee**
    - 9. Budget Subcommittee**
    - 10. Equity Subcommittee**
  - B. School Committee Reorganization**
  - C. School Committee Goals**



**IX. Future Business**

**A. Timeline**

**B. Future Agenda Items**

**X. Open Comments**

**XI. Information Items**

**XII. Executive Session**

**ADJOURNMENT**

**MATTAPOISETT PUBLIC SCHOOLS  
MATTAPOISETT, MA**

**TO:** Mattapoisett School Committee  
**FROM:** Michael S. Nelson, Superintendent of Schools  
**DATE:** March 20, 2025  
**RE:** Agenda Items

The following items are on the agenda for March 24, 2025:

**FY2026 SCHOOL CHOICE PUBLIC HEARING**

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

**I. Approval of Minutes (VOTE NEEDED)**

**1. Approval of Minutes – Regular Session**

Recommendation

That the School Committee review and approve the minutes of February 6, 2025. Please refer to “MTSC 03242025 February Minutes”.

**2. Approval of Minutes – Executive Session**

Recommendation

That the School Committee review and approve the minutes of February 6, 2025.

**3. Approval of Minutes – Budget Subcommittee**

Recommendation

That the School Committee review and approve the minutes of March 13, 2025. Please refer to “MTSC 03242025 March Minutes”.

**IV. General**

**A. FY2026 School Choice Vote (VOTE NEEDED)**

Recommendation:

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

**B. Approval of Student Handbook Revisions (VOTE NEEDED)**

Recommendation:

That the School Committee review revisions to the 2024-2025 Student Handbook. Please refer to MTSC 03242025 Student Handbook”.

**C. Approval of Donation(s) (VOTE NEEDED)**

Recommendation:

That the School Committee review a donation from the Mattapoisett Historical Commission for a proposed panel at Center School. Please refer to “MTSC 03242025 Historical Commission Center School Panel”.

**D. Approval of Grant(s) (VOTE NEEDED)**

Recommendation:

That the School Committee review a grant in the amount of \$500 for Laura Mirabito from the Mattapoisett Land Trust for non-fiction books and a grant in the amount of \$2,890 from the Mattapoisett Land Trust to Ben Squire for the Cuttyhunk Field Trip.

**V. New Business**

**B. Business**

**1. Financial Report**

Recommendation

That the School Committee hear a report. Please refer to “MTSC 03242025 FY25 Financial Reports Memo”, “MTSC 03242025 FY25 Financial Report” and “MTSC 03242025 FY25 Financial Report by Department”.

**2. Record of Warrant(s)**

Recommendation

That the School Committee review a record of the warrant(s) of February 12, 26 and March 12, 2025. Please refer to “MTSC 03242025 Warrant(s)”.

**3. Food Services Report**

Recommendation:

That the School Committee hear a report. Please refer to “MTSC 03242025 Food Service Report”.

**4. Facilities Report**

Recommendation:

That the School Committee hear a report. Please refer to “MTSC 03242025 Facilities Report”.

**C. Personnel**

Denise Ellis was hire as an instructional assistant long-term substitute at Center School.

**IX. Future Business**

**A. Timeline**

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

**Mattapoissett School Committee**

April 10, 2025 at 6:30pm

Hybrid Format

**Joint School Committee**

June 12, 2025 at 6:30pm

Hybrid Format

**B. FUTURE AGENDA ITEMS**

- Approval of Leases (June)

**XI. Information Items**

**Recommendation:**

That the School Committee review the READS Quarterly Report, READS DHH Letter for School Committees, the final version of the Bullying and Harassment Prevention and Intervention Plan. Please refer to “MTSC 03242025 READS Quarterly Report”, “MTSC 03242025 READS DHH Letter for School Committees”, “MTSC 03242025 Bullying Plan”.

If you have questions about any of the recommendations above, please feel free to contact the Superintendent’s Office.

**MATTAPOISETT SCHOOL COMMITTEE MEETING**  
**Mattapoisett, Massachusetts**  
**BY: HYBRID FORMAT**

**MEETING MINUTES**  
**February 6, 2025**

Regular meeting of the Mattapoisett School Committee was held on Thursday, February 6, 2025, and called to order by Vice-Chairperson James Muse at 5:01pm. Mr. Muse stated the meeting is being conducted remotely and the public has the ability to participate through zoom with the link provided.

**MEMBERS PRESENT:** James Muse, Cristin Cowles, Amanda Hastings and Jack LeBrun (all remote).

**MEMBERS ABSENT:** Carly Lavin

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

**MEETING TO ORDER:**

Vice-Chairperson Muse stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being recorded, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

**Recognition**

Superintendent Nelson, Vice-Chairperson Muse and the school committee recognized retiree Cynthia Dawicki.

**I. Approval of Minutes:**

1. A. 1. Approval of Minutes – Regular Session

**Recommendation:**

That the School Committee review and approve the minutes of November 21, 2024.

MOTION: by Jack LeBrun to approve the Regular Meeting minutes of November 21, 2024 as presented

SECONDED: James Muse

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

1. A. 3. Approval of Minutes – Budget Subcommittee

**Recommendation:**

That the School Committee review and approve the minutes of November 21, 2024, December 10, 2024 and January 21, 2025.

MOTION: by Amanda Hastings to approve the Budget Subcommittee minutes of November 21, 2024, December 10, 2024 and January 21, 2025 as presented

SECONDED: Jack LeBrun

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

**IV. General**

**A. Approval of Donation(s)**

**Recommendation:**

That the School Committee review the following donations:

- PTA donation in the amount of \$845 for an assembly, classes and tickets for the New Bedford Symphony Orchestra.
- Shutterfly donation in the amount of \$653.75 for OHS's fall pictures.
- Shutterfly donation in the amount of \$475.19 for Center's spring pictures.
- Shutterfly donation in the amount of \$1,152.07 for Center's fall pictures.
- Feinstein Foundation donation in the amount of \$2,000 for Center School's Kindness Tree.
- Feinstein Foundation donation in the amount of \$4,000 for Old Hammondtown School's Kindness Tree and School Pantry.

- Feinstein Foundation Golden Ticket Winner donation in the amount of \$5,000 for student Thomas Cooney at Old Hammondtown School.
- Sandy Hook Promise Save Club donation in the amount of \$500 for Old Hammondtown School.

MOTION: by Jack LeBrun to approve all of the donations as presented

SECONDED: Amanda Hastings

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

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

### Recommendation:

That the School Committee review the following grants:

- OpenSciEd grant in the amount of \$3,900.
- Mattapoisett Land Trust grant in the amount of \$520 for Courtney Aarsheim and Ben Squire for 1<sup>st</sup> grade birdfeeders.
- Cape Cod 5 Mini-Grant in the amount of \$500 for Lisa Lourenco for a 3D printer for Center School and CrowPI Raspberry Pi Kits for Old Hammondtown School.
- Cape Cod 5 Mini-Grant in the amount of \$500 for Greta Anderson for Art from Cultures Around the World.

MOTION: by Amanda Hastings to approve all of the grants as presented

SECONDED: Jack LeBrun

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

## **C. Approval of School Health Unit Application**

### Recommendation:

That the School Committee discuss for approval of the School Health Unit Application through the Massachusetts Department of Public Health. This application is submitted by Jaime Balsis, School Nurse for Center School and Amy Ripley, School Nurse for Old Hammondtown 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.

MOTION: by Jack LeBrun to approve all of the donations as presented

SECONDED: Amanda Hastings

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

## **D. Mattapoisett Historical Commission Panel**

### Recommendation:

That the School Committee review a panel for the grounds of Center School.

Superintendent Nelson shared that the Mattapoisett Historical Commission is interested in putting a panel like the similar to those at Ned's Point and Shipyard Park with historical information about Center School. This is a non-voting item right now and will come back to the school committee for vote when they have a design put together.

## **V. New Business**

### **B. Business**

#### **1. Financial Report**

##### Recommendation:

That the School Committee hear a report.

The Mattapoisett School District currently has \$417,806 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 encumbered and expended. This report recognizes the activity of the total \$8,064,433 appropriated to the Mattapoisett School District.

\$ 8,064,433 - General Funds Approved

\$ 7,646,627 – Obligations Paid Year to Date

\$ 417,806 - Remaining Available Funds

Chairperson Lavin asked if the amount in line 043 of the Department Based budget is because of staffing changes. Mr. Barber confirmed.

## **2. Record of Warrant(s)**

The administration shared the record of warrant(s) from November 14, December 5, December 12, December 18, 2024 and January 2, January 15 and January 29, 2025 as signed by the sole signatory.

## **3. Food Services Report**

### Recommendation:

That the School Committee hear a report on behalf of Food Service Director Jill Henesey..

#### *Center School*

- Meals continues to grow strong.
- Had repair work done to the walk-in cooler.
- 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.

#### *Old Hammondtown School*

- Meals continues to grow strong.
- 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**

### Recommendation:

That the School Committee hear a report on behalf of Facilities Director Gene Jones.

#### *Center School*

- Submitted Capital Project requests to Town.
- Completed Massachusetts School Building Authority (MSBA) survey.
- Solicited quotes for window seals and VCT flooring.
- Conducted routine maintenance on all facility systems.

#### *Old Hammondtown School*

- Completed Massachusetts School Building Authority (MSBA) survey.
- Submitted Capital Projects request to Town.
- Solicited quotes for window seals and VCT flooring.
- Completed routine maintenance on all facility systems.

## **Personnel**

Lynn Pelland and Dionne Cozier were hired as instructional assistants. Patrick Janicki was hired as a long-term sub instructional assistant.

## **VI. CHAIRPERSON'S REPORT:**

Vice-Chairperson Muse shared how grateful he is for all of the faculty and staff from teachers to bus drivers to cafeteria staff for all of their hard work and dedication.

## **CENTRAL OFFICE ADMINSTRATOR'S REPORT:**

Superintendent Nelson highlighted his Superintendent's Newsletter that was shared to the school community last week. He did share some of the efforts of the Superintendent's Goals, Strategic Plan update and 2025 -2026 school calendar as well.

Superintendent Nelson reported the following on behalf of Dr. Fedorowicz:

- On Wednesday, January 29th we had a half day Professional Development session. With four Professional Development days past us, we have two more remaining for the year. As part of our PD Planning Process, we had a data literacy meeting with the HILL for Literacy to determine any additional supports needed for students.
- We are over half way through the year completing administrative learning walks and finished our second at OHS on 1/7 and Center School will have their 2nd learning walk on 2/11.

- We are 1.5 years in and teachers have really embraced the literacy. Confident and implementing tier 2 and 3 interventions informed by our DIBELS data
- Our first meeting with volunteers for the math committee meets tomorrow to review HQIM core math programs. Teachers will use a rubric to narrow down the 8-9 choices they have to 2-3 math programs to pilot during February and March. All teachers will have an opportunity to try the different programs. We hope to have a decision by April.

Superintendent Nelson reported the following on behalf of Dr. Curley:

- SEPAC Meetings on December 4 (Review By-Laws) and January 15 (Effective Communication)
- Bullying and Harassment Prevention and Intervention Plan (public comment ended 1/31)- working on taking all feedback and having legal review again prior to finalizing
- Community Talks on 1/27 at 6:30pm via zoom (new IEP for parents)- CANCELLED- will be rescheduled for 3/24 at 6:30pm. An email will go out sharing with parents
- January 29th PD day for special education and related staff- Goals & Objectives Utilizing the Blume Method
- Paraprofessional PD- focus on collaborating and working with students exhibiting non-compliant behaviors
- Now accepting Project Grow applications for the 2025/2026 school year
  - MARCH 13, Thursday Mattapoisett Center School
- Kindergarten
  - On Feb. 5th @ 6pm Kindergarten Registration Webinar - via Zoom (all 3 schools) was held
  - March 27th @ 6pm In-person orientation for families at the schools
  - May 19th & May 23, 2025 Kindergarten Screening

## PRINCIPAL'S REPORTS

**Superintendent Nelson shared the following report on behalf of Dr. Ashley:**

### **Artist-in-Residence at Center School**

We were delighted to host artist Elizabeth James-Perry, who taught students in grades 1 through 3 about the traditional artwork of the Eastern Woodlands and Algonquian peoples. The two-day residency immersed students in a unique hands-on experience, engaging them in a process combining personal creativity with cultural education and providing them with a deeper appreciation of Native American art, heritage, and history. "I enjoy teaching corn husk weaving to cultivate proficiency in the arts and inspire appreciation for the environment and natural materials," James-Perry said. "This was an excellent opportunity to share with the students at Center School, and it was wonderful to see how they embraced the experience. Their enthusiasm and creativity remind us of the importance of preserving and teaching these traditions to future generations." Thank you to Mrs. Greta Anderson and all the parent volunteers for their support!

### **New Bedford Symphony Orchestra Classroom Lessons in Second Grade**

- This week, the New Bedford Symphony Orchestra worked with second graders to help them discover the connectivity of living parts in a salt marsh ecosystem and among musical parts in a piece of music.
- Children interacted with the NBSO Salt Marsh Model to explore various disruptions and solutions to salt marsh conservation.
- Funds for NSBO programs were provided by the Mattapoisett PTA and in part by a grant from the Mattapoisett Cultural Council, a local agency that is supported by the Mass Cultural Council, a state agency. Thank you!

### **Additional Highlights:**

- Center School students painted and signed buoys for the tree lighting at Shipyard Park on December 14.
- Thank you to all the families and volunteers for making Bingo at OHS on 1/29/2025 a huge success. We had over 60 winners!
- 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. Kindergarten registration is currently available for next school year at elementary schools in the Old Rochester Regional School District and MA Superintendency Union #55. All Mattapoisett 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.



### **2025-26 Project GROW Preschool Program Registration Opens Jan. 13**

The program aims to provide children with a part-time, high-quality preschool experience in a public school setting and an inclusive learning environment for children with special needs.

Center School, Mattapoisett (8:45 a.m. – 12:45 p.m.)

The program consists of two classes:

Tuesday and Thursday (\$2,520/year)

Monday, Wednesday, Friday (\$3,780/year)

All classes follow the ORR public school calendar.

This four-hour program is open to all children residing in Mattapoisett who will be 3 years of age before Sept. 1, 2025.

### **Important Dates:**

February 5 - Incoming Kindergarten Registration Information Session - 6:00 pm via Zoom

February 5 - PTA @ 7:00 - 8:00 pm via Zoom

February 6 - 3:15 - 4:00 pm School Council

February 6 - Mattapoisett School Committee Meeting @ 6:30 pm

February 12 - Grade 1 Concert @ 9:00 am for families

February 17 - No School - Presidents' Day

February 17 - 21 - No School - Vacation week

March 4 - Grade 2 trip to New Bedford Symphony Orchestra performance

March 5

- K-3 Early Release @ 12:20 pm, lunches served
- Project Grow Early Release @ 11:30 am, No lunches served

March 5 - Grade 6/Staff Basketball Game @ ORRHS

March 6 - 3:15 - 4:00 pm School Council

March 13 - Mattapoisett School Committee Meeting - 6:30 pm

March 25 - Center/OHS Art Show 4-6 pm @ Center School

April 2 - PTA @ 7:00 - 8:00 pm via Zoom

April 3 - 3:15 - 4:00 School Council

April 8 and 9 - Grade 3 ELA MCAS

April 16 - Grade 2 Concert @ 9:00 am for Families

April 21 - No School - Patriot's Day

April 21 - 25 - Vacation Week

May 1 - 3:15 - 4:00 School Council

May 7 - PTA @ 7:00 - 8:00 pm via Zoom

May 13 and 14 - Grade 3 Math MCAS

May 21 - Kindergarten Concert for Families @ 9:30 am

May 29 - Center Field Day

### **Principal Wells shared the following report:**

#### **New Buddy Bench Installed**

Our new Buddy Bench was installed in the OHS courtyard this week. It was purchased in memory of Mrs. Jenny Rusinoski for her tireless dedication not only to the special education students in Mattapoisett but also to all the students and staff she had an impact on. This spring, we will also plant a Japanese Silk Lilac tree in her name near the basketball court next to the gymnasium entrance to provide shade for the students. The bench and tree were purchased through a grant from the Feinstein Foundation for the beautification and community building of the school.

#### **Chorus & Band Winter Concert**

OHS held its annual Winter Concert on December 19th. A daytime performance for students and staff took place at 1:45, and families were treated to a special show that evening at 5:00. This year's concert featured a diverse selection of music, showcasing the talent and dedication of our students. The chorus, under the direction of Dr. Sarah Leahy, delivered a beautiful performance. The concert and jazz bands, led by Mr. Alan Sweet, impressed the audience with their dynamic

selections. Additionally, some of the 6th-grade Battle of the Bands groups, who had been preparing in music class with Dr. Leahy, performed, selecting their own songs and using instruments to bring their musical ideas to life. The hard work and enthusiasm of our students made for a fantastic and memorable event.

### **OHS Receives Grants for Good Deeds & Kindness**

OHS is proud to have received multiple grants this year from the Feinstein Foundation in recognition of our commitment to kindness and making a difference. The first \$2,000 grant help establish the Kindness Tree bulletin board in our front lobby, celebrating students who have been recognized during All-School Meetings for their good deeds and kindness. We also received another \$2,000 grant to create the Feinstein Junior Scholar Pantry, where students and families can donate and access essential items as needed. Most recently, we were thrilled to celebrate 5th-grade student Thomas Cooney, who won the Feinstein Foundation Junior Scholar drawing the week of January 27th, earning our school an additional \$5,000 grant and \$500 for a charity of his choice. With these funds, we have already booked Rob Surette, an inspirational speed painter and public speaker, to share his powerful message about making a difference. We look forward to using the remaining funds to provide even more opportunities that inspire students to create positive change in their school and community.

### **Bingo Returns!**

The Mattapoisett PTA held its annual Family Bingo Night on January 29th in the OHS cafeteria. It was a fantastic evening filled with fun, excitement, and friendly competition as families gathered play for great prizes. Laughter and cheers filled the room as students, parents, and staff enjoy this beloved tradition. A big thank you to the Mattapoisett PTA for organizing another wonderful event that brought our school community together!

### **Upcoming Dates**

February 17-21- Winter Break, No School  
February 26- Project 351 Workshop 9:45-12:15  
March 5- OHS Staff/Student Basketball Game  
March 19- Project 351 Workshop 9:45-12:15  
March 21- Term 2 Report Cards Issued  
March 25- PreK-6 Art Show @ Center School  
April 3 and 4- Grade 6 ELA MCAS  
April 8 and 9- Grade 5 ELA MCAS  
April 10 and 11- Grade 4 ELA MCAS  
May 6 and 7- Grade 5 Math MCAS  
May 8 and 9- Grade 6 Math MCAS  
May 13 and 14- Grade 4 Math MCAS  
May 15 and 16- Grade 5 Science MCAS

## **VIII. School Committee**

### **A. Committee Reports**

1. ORR District School Committee - James Muse reported they are working on the budget and negotiations are underway with all unions.
2. SMEC – Jack LeBrun reported the board approved the five-year strategic plan and their DESE mid-cycle review had no findings.
3. READS – Superintendent Nelson reported they met earlier this morning to approve the FY2026 budget and tuition rates and are navigating a situation for their deaf and hard of hearing program looking for space to host their program next year.
4. Early Childhood Council – Cristin Cowles reported Kindergarten enrollment as well as Project Grow is open and underway. The early childhood fair is March 15th
5. MASC – James Muse reported to check the MASC website for important information and ever changing legislative regulations and utilize this resource.
6. Mattapoisett Capital Planning – Superintendent Nelson shared the capital planning from the town is meeting with the different departments in the town.
7. Tri-Town Education Foundation Fund– no report

8. Policy Subcommittee – Cristin Cowles reported they met in January. Title IX policies were held and they considered a couple proposals from a community member but no changes were recommended by the subcommittee.
9. Budget Subcommittee – Mr. Muse reported they are continuing to work with administration on the FY2026 budget.
10. Equity Subcommittee – Amanda Hastings reported they met on January 23<sup>rd</sup> but she was unable to attend.

## **B. Reorganization**

Superintendent Nelson shared the Health and Wellness Committee will soon be reestablished and a member is needed from the school committee. He added they would likely be daytime meetings because students and teachers participate as well.

Jack LeBrun volunteered as the Mattapoisett School Committee representative on the Health and Wellness Committee.

MOTION: by Amanda Hastings to approve all of the donations as presented

SECONDED: Cristin Cowles

MOTION PASSED: 3:0:1

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (abstain)

## **IX. Future Business**

### **A. Timeline**

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

**Mattapoisett School Committee**  
March 13, 2025 at 6:30pm

**Joint School Committee**  
January 12, 2025 at 6:30pm

### **B. FUTURE AGENDA ITEMS**

- Budget Approval Public Hearing (March)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of Leases (June)

## **X. Open Comments**

Chairperson, Carly Lavin stated the following:

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 the side wall and those on zoom, if you are attending this meeting by 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.

There were no public comments.

## **XI. Information Items**

Recommendation:

That the School Committee review the SMEC FY2024 Annual Report and the approved 2025-2026 School Calendar.

## **XII. 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: Cristin Cowles to enter executive session at 5:35pm 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 and return only to adjourn.

SECONDED: Jack LeBrun

ROLL CALL

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

MOTION: Amanda Hastings to exit executive session at 5:43pm to return to regular session only to adjourn.

SECONDED: Jack LeBrun

ROLL CALL

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

**ADJOURNMENT:**

That the School Committee adjourn the Regular Session of the Mattapoissett School Committee at 5:44pm.

MOTION: Jack LeBrun to adjourn at 5:44pm

SECONDED: Amanda Hastings

MOTION PASSED: 4:0

Roll Call: Muse (yes), Cowles (yes), Hastings (yes), LeBrun (yes)

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

Meeting Resources:

November 21, 20204 Minutes DRAFT

November 21, 2024 Minutes – Budget DRAFT

December 10, 2024 Minutes – Budget DRAFT

January 21, 2024 Minutes – Budget DRAFT

Donations

Grants

OpenSciEd Grant

MDPH Medication Administration Guidance Document

School Health Unit Application

FY25 Financial Reports Memo

FY25 Financial Reports - Department

FY25 Financial Reports GF

Warrant(s)

Food Service Report

Facilities Report

Superintendent's Newsletter

Principal's Report – Center

Principal's Report – OHS

SMEC 2024 Annual Report

2025-2026 School Calendar

## Mattapoisett Public Schools

### Center School and Old Hammondtown School

#### 2024-2025 Student Handbook



**Center School**  
**17 Barstow Street**  
**P.O. Box 477**  
**Mattapoisett, MA 02739**  
**School Office Phone 508-758-2521**  
**School Office Fax 508-758-3153**

**Old Hammondtown School**  
**20 Shaw Street**  
**Mattapoisett, MA 02739**  
**School Office Phone 508-758-6241**  
**School Office Fax 508-758-4667**



August 28, 2024

Dear Parents and Guardians:

Welcome to a new school year!

The Center School and Old Hammondtown School staff welcome the opportunity to share each day with your children. We are confident that together we can create the optimum learning environment to ensure the success of all students.

The Mattapoisett Public Schools Handbook has been designed to share information with you regarding school policies and the daily school operations. We hope that you will find the information contained in this handbook to be a useful reference throughout the school year.

We are looking forward to this new school year and continuing to work with each family. Together we can make a difference in the life of each child in the Mattapoisett Public Schools!

Thank you for your continued support!

Sincerely,

Linda Ashley, Center School Principal

Stephanie Wells, Old Hammondtown School Principal

## MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

## VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social-emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

## CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences, and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

### THINK:

Cultivate a culture of academic rigor and integrity that encourages critical thinking, creative thinking, collaboration, and effective communication.

### LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real-world application and a continuous pursuit of learning.

### CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

## THEORY OF ACTION

### IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

### AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

### AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

### AND...

provide an inclusive and supportive climate and culture for all school community members...

### AND...

promote a sense of belonging and positive relationships between all school community members, ensuring a safe learning environment...



**THEN WE WILL...**

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

**Center School and Administration**

**Dr. Linda Ashley** Principal  
**Erin Monteforte** Administrative Assistant  
**Jamie Balsis** Center School Nurse  
**Kathleen McManamon** Adjustment Counselor

**Old Hammondtown School and Administration**

**Stephanie Wells** Principal  
**Jennifer Janicki** Administrative Assistant  
**Amy Ripley** Old Hammondtown School Nurse  
**Bethanie Grant** Adjustment Counselor

**Old Rochester Regional School District and Massachusetts Superintendency Union #55 Administration**

**Michael S. Nelson** Superintendent of Schools  
**Jaime Curley** Assistant Superintendent of Student Services  
**Sharlene Fedorowicz** Assistant Superintendent of Teaching and Learning  
**Howard Barber** Assistant Superintendent of Finance and Operations  
**Eugene Jones** District Facilities Director

**Central Office Phone (508) 758 - 2772**

**Mattapoisett School Committee Members**

Carly Lavin - Chairperson  
James Muse - Vice Chairperson  
Cristin Cowles  
Amanda Hastings  
Jack LeBrun

## Center School Staff

Aarsheim, Courtney - Grade One Teacher  
Aguiar, Jennifer - Grade One Teacher  
Anderson, Greta - Art Teacher  
Ashley, Linda - Principal  
Balsis, Jamie - Center School Nurse  
Barry, Michele - Grade Two Teacher  
Cabeceiras, Chad - Physical Education Teacher  
Camacho, Deborah - Reading Specialist  
Crowley, Katie, Project GROW /Paraprofessional  
Allison Dunn - Math Interventionist  
Dawicki, Cynthia - Special Education Paraprofessional  
Duke, Claudia - Special Education Teacher  
Eble, Miriam - Special Education Teacher  
Farell, Karen - Special Education Paraprofessional  
Fernandes, Stacey - Head Cook  
Fiore, Tracy - Speech/Language Pathologist  
Goodwin, Beth - Special Education Paraprofessional  
Guertin, Brittany - Health Teacher  
Griffin, Kim - Grade Three Teacher  
Hughes, Marissa - Grade One Teacher  
Julian, Christylyn - Kindergarten Teacher  
Kendall, Jane - Project GROW Teacher  
Klinka, Tara - Special Education Paraprofessional  
Leahy, Sarah - Music Teacher  
Lourenco, Lisa - Technology Teacher  
McManamon, Kathleen - School Adjustment Counselor  
Medeiros, Alda - Special Education Secretary  
Medeiros, Steve - Custodian  
Mendes, Sarah - Grade Three Teacher  
Mirabito, Laura - Librarian  
Monteforte, Erin - Administrative Assistant  
Pawlishen, Carolyn - Reading Specialist  
Perriera, Virginia - Special Education Teacher  
Plant, Valeri - Special Education Paraprofessional  
Renna, Amy - Grade Two Teacher  
Rotchford, Virginia - Special Education Paraprofessional  
Simmons, William - Technology Consultant  
Souza, Laurie - Cook  
Squire, Benjamin - Science Specialist  
Sylvia, Mackenzie - Kindergarten Teacher  
Tippins, Nancy - Special Education Paraprofessional  
Titcomb, Joy - School Psychologist  
Tranfaglia, Jeannine - Grade Three Teacher

Christina Victoria - Lunch/Recess Monitor/Paraprofessional  
Williams, Kate - Grade Two Teacher  
Zajac, Jane - Kindergarten Teacher

#### Old Hammondtown School Staff

Alan Sweet - Instrumental Music  
Anderson, Greta - Art Teacher  
Aruri, Linda - Title I Math Tutor  
Atwood, Cynthia - Special Education Paraprofessional  
Barrows, Stacy - Grade Five Teacher  
Behan, Michele - Special Education Teacher  
Krystle Bradshaw - Special Education Paraprofessional  
Brogioli, Stella - Special Education Paraprofessional  
Cabeceiras, Chad - Physical Education Teacher  
Casi, Amy - Grade Five Teacher  
Daniel, Susan - Head Cook  
DeMello, Margaret - Title I Director  
Foye, Jill - Speech Therapist  
Grant, Bethanie - School Adjustment Counselor  
Jacobsen, Sara - Grade Six Teacher  
Jennifer Janicki - Principal's Secretary  
Lakey, Jillian - Reading Interventionist  
Leahy, Sarah - Music Teacher  
Letendre, Kyle - Grade Six Teacher  
Letourneau, Julie - Grade Six Teacher  
Lourenco, Lisa - Technology Instructor  
Mare, Jocelyn - Grade Four Teacher  
Medeiros, Alda - Special Education Secretary  
Mirabito, Laura - Librarian  
Panek, Sherri - Special Education Paraprofessional  
Pierson, Miranda - Special Education Teacher  
Querim, Kristen - Lunch Recess Monitor  
Ripley, Amy - Old Hammondtown School Nurse  
Simmons, William - Technology Consultant  
Squire, Benjamin - Science Specialist  
Sunde, Kristen - Grade Four Teacher  
Titcomb, Joy - School Psychologist  
Trudell, Katie - Grade Five Teacher  
Valliere, Elizabeth - Grade Four Teacher  
Ashley Wilson - Special Education Paraprofessional  
Wells, Stephanie - Principal

**GENERAL SCHOOL INFORMATION**

**SCHOOL HOURS: 8:30 AM - 2:45 PM**

**Center School and OHS Transportation Information**

**Bus Transportation**

Bus routes for the Old Rochester Regional School District and Massachusetts Superintendency Union #55 for the Towns of Marion, Mattapoisett, and Rochester are established yearly. Bus routes are modified slightly each fall to accommodate new membership. Any questions regarding bus routes and/or stops that affect your child should be addressed to the District’s transportation provider, **Amaral Bus Company Inc.** Ms. Cheryl Sweeney, Dispatch Manager at amaralbustritown@gmail.com or 508-324-0551.

*Changes in student transportation plans are strongly discouraged.* Please contact the main office with any questions or requests.

For Center/OHS Routes, please use this link.  
<https://www.olderochester.org/>  
This link will take you to the District web page.

**Calendar and Hours of Operation:**

**In-Person ARRIVAL TIME/TARDINESS**

Students may be dropped off at the designated door at each school starting at 8:15 a.m.  
Buses arrive between 8:15 – 8:30 am.  
Students who arrive after 8:30 must report to the office and will be marked tardy.  
Students arriving after 11:30 will be marked absent according to state law.

**EARLY RELEASE/DISMISSAL DAYS**

**Parent Conferences — Students dismissed at 11:30 am**

Thursday, October 17, 2024	Lunch is served
Friday, October 18, 2024	Lunch is served

**Additional Early Release Days — Students dismissed at 12:20 pm**

Friday, August 30, 2024	Lunch is served
Wednesday, September 25, 2024	Lunch is served
Wednesday, November 27, 2024	Lunch is served
Friday, December 20, 2024	Lunch is served
Wednesday, January 29, 2025	Lunch is served
Wednesday, March 5, 2025	Lunch is served
Wednesday, May 28, 2025	Lunch is served

## **Full-day Professional Development Days - No School for Students**

Tuesday, November 5, 2024

### **EMERGENCY CLOSING**

**Parents and guardians should make a plan and a backup plan with students ahead of time in the event of an emergency closing of school in the middle of the day.** Students may be sent home for such conditions as a snowstorm, boiler failure, or power outage. **The Blackboard Connect telephone communication system will be used to notify parents if school is closed unexpectedly. This system will notify families using a home telephone number, a cell phone number or a work telephone number as provided by the parent/guardian.** If school is closed early, an announcement will be made to the students explaining the time buses will take them home. Students, who do not know what their emergency plan is, or where to go, will be allowed to use the telephone to call their parents/guardian..

### **INCLEMENT WEATHER PROCEDURE**

The decision to close school, due to inclement weather, will be made by 5:45 a.m. School cancellations will be broadcast on the following radio stations: **WBSM (1420 AM), WFHN (107.1 FM).** It is advisable to begin listening to the 6:00 AM news announcements.

**The Blackboard Connect telephone communication system will be used to contact all parents/guardians regarding the closing of school. Parents will be contacted using a home telephone number. Cell phones or a work telephone number will also be inputted into the system if the parents/guardian provide them.**

### **Student Drop Off and Pick-Up at Dismissal Time**

### **IDLING**

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

### **CENTER SCHOOL**

**ARRIVAL:** Students may be dropped off between 8:15 and 8:30 am at the Hammond Street entrance of the school. Please access this entrance by using the Hammond Street entrance near the tennis court.

**END OF DAY DISMISSAL:** All students being picked up at the end will be dismissed from the Hammond Street entrance.

Signs with the STUDENT'S NAME, GRADE, and the NAME of the TEACHER should be displayed in the window of the passenger side of the car. We will have the students ready to exit the building at 2:45 pm. This will decrease the waiting time for each vehicle. Students will be dismissed on a car-by-car basis. Students will only be allowed to enter the vehicle on the curbside of the car.

### **OLD HAMMONDTOWN SCHOOL**

**ARRIVAL:** Students may be dropped off at 8:15 am. Dismissal will begin at 2:45 pm

Vehicles should enter the parking lot using Shaw Street to avoid bus drop off.  
Use the INNER CIRCLE by the flagpole and PULL ALL THE WAY UP.  
For safety reasons, students should only exit the vehicle on the curb side.

**END OF DAY DISMISSAL:** Dismissal begins at 2:45 pm. Vehicles should enter the parking lot using Shaw Street to avoid bus pick-up. Use the INNER CIRCLE by the flagpole and PULL ALL THE WAY UP to the sidewalk near the small basketball court. Students will only be allowed to enter your vehicle on the curbside. (and exit on the curb side during morning drop off)

### **Student Emergency Information or Status: Parent Notification to Center/OHS**

To ensure student safety, changes in family situations, addresses, or cell and telephone numbers **must be** reported to the school office **immediately**. It is important that all our records are up to date.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is continuing with online forms using our student information system Powerschool. In an effort to update student contacts, addresses, emails and phone numbers we ask that you log into your PowerSchool account and update all of the required student information forms.

Families moving from the community should notify the school office at least three days before their departure so transfer materials can be prepared. A *release of information* form must be received from the “new” school before any records will be forwarded.

### **Attendance**

School attendance is compulsory. Attendance law states that:

- *The Commonwealth of Massachusetts G.L. c. 76 sect. 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.*
- *Under G.L. c. 76, sect. 1, necessary absences by a student may not exceed 7 full-day or 14 half-day sessions in any 6-month period.*
- *Under G.L. c. 76, sect. 1, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.*

All Massachusetts schools are accountable for student achievement. Every Student Succeeds Act (ESSA) mandates particular indicators of success for all schools with one being chronic absenteeism. “All students are considered “chronically absent” if they miss 10% of the school year.”

Full days of attendance are essential to the learning process. If a child is to be out of school, parents/guardians should call the nurse’s office at **508-758-2521** before 9:00am on the morning of the absence. Please provide the following information in the message that you leave on the answering

machine: **student's name, teacher, and reason for absence.** If a call is not received and a student is absent, the School Nurse uses the *Blackboard Connect* messaging system to contact parents/guardians at home or work. **After any absence, students should present a parent's note indicating the reason for the absence to the School Nurse.**

Absences are "excused" for only the following reasons:

- Bereavement
- Hospitalization
- School-sponsored trip
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a note (Five days or more of continuous absences for medical reasons must be corroborated by a physician's note).
- Weather so inclement as to endanger the health of the child

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Excessive absenteeism can occur because families take vacations during school time. This is strongly discouraged. Teachers will not provide assignments prior to vacations taken during school time. After students return to school they will be made aware of missed assignments, making them up as soon as possible. Missed assignments are factored into students' grades.

### ***When Absences Exceed Three or More Days***

On the third day of consecutive absence or tardiness, the school nurse or a designee of the principal will call the student's home. Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) 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. 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.

On the eighth day of an unexcused absence, the school attendance officer will be notified and a complaint for Failure to Cause School Attendance pursuant to *G.L. c. 76, sect. 2* may be filed in Wareham District Court.

If the students' absences or tardiness occur on a regular basis and impede their academic progress, the school, as a mandated reporter, must consider filing a Child Requiring Assistance (CRA) report. Depending on circumstances, the school district may choose to file a 51A with the Massachusetts Department of Children and Families.

### **Tardiness**

Tardiness negatively impacts the educational progress of all students. Therefore, the above policy will also be followed for excessive tardiness.



## **Dismissals**

All dismissal policies are developed with students' learning and safety in mind. Policies are developed with input from the Mattapoisett School Committee and town safety officials.

### ***Dismissals During the School Day***

No child will be dismissed from school during the day unless an authorized adult comes to the office to dismiss the student. This applies to daily, or occasional, pickup arrangements. Students being dismissed before the end of the school day must bring a note to the homeroom teacher that morning. Students will be called from class *when the parent/guardian arrives*.

### ***Any Change in Dismissal Routine***

To ensure each child's safety, a note from a child's parent/guardian must be provided before a child is allowed to leave school with any adult other than a parent or if he/she is normally transported by bus. There must be a note for each change to a child's routine. Bus changes are allowed for childcare purposes only, not for play or party dates. Parent(s)/Guardian(s) must arrange with the office prior to a bus switch. This restriction is in place for each child's safety.

## **Bikes to School**

Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. **A blanket permission note is required before students begin riding to and from school.** Students not following safety rules may have their riding privileges revoked. A bike rack is available in front of the cafeteria. Students are encouraged to lock their bicycles.

## **School Breakfast & Lunch - Food Service**

The Commonwealth of Massachusetts has signed into law on August 09, 2023; all children in public schools will receive 1 FREE Breakfast and 1 FREE Lunch per day, permanently. (Students wanting milk only are not part of the free program and will be charged.)

Please note that even though meals will be free for all, it is very important for families to still complete the household Application for Free and Reduced Price Meals for the 2023-2024 school year. You can view and complete the application here: [link to meal application](#). We strongly encourage ALL families to submit this form as it allows us to establish eligibility for P-EBT benefits, as well as other benefits such as waived or reduced college testing and application fees, sports fees, and other fees for those who qualify, and serve families most effectively.

In addition, please consider applying for SNAP, the federal nutrition program that provides eligible residents with monthly financial assistance to purchase groceries. More SNAP information can be found at [gettingsnap.org](https://gettingsnap.org) or by calling Project Bread's FoodSource Hotline at 1-800-645-8333.

Food Service Page - <https://orrschoolmeals.com/>

Interactive menus and the Titan payment system.

### **Lunch Protocol**

Brief description:

- Lunch in the building cafeteria
- Students enter their lunch number into the Point of Sale system.
- Lunch monitors clean the cafeteria tables after children leave and prior to the next group entering.

### **Bringing Lunch from Home**

If you choose to have your child bring lunch from home each day, to keep it cold, we recommend (1) bringing food in an insulated lunch bag with a frozen gel pack or frozen juice box; (2) freezing the sandwiches overnight (will thaw by lunchtime but keep cold until then); (3) packing the foods in a cooler with ice or another cold source. Please note District Life Threatening Allergy Policy Below. [Life Threatening Allergy Information](#)

### **School Safety and School Visits**

**All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building *for any reason*; office staff will provide badges to wear once the ID is scanned into our system and each visitor is approved to enter. This includes stops at the Nurse's office. All visitors who do not have a valid driver's license or Massachusetts issued ID card will not be allowed to enter the school during operating hours.**

Parents, guardians, or guests wishing to visit a particular class are asked to plan with the teacher or the principal at least one day in advance. Teachers will always welcome an extra pair of hands; we encourage you to become an active part of our volunteer staff. Massachusetts State Law requires that all regular classroom volunteers, lunchroom visitors and field trip chaperones have a Criminal Record (CORI) check. These forms must be completed in the school office before your first volunteer visit.

### **Student Dress**

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Center School and Old Hammondtown Schools have have a no head-adornment policy while students are in the school building, including but not limited to hats and hoods. Head adornments worn for medical, religious and/or cultural reasons are permitted.

Decorative footwear and flip-flops can create a safety issue when students play at recess and during Physical Education classes. Therefore, flip-flops or any other type of open-toed shoes are strongly discouraged for safety reasons.

**All coats, boots, sweaters, sweatshirts, backpacks, lunchboxes and hats should be clearly marked with students' names.** For those of you who have seen our Lost and Found area, you know that this can be a problem. Take the time to label! This will allow items to be returned easily if lost, or avoid confusion when two items are similar. Several cases of lost clothing were donated to charity during the last school year.

### **Recess**

**All students will have outdoor recess.** Only in very inclement weather is recess held indoors. **Please be sure that your child is properly dressed.** Decorative footwear and flip-flops can create a safety issue when students play at recess. Therefore, flip-flops or any other type of opened-toe shoes are not allowed to be worn to school. We strongly recommend sneakers for all students. A student requires a doctor's note for temporary excuse from physical education or outdoor recess.

### **Student Valuables**

It is strongly recommended that students do not bring large sums of money, hand-held video games, Smartwatches, toys or stuffed animals to school. This includes trading cards. ie Pokemon cards.

### **Inclement Weather: Cancellations and Delays**

Please be attentive to our telephone messaging system for news of school cancellations or delays. During stormy weather the District may call school for an entire day, or for a one to two hour delayed opening. If bad weather develops during the school day, afternoon classes or special programs and after-school activities may be canceled. It is important that families have plans in place for dealing with these possibilities.

We utilize the "BlackBoard" communication program that is capable of contacting all Center and OHS families within a five to ten-minute window. As soon as the Superintendent has determined a delay, closing, or early dismissal, we will send out a "BlackBoard" call.

Because all district schools utilize the BlackBoard system, storm delays and closings may not be broadcast on local television stations. We ask that you not call the school office or the police station. The dispatcher reports they receive many calls that interfere with their ability to handle true emergencies.

Should the decision be made to close school early or cancel after-school activities, due to inclement weather, an attempt will be made to contact parents, using all emergency contact numbers within the "BlackBoard" system. In the event of a non-weather emergency, we will contact all parents using the same system.

### **Telephone Calls**

Responsibility is an important attribute for all students. No school telephone in any office may be used by students. If

students have forgotten books, classwork, or musical instruments, classroom teacher discretion will determine whether a call can be made via the classroom telephone. Teachers' classroom phones are capable of local calling only. In cases of illness or emergency, calls will be made by the school nurse, an administrator, guidance counselor or personnel in the main office. Students will not be called to the phone for any reason. Messages will be taken in cases of illness and emergency.

### **Cell phones and Smartwatches**

A student may carry or keep a cell phone or Smartwatch in his/her backpack **if authorized by the school office**. The phone or Smartwatch must be shut off and kept in the child's locker/backpack and may be used only for emergency or unusual circumstances as agreed by parents and administration. The phone or Smartwatch may not be used to receive or send messages anytime during school hours **or on school buses**. Student phones or Smartwatches used to make, or receive, unauthorized calls during school hours, or on a bus, will be confiscated by the school administration or the bus driver.

### **Homework and Independent Reading**

The School Committee has established homework guidelines that all teachers follow. Your child's teacher will establish homework routines appropriate to his grade level. The School Committee policy can be acquired through the main office at the school. We ask all family members to become "Reading Partners" with our students. Research shows the more children read, the better readers they become. We encourage all students to read independently each night for 20–30 minutes before bed. In some classrooms, Student Reading Logs are sent home for students and/or parents to indicate that the material has been completed.

### **Library Books**

If you prefer that your child does not check out a specific library book, you may opt out of having your child check out the book by emailing your school's librarian with the exact title of the book and the author's full name. If no email was sent to opt out, your student will have full access to the variety of books available in the library. Here is the link to the library book platform Alexandria: <https://mattapoisett.goalexandria.com/>

### **Photographs of School Activities for Local News Outlets**

*Contact the office for Opt-Out Procedure for Parents Who Do NOT Want Their Child's Picture to Appear.*

As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to request that no picture of your child is used in this way. **You must make this request in writing by completing a FERPA Privacy Form, included in this packet, and returning it to the school office before September 8, 2023.** If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website

### **Parent Involvement**

1. Being actively involved in your child's school is one way to alleviate concerns about their education. The Mattapoisett PTA meets for an hour once a month via ZOOM. A link to the meeting can be found on the Mattapoisett PTA website.
2. Parent volunteers are needed to be a part of our School Council. Representation from primary and intermediate grade students' families, as well as special education parents (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month from 3:15-4:15 pm.

## **Parent Concerns**

Constructive criticism of our school is welcomed on the assumption that it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its tasks more effectively. Complaints are resolved most expeditiously if they are first taken to the staff member or administrator immediately in charge of the area in which a problem arises, then through successive administrative levels to the Principal, Superintendent, and subsequently to the School Committee, if necessary. Anonymous letters serve no positive purpose when trying to resolve problems and will not be given the same weight as an identified correspondence. The School Committee has adopted a policy to be followed when a parent/guardian has a concern that has not been satisfactorily addressed. A copy of that policy is available at the school office.

Our principals, Linda Ashley, and Stephanie Wells are available to all parents by appointment. Please call the school office or contact the principals directly via email:  
lindaashley@oldrochester.org or stephaniewells@oldrochester.org

## **FIRST AID / EMERGENCIES**

If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents. Parents are responsible for transporting the student home in the event of illness or injury. If a serious illness or accident (life-threatening accident) occurs at school, the Mattapoisett Police / EMS will be called for transport to the hospital.

## **Health Information**

### **Health Records**

Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in grades 3 and 6.

Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5. Screening for head lice is done as needed.

### **Dispensing Medications**

Children are not permitted to carry medications on the bus or in the school building. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer any prescription medications in school, as required by Massachusetts General Law. Parental permission is also required. A Medication Protocol form that covers non-prescription medications is included in this packet. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent or by a school representative who has permission from the parent. Children will be allowed to self-administer inhalers on field trips only, with permission of the school nurse and when parental permission is on file at the nurse's office.

### **Additional Services Available**

Center and Old Hammondtown offers all students General Education support and accommodations including:

- Title I Services
- Social Work/Counseling Services
- Availability of the School Psychologist

- Reading Specialist Support
- Math Interventionist Support
- STEM Interventionist
- Others outlined the Mattapoisett Schools Curriculum Accommodation Plan.

Since we are all different with varying needs, our schools provide many special education services to students (who are eligible) including:

- Inclusive support in regular classrooms
- Pull-out instruction when warranted
- The availability of the school psychologist
- Speech and Language therapies
- Occupational and physical therapies
- School Social worker small group/individual support

### **Health and Guidance Curricula**

ORR District Health and Guidance Curricula have been implemented across all grade levels at Center and OHS. There are nine general topics covered with the specific content tailored to the developmental needs of our differing age groups. The topics are as follows:

### **Growth & Development**

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development (At the fifth-grade level, students will have an introduction to the human reproductive system. A parent letter will be sent out prior to the presentation).

#### **● Nutrition**

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

#### **● Social & Emotional Health**

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

#### **● Family Life**

Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

#### **● Interpersonal Relationships**

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

#### **● Disease Prevention & Controls**

Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

#### **● Safety & Injury Prevention**

Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire

safety, and weapons safety.

● **Violence Prevention**

Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.

*If parents/guardians wish their children to be exempt from any portion of the Health Curriculum, a written request should be addressed to the school principal.*

**The Massachusetts Comprehensive Assessment System (MCAS) Testing**

Once during the school year, students in grade 5 participate in the Science Massachusetts Comprehensive Assessment System (MCAS) Test. Also, once a year all students in grades 3-6 will participate in the English Language Arts & Mathematics Massachusetts Comprehensive Assessment System (MCAS) tests. Testing during the 2024-2025 school year will take place at the following times:

**2025 MCAS Dates Center and OHS**

Grade 3	ELA	April 8 and April 9, 2025
Grade 3	Math	May 13 and May 14, 2025
Grade 4	ELA	April 10 and April 11, 2025
Grade 4	Math	May 13 and May 14, 2025
Grade 5	ELA	April 8 and April 9, 2025
Grade 5	Math	May 6 and May 7, 2025
Grade 5	Science	May 15 and May 16, 2025
Grade 6	ELA	April 3 and April 4, 2025
Grade 6	Math	May 8 and May 9, 2025

**It is highly recommended that all students be present during MCAS testing.**

**MCAS Makeup Dates:**

**ELA- 4/14 - 4/18**

**Math - 5/19 - 5/23**

**Student Records**

The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed access to the information in a student's record. Specific written consent provided by the parent or legal guardian is

necessary for any other examination. A student transcript, which includes name, address, and grades, is kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, Special Education records, and the like, is given to the student upon graduation or destroyed within five years after the student leaves the school system.

In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being made. Copies of any part of the record may be requested and a reasonable fee may be charged for the cost of duplicating these materials. It has been our practice to make any student records easily accessible to parents and you will find the office staff most cooperative in this matter.

The Commonwealth of Massachusetts has adopted procedures for non-custodial parents who wish to receive separate copies of student records or school notices. Information is available in the school office.

### **Report Cards and Parent Conferences**

It shall be the duty of each teacher at the end of each term or at the end of any period of time designated by the Superintendent, to estimate and to record the progress of students. The report card is an effective means of communicating an individual student's progress in relation to the curriculum and his/her own mastery of skills and social development. In the elementary grades, the written record is a standards-based report that indicates a student's progress.

### **2024-2025 Marking System and Report Cards**

<b>Term</b>	<b>Period Covered</b>	<b>Number of Days</b>	<b>Marks Close</b>	<b>Report Cards Issued</b>
<b><u>1st</u></b>	Wednesday, Aug. 28th to Friday, Nov. 22nd	60 days	Friday, November 22, 2024	Friday, Dec. 6, 2024
<b><u>2nd</u></b>	Monday, November 25th to Friday, March 7th	59 days	Friday, March 7, 2025	Friday, March 21, 2025
<b><u>3rd</u></b>	Monday, March 10th to Wednesday, June 11th	61 days	Wednesday, June 11, 2025	Wednesday, June 11, 2025 Day 180

### **Parent/Guardian - Teacher Conferences**

Regular communication between school and home is important if we are to be successful. Conferences between families and teachers are scheduled twice during the school year, but if questions about your child's progress should arise in any curricular area, do not hesitate to initiate a conversation with teachers at any time.

The **October 17th and October 18th Early Release Days** will be set-aside for families to schedule conferences with teachers. Please contact your child's teacher to schedule a conference. An appointment for a Parent/Guardian



Conference can be set up at any time during the year by calling the school office or sending an email to the classroom teacher requesting a conference.

### **Student Placement and Requesting Teachers**

Parent/Guardian requests for specific classroom teachers will not be accepted. It is neither possible to grant the request of the parents/guardian of all the students at Center School or Old Hammondtown School, nor is it fair or appropriate to grant the requests of only a select group of families.

The placement of students is done in a thoughtful and careful manner, and is not done haphazardly or randomly. Information on each student is gathered through the use of a placement card completed by each child's teacher. These are reviewed by the school principal. Two meetings are then held involving the teachers at that specific grade level, the special education teachers, consulting teachers of reading, school adjustment counselor, and the principal, to discuss placement for the following year. All students are placed in heterogeneous classes which reflects a range of student ability levels. In order to achieve a truly heterogeneous class composition, students of high, average and low ability levels are placed in each room. No class should have all the high, or low, ability students. Research has shown this to be an inappropriate way to group students. Strengths and weaknesses of students are evaluated, and placement is made in the best educational interest of the child. A student who does not interact well with another particular student is not placed in the same class, if at all possible.

All students in Kindergarten through Grade Six, and their parents/guardians, will be informed of their assigned teacher for the next school year by mail on or about the 15<sup>th</sup> of August prior to each school year's opening.

### **Promotion/Retention of Students**

It is expected that students progress annually from grade to grade. Exceptions are made only when it is in the best educational interest of the student.

### **Student Enrichment**

Our schools offer various ways for students to enrich their academic learning. Here are some examples:

- Chorus: Groups meet weekly during school, and perform each year at the district *FORM* concert.
- 4<sup>th</sup> Grade Band: Students select an instrument for in-school instrumental instruction. In January, students come together as a beginner band.
- 5<sup>th</sup> and 6<sup>th</sup> Grade Band: Weekly instrumental instruction continues and the students meet as a band once a week.
- Jazz Band: Auditions are held in the fall and the band meets before school once a week
- After School Activities: The Mattapoisett Recreation Department offers after school enrichment/athletic sessions each year.
- Art, General Music, Instrumental Music (grades 4-6), Technology education, Physical Education, and Library are also part of our weekly classes.

### **Field Trips**

During the year, field trips may be scheduled at each grade level. A student's behavior while on these trips will reflect upon his/her school. Misconduct will not be tolerated. A permission slip must be signed by one of his/her parents or guardians before a student can participate in the field trip. The form must be returned to the teacher in charge prior to the trip. All school rules apply to field trips. Any child may be denied the privilege of going on a

field trip based on poor academic performance or inappropriate behavior.

### **General Statement and School Rules**

Mattapoisett elementary schools emphasize a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modeling of the adults around them. Students, teachers, administrators and parents/guardians all work together to maintain a safe, orderly school environment where everyone can learn and grow.

### **Party Invitations**

In keeping with our Responsive Classroom beliefs, and not wanting any child to feel hurt or excluded, we remind parents/guardians of the insensitive practice of students bringing party invitations to school. It puts students who are not invited (and many times the student doing the inviting) into unnecessarily uncomfortable situations. Please take the time to mail party invitations, or see that they are delivered outside of the school community and school day. We ask that you not call the office for this information.

### **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.

### **School Staff Role in Establishing High Behavioral Expectations**

Teachers and support staff model and reinforce positive behavior and compliance with school-wide rules and values. In addition, teachers implement classroom rules and policies. Generally, these rules are developed with student involvement appropriate to age and social development.

Teachers follow all disciplinary steps outlined in their program on a consistent basis. This may include notes or phone calls home, after school time, individual contracts as deemed appropriate, or other strategies. Teachers and parents/guardians who have ongoing concerns about a student's behavior have several sources of support - the School Adjustment Counselor, Administration, and the Staff RTI (Response to Intervention) Team.

### **Responsive Classroom**

The Mattapoisett elementary schools utilize the Responsive Classroom approach in supporting our students in the learning process. All Center/OHS teachers have participated in Responsive Classroom training.

Responsive Classroom is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all students. Teachers who use the Responsive Classroom approach understand that all of students' needs—academic, social, emotional, and physical—are important. Elementary and middle school teachers create an environment that responds to all of those needs so that your child can do his or her best learning. The Responsive Classroom approach develops teachers' competencies in four key areas:

1. Engaging Academics—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students

to focus on learning.

4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

### **Bullying Prevention and Intervention Policy**

Please click on the link to see the policy.

### **Bullying Prevention and Intervention**

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 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 harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- 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.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds

- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

### Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

### Reporting

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.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

### Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

#### Retaliation

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

#### Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

#### Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

#### Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

*LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended*

*Federal Regulation 74676 issued by EEO Commission*

*Title IX of the Education Amendments of 1972*

*603 CMR [26.00](#)*

*M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)*

*REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan*

*CROSS REFS.: [AC](#), Nondiscrimination*

*[ACAB](#), Sexual Harassment*

*[JIC](#), Student Discipline*

*[JICFA](#), Prohibition of Hazing*

*[JK](#), Student Discipline Regulations*

*SOURCE: MASC Updated 2023*

*Approved by the Joint School Committee on September 28, 2023.*

### **School Contacts**

- Linda Ashley, Principal (508)-758-2521 [lindaashley@oldrochester.org](mailto:lindaashley@oldrochester.org)
- Stephanie Wells, Principal (508)-758-6241 [stephaniewells@oldrochester.org](mailto:stephaniewells@oldrochester.org)
- Katie McManamon, Center School Guidance Counselor [katiemcmanamon@oldrochester.org](mailto:katiemcmanamon@oldrochester.org)
- Bethanie Grant, OHS School Guidance Counselor [bethaniegrant@oldrochester.org](mailto:bethaniegrant@oldrochester.org)

### **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

### **Discrimination**

~~The Old Rochester School District, including Center and Old Hammondtown Schools adheres to the following Anti-Racism Resolution:~~

- ~~● WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students;~~
- ~~● WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, anti-racism, equity and inclusion; WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce;~~
- ~~● WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based;~~
- ~~● WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by diverse authors and works from diverse perspectives;~~
- ~~● WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to impact our public and private institutions;~~
- ~~● RESOLVED: that the Old Rochester School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and 17 practiced for our students, families, faculty and staff. We must ensure our own school culture and that of every district in the Commonwealth is actively anti-racist.~~

~~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, ethnicity, religion, sex, sexual orientation, age, 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 his/her membership in a protected class.~~

~~The Mattapoisett School District does not discriminate 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.~~

### **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 action or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, 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 his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

### **Video Cameras**

The School Committee, after carefully considering the privacy rights of students and drivers and the District's duty to ensure discipline and protect the health, welfare, and safety of staff and students on school transportation vehicles, has authorized the use of video cameras on its transportation vehicles when deemed necessary by school administration.

### **School Bus Conduct Rules**

1. Treat your bus driver and other passengers with respect and courtesy.
2. Get on and off the bus by moving slowly and safely.
3. Passengers must be seated at all times with their feet on the floor, and facing forward.
4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.
5. Arms and heads must be kept inside the bus.
6. Windows may be open only by the bus driver or with his/her permission
7. Aisles must be kept clear at all times.
8. Profane and bullying language is forbidden.



9. Horseplay is unsafe and forbidden.
10. Throwing objects is unsafe and forbidden.

### **Bus Discipline Policy**

The driver to the offending student, school principal and the student's parents in writing will report violations of bus rules promptly. Violations may result in the loss of bus privileges or application of discipline sanction up to and including suspension.

1st Offense – Warning

2nd Offense – **Detention or Assigned Seat at Front of Bus**– *This will be strictly enforced in conjunction with changes to our bullying policy*

3rd Offense - **5-day bus suspension**

Repeated Offenses\* - Consideration of permanent exclusion

\*Including exclusion from the bus for the balance of the school year.

Complete copies of the Transportation Policy are available upon request and for all new incoming students.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 has established rules and policies regarding bus discipline. Bus drivers report violations of rules to administration. Parents receive a written notice of the incident and its consequences. are advised that school buses are equipped with videotape equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

*Copies of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 Bus Policy are available at the office or by visiting the link below.*

<http://z2policy.ctspublish.com/masc/browse/oldrochesterset/rochester/EEAE>

### **Student Behavior Expectations**

Old Rochester Regional School District and Massachusetts Superintendency Union #55's school discipline philosophy recognizes and respects the rights and dignity of others. As a community of educators, we believe that building relationships with students is paramount. This includes collaboration with students and their families, so together we can partner to ensure student success. We need the support of all stakeholders, especially our families, to make this goal a reality.

The ultimate goal of our school discipline philosophy, including restorative practices, is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction and learning.

Rules for behavior in school 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 School District and Massachusetts Superintendency Union #55 discipline policy is corrective; it is to encourage students to improve their conduct.

The school's discipline code is designed to assist students to show respect for others and their property, as well as for themselves. We ask our students to take a look at themselves and their actions. Being respectful is defined as having

common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals throughout their school day. 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 address behavior 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 after school 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

Our intentions for school discipline are aligned with the following objectives:

- Students, parents/guardians/caregivers, and school personnel, are provided with a clear understanding of the various administrative responses to discipline as described in the student handbook.
- Utilization of discipline practices that are progressive and tiered by design.
- The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
- No student has the right to disrupt the educational process within a school or designated learning environment.
- Provide students with ample restorative opportunities to change behavior and nurture relationships when possible.
- Provide professional learning and support to employ strategies and actions that align with the principles of restorative practices.
- Every reasonable effort will be made to keep students actively engaged in their learning environment as much as possible.
- An office visit, detention, suspensions, and/or expulsions are used judiciously in alignment with the expectations of student behavior.

Each day in our schools, we support our students' social emotional learning and development, while employing practices to help strengthen our learning community. We are focused on building healthy, positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups, and fostering a positive and inclusive learning environment. We value open dialogue to repair relationships, and we remain committed to the idea that harmful and disruptive behavior shall not be permitted to interfere with other students' access to learning. Families are encouraged to reach out to classroom teacher, school social worker or school administration with any questions or concerns.

**Student Code of Conduct: (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.

See School Committee Policies [JK](#) and [JIC](#).

### **~~File: JK--STUDENT CONDUCT~~**

~~The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.~~

~~The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.~~

~~The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.~~

~~Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.~~

~~If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.~~

~~LEGAL REFS.: M.G.L. 71:37H and 37L; 76:16 and 17~~

~~Chapter 380 of the Acts of 1993~~

~~Chapter 766 Regulations, S. 338.0~~

~~Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27, 1994~~

## **File: JIC - STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **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.

## **Suspension**

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or 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, the principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or

disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **In School Suspension - not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the Principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

### **Principal's Hearing - Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

#### **Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.



The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

## Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - August 2022

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)

603 CMR [53.10](#)(3) through (5)

603 CMR [53.13](#)(1)[Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School](#)

[Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and

[Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's \(IDEA's\) Discipline Provisions.](#)

*Approved by the Joint School Committee January 29, 2024.*

## Behavior

### Level 1

- Disrupting class
- Invading personal space and boundaries
- Excessive noise
- Not using materials or equipment properly
- Not completing class work/homework
- Noncompliance to adult request
- Dress code violation

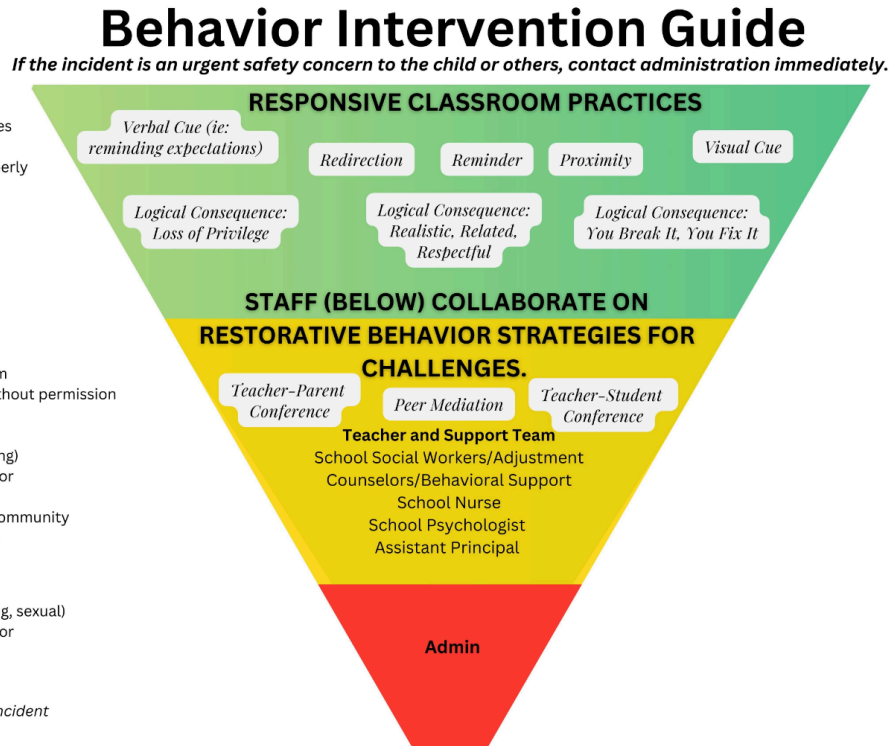
### Level 2

- Defiance
- Disruption in any area
- Disrespect of others
- Obscene language
- Physical contact without intent to harm
- Leaving classroom or assigned area without permission
- Throwing objects at others
- General or peer conflict
- Taking someone else's property (stealing)
- Documented persistent Level 1 behavior
- \*Property destruction
- \*Social media impacting the learning community
- \*Purposefully harmful to self or others

### Level 3

- Assault (physical, biting, hitting, spitting, sexual)
- Documented persistent Level 2 behavior

\*Could be Level 3 based on severity of incident



## Possible Outcome

### Level 1

- Re-teach the rules
- Review expectations
- Verbal reminders
- Reflection sheet
- Conference with student
- Conference with parent

### Level 2

- Logical consequences
- Re-teach rules and expectations
- Parent meeting
- Behavior Contract (Teacher and Student)
- Develop Student Support Plan
- BBST Referral
- SRST referral
- Meeting with administration

### Level 3

- Parent, teacher, admin meeting
- Develop or update Safety and/or Support Plan
- Individual behavior monitoring and/or contract
- Detention
- Suspension
- Police and/or legal involvement

## Special Offenses

*Massachusetts General Laws, Chapter 71, Section 37H*

G.L. Chapter 71, §37H

Offenses:

On school premises or at school-sponsored events or activities:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on a member of the educational staff

Consequence:

- Exclusion for amount of time up to expulsion;
- Principal may suspend and not expel as he or she deems appropriate

Due Process:

- Constitutional due process;
- Prior notice to student of charge and written notice of right to hearing;
- Right to representation at hearing; and to present evidence and witnesses at hearing.

**Appeal from Principal's Decision:**

- Right to appeal expulsion decision to superintendent
- Timeline for requesting appeal: ten days from date of expulsion
- Right to counsel at hearing
- Superintendent can make factual determinations as well as determine consequence.

**Provision of Education Services:**

Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to makeup assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and parent with a list of alternative educational services.

See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.

**Discipline Collection and Reporting:**

- Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services
- Periodically review discipline data by selected student populations; determine extent of disciplinary removals and the impact on such populations; adjust practice as appropriate
- Department will provide assistance to school(s) if Commissioner identifies school(s) in district that have the highest percentage of suspensions or expulsions in Massachusetts for more than 10 cumulative days in a school year.

See 603 CMR 53.14 for details.

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**G.L. Chapter 71, §37H ½**

**Offenses:**

1. A felony charge or felony delinquency complaint against a student.
2. Conviction, adjudication, or admission of guilt with respect to such felony.

**Consequence:**

1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by principal if the principal determines the student's continued presence would have a substantial detriment on the general welfare of the school.
2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) if the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.

**Due Process (for either suspension or expulsion):**

- Constitutional due process;
- Written notice of the charges and of the reasons before the suspension takes effect;
- Principal may determine the appropriate amount of time for suspension;
- Written notice of the right to appeal to the superintendent;
- Suspension remains in effect pending appeal to the superintendent.

**Appeal from Principal's Decision to Suspend or to Expel:**

- Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion
- Superintendent must hold hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.
- Superintendent may overturn or alter the decision.

**A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.**

**Provision of Education Services:** Same as above

**Discipline Collection and Reporting:** Same as above

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**G.L. Chapter 71, §37H <sup>3</sup>/<sub>4</sub>**

**Offenses:** Any offense that is not addressed in 37H or 37H <sup>1</sup>/<sub>2</sub>.

**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, and the opportunity for a meeting/hearing with the principal before suspension takes effect.
- Consult 603 CMR 53:08 for details on notices.
- Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process

- Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate.
- Principal must make and document reasonable efforts to include the parent in meeting/hearing with the student.
- Principal must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping.
- Following hearing, principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.
- Before any out-of-school suspension of a student in preschool or grades K – 3, principal must notify superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.

#### **Appeal from Principal's Decision:**

- Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted.
- The superintendent must hold hearing within 3 calendar days of the parent's request for a hearing. The student or parent 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 if the superintendent has made a good faith effort to include the parent.
- The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her 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.

**Provision of Education Services:** Same as above

**Discipline Collection and Reporting:** Same as above

#### **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 his/her 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 a student or employee 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 s/he has witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Associate 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 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/Associate 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 will be accurate and 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.

#### **~~Procedure for the Discipline of Students With Disabilities~~**

~~If a suspension of more than ten days is proposed, or if a shorter series of suspensions would result in more than ten cumulative days out of class, for any student who has an IEP or 504 Plan, 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/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/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 have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents 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. The 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.~~

#### **~~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 had expressed concern in writing; or b. The parent 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. d. The district may not be considered to have had prior knowledge if the parent 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 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 he/she receives all procedural protections subsequent to the finding of eligibility.~~

### **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.

### **Conflict of Interest Law and Gifts for Teachers**

The Commonwealth's conflict of interest law, G.L. c. 268A, and the financial disclosure law, G.L.c.268B, restrict gifts and gratuities that school staff may receive. All teachers and school volunteers must be made aware of the content of these laws, specifically sections 3 and 23 of 268A, and section 6 of 268B. Section 3(b) prohibits a public employee from requesting or receiving anything of 'substantial value'\* which is given for or because of an official act or act within the public employee's official responsibility. Similarly, under section 3(a), no one may give or offer such gifts

to public employees.

In addition, G.L.c. 268B, section 6, specifically prohibits public employees or members of their immediate families from soliciting or accepting gifts with an aggregate value of \$100.00 or more in a calendar year. Next, under G.L.c. 268A, section 23(b)(2), public (school) employees are prohibited from using or attempting to use their position to obtain for themselves or others unwarranted privileges of substantial value that are not properly available to similarly situated individuals. Finally, even if a gift or gratuity is not of substantial value or does not fall within the prohibitions discussed above, G.L.c. 268A, section 23(b)(3) will, in many situations, require public (school) employees to disclose to their appointing authority, the gift and their relationship with the giver.

All school volunteers are required to be aware of the state's general laws and language surrounding gifts.

***\*Anything worth \$50.00 or more is considered to be "of substantial value" for the purposes of the conflict of interest law.***

The full content of the State Ethics Commission law is available from the school office or online at <http://www.mass.gov>.

## **OLD ROCHESTER REGIONAL SCHOOL DISTRICT MASSACHUSETTS SUPERINTENDENCY UNION #55**

135 Marion Road, Mattapoisett, MA 02739

Tel. (508) 758 -2772 FAX (508) 758-2802

[www.oldrochester.org](http://www.oldrochester.org)

## **NON-DISCRIMINATION POLICY**

The Old Rochester Regional School District and the Massachusetts 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, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, 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, religion, national origin, gender, sexual orientation, age, gender identity, 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 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 person that he or she may designate.

The goals of the above grievance procedures are 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, 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 x1956. 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

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SUPERINTENDENCY UNION #55  
Marion – Mattapoisett – Rochester, Massachusetts**

**Annual Notification of Rights Under PPRA**

August 28, 2024

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

*Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:*

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

*Receive notice and an opportunity to opt a student out of:*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

*Inspect, upon request and before administration or use:*

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The School Committee has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school district will also directly notify, such as through US Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school district will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5901

## **Center School and Old Hammonds town**

### **Health Office Information**

#### **Annual Screenings**

**Vision Screening:** Grade Kindergarten through Grade 5

**Hearing Screening:** Grade Kindergarten through Grade 3

### **Postural Screenings:** Grade 5 and Grade 6

If for any reason you would like your child to opt out of the screenings listed above, please submit a written request to the Health Office.

### **Health Requirements**

**School Physicals:** Required upon entry to Kindergarten and prior to entering grade 4 and grade 7. Dr. Mendes, our school physician, is available to conduct physicals for students upon written request to the Health Office.

**School Immunizations:** Before entering Kindergarten, students **must** have:

- 3 doses of Hep B
- 5 doses of DTaP/DTP
- 4 doses of Polio
- 2 doses of MMR
- 2 doses of Varicella
- Lead screening

### **Guidelines for when to keep your child home from school**

- Fever greater than 100 degrees (must be fever free without fever reducing medication for 24 hours) ● Vomiting and/or diarrhea prior to coming to school
- Thick green tinged mucous
- Persistent cough
- Lingering sore throat with or without fever
- Rash of unknown origin
- Asthma flare up if you have not provided necessary medication to the Health Office
- Red eyes with or without drainage

### **Medications**

The administration of any medication, including over-the-counter medications such as Tylenol, Motrin and cough medicine, may only be given under an order from a physician, dentist, nurse practitioner or physician assistant, in conjunction with parental permission. These forms are available in the Health office at both schools.

The Mattapoissett Historical Commission has proposed a Center School Panel for our school grounds similar to Shipyard Park and the Ned's Point. The Panel will be approximately 36 inches wide by 30 inches high.

## Historically Speaking... CENTER SCHOOL

The Center School Building (Mattapoissett School) was donated to the town by Henry Huttleston Rogers (1840-1909), an industrialist and financier from nearby Fairhaven. The son of a former sea captain, Henry H. Rogers had spent his early childhood in Mattapoissett. Rogers made his initial fortune in the oil refining business. Later his financial interests included railroads, steel making, and copper mining. A philanthropist, he was particularly committed to education and provided the funds for a number of public buildings, including a school, in Fairhaven.

The Mattapoissett School was dedicated on January 4, 1899 with the donor Henry H. Rogers in attendance to make an address. It served to educate students in grades 1-12 until 1905, when Rogers donated a new high school in Fairhaven, also designed by Charles Brigham. Mr. Rogers directed that the new Fairhaven High School be free to all Mattapoissett high school age children. The Mattapoissett School continued to serve elementary grades and in 1962 Mattapoissett built its own high school.



Center School Snowy Day

*Of the gift comes and your increased interest in educational matters, and the children are made happier and healthier, my purpose will be accomplished.*

Note per Henry Huttleston Rogers



1912 First Grade Class

Two small additions were made to the original building, including a six-room addition added in 1936 and a cafeteria and kitchen in 1950. The original building was renovated and a large wing added in 2004 to house grades kindergarten to three.

Rogers and his wife Abbie attended the dedication of the new Mattapoissett Town Hall in 1897. Rogers was approached by a prominent member of the community, who told him that they were happy with the town hall but what was really needed was a school. On returning home Rogers said to his wife, "I've a good mind to build a school for Mattapoissett." She replied, "Why don't you do it?" On October 27, 1897 at a special town meeting it was voted to purchase a lot at the corner of Barstow and Church Streets "to erect a schoolhouse two stories high with a clock and all the modern improvements, and second to none in the state so far as convenience and sanitation were concerned." The four-acre parcel of land for the new school was purchased from the estate of Leonard Hammond in 1889 for \$1,500. The architect selected for the project was Charles Brigham (1841-1925), one of the most important and prolific architects of the late 19th and early 20th centuries.



Early 1900's Baseball game outside at Center School



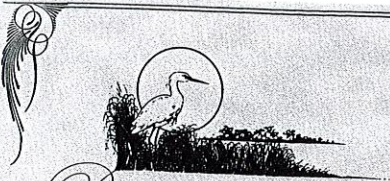
Circa 1910

Mattapoissett Historical Commission, 2025  
Photos from Mattapoissett Historical Society  
Layout 2025 by Village Signs Inc.



Example of Shipyard Park





Mattapoisett Land Trust, Inc.  
P.O. Box 31  
Mattapoisett, MA 02739  
www.mattlandtrust.org

53-179/113

2861

DATE 7 Mar. 2025

Pay to the order of Mattapoisett Public Schools

\$ 500.00

Five hundred and

00/100

DOLLARS

Eastern Bank  
Mattapoisett, MA

2 signatures required over \$1000

MEMO OHS Grant FY25-MLTED-05

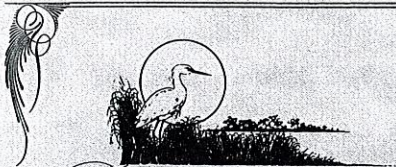


[Signature]  
AUTHORIZED SIGNATURE

MP

⑈002861⑈ ⑆011301798⑆ 0884007204⑈

Security features included. Details on back.



Mattapoisett Land Trust, Inc.  
P.O. Box 31  
Mattapoisett, MA 02739  
www.mattlandtrust.org

53-179/113

2862

DATE 7 Mar 2025

Pay to the order of Mattapoisett Public Schools

\$ 2,890.00

Two thousand, eight hundred ninety and

00/100

DOLLARS

Eastern Bank  
Mattapoisett, MA

2 signatures required over \$1000

MEMO OHS Grant FY25-MLTED-07



[Signature]  
AUTHORIZED SIGNATURE

MP

⑈002862⑈ ⑆011301798⑆ 0884007204⑈

Security features included. Details on back.



**Old Rochester Regional School District**  
Massachusetts School Superintendency Union 55

# Memo

**To: School Committee Members of Mattapoisett**

**From: Howard G. Barber, Assistant Superintendent of Finance & Operations**

**Cc: Michael S. Nelson, Superintendent of Schools**

**Date: March 24, 2025**

**Re: Financial Report – Fiscal Year 2025**

## **Financial Report:**

Please find the following financial report in relation to the general funds of Mattapoisett School District:

- Budget Report – Detail Based as of March 24, 2025
- Budget Report - Department Based as of March 24, 2025

## **For the purpose of our Financial Forecasting:**

The Mattapoisett School District currently has \$288,032 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 encumbered and expended. This report recognizes the activity of the total \$8,064,433 appropriated to the Mattapoisett School District.

- **\$ 8,064,433 - General Funds Approved**
- **\$ 7,776,401 – Obligations Paid Year to Date**
- **\$ 288,032 - Remaining Available Funds**



**Mattapoisett Public Schools**  
**Fiscal Year 2024-2025 Final Approved Budget - Department Based**  
**As of March 20, 2025 for the Fiscal Year June 30, 2025**

Department	Department Name	FY2024 Final Expenditures	FY2025 Budget	Total Committed	Available FY2025 Budget
001	School Committee	\$ 4,757	\$ 10,700	\$ 2,385	\$ 8,315
004	Superintendents Office	\$ 178,168	\$ 206,519	\$ 177,872	\$ 28,647
007	School Administration	\$ 453,653	\$ 459,055	\$ 440,021	\$ 19,034
010	Classroom Teachers	\$ 1,605,483	\$ 1,548,145	\$ 1,541,354	\$ 6,791
013	Kindergarten	\$ 286,460	\$ 296,760	\$ 296,760	\$ -
016	Art	\$ 97,848	\$ 102,016	\$ 100,900	\$ 1,116
022	Reading	\$ 210,490	\$ 295,451	\$ 293,634	\$ 1,817
024	ELL Program	\$ 14,125	\$ 23,083	\$ 19,324	\$ 3,759
025	English	\$ 102,478	\$ 110,964	\$ 107,853	\$ 3,111
037	Mathematics	\$ 137,463	\$ 141,702	\$ 141,702	\$ -
040	Media Services	\$ 112,803	\$ 114,414	\$ 113,528	\$ 886
043	Music	\$ 140,351	\$ 129,865	\$ 149,394	\$ (19,529)
049	Physical Education	\$ 130,590	\$ 135,649	\$ 131,973	\$ 3,676
052	Science	\$ 209,232	\$ 216,678	\$ 215,200	\$ 1,478
055	Social Studies	\$ 106,410	\$ 109,514	\$ 109,433	\$ 81
061	Curriculum Development	\$ 32,192	\$ 61,000	\$ 10,507	\$ 50,493
067	Enrichment Program	\$ 575	\$ -	\$ -	\$ -
076	Health Services	\$ 166,217	\$ 172,753	\$ 173,271	\$ (518)
079	Transportation	\$ 273,264	\$ 419,000	\$ 379,040	\$ 39,960
085	Miscellaneous	\$ 8,336	\$ 4,800	\$ 200	\$ 4,600
088	Operation And Maintenance	\$ 1,005,158	\$ 855,561	\$ 945,685	\$ (90,124)
093	Computer Program	\$ 134,533	\$ 201,239	\$ 158,902	\$ 42,337
100	Special Needs Administration	\$ 40,970	\$ 50,790	\$ 56,421	\$ (5,631)
102	Project Grow	\$ 164,764	\$ 171,120	\$ 171,641	\$ (521)
103	Learning Support Center	\$ 999,407	\$ 1,020,401	\$ 956,422	\$ 63,979
118	Speech	\$ 201,891	\$ 226,546	\$ 224,055	\$ 2,491
121	Support Services	\$ 292,409	\$ 199,203	\$ 206,879	\$ (7,676)
124	Home Tutor	\$ 4,640	\$ -	\$ -	\$ -
127	Psychological Services	\$ 299,536	\$ 310,335	\$ 308,056	\$ 2,279
130	Sped Transportation	\$ 239,509	\$ 283,225	\$ 248,253	\$ 34,972
133	Program With Others Sped	\$ 89,714	\$ 187,944	\$ 95,736	\$ 92,208
<b>Grand Total</b>		<b>\$ 7,743,424</b>	<b>\$ 8,064,433</b>	<b>\$ 7,776,401</b>	<b>\$ 288,032</b>

# Mattapoissett Public Schools

## 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
01.303.001.1110.04.33	M A S C	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.04.35	LEGAL COUNSEL	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.04.36	DOE AUDIT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.303.001.1110.05.36	MISCELLANEOUS	\$2,000.00	\$823.22	\$823.22	\$1,176.78	\$0.00	\$1,176.78	58.84%
01.303.001.1110.06.36	ADVERTISING	\$2,000.00	\$1,341.52	\$1,341.52	\$658.48	\$220.00	\$438.48	21.92%
01.303.001.1110.06.37	TRAVEL SCHOOL COMMITTEE	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$10,700.00	\$2,164.74	\$2,164.74	\$8,535.26	\$220.00	\$8,315.26	77.71%
01.303.004.1110.04.35	CENSUS	\$875.00	\$875.00	\$875.00	\$0.00	\$0.00	\$0.00	0.00%
01.303.004.1210.01.02	SUPERINTENDENT	\$37,018.64	\$24,430.93	\$24,430.93	\$12,587.71	\$14,428.56	(\$1,840.85)	-4.97%
01.303.004.1210.02.02	EXEC ASST TO SUPT	\$12,085.25	\$7,456.38	\$7,456.38	\$4,628.87	\$4,660.06	(\$31.19)	-0.26%
01.303.004.1210.04.33	ASSOCIATIONS & DUES	\$9,700.00	\$4,041.64	\$4,041.64	\$5,658.36	\$16.98	\$5,641.38	58.16%
01.303.004.1210.05.21	POSTAGE	\$1,000.00	\$89.48	\$89.48	\$910.52	\$41.38	\$869.14	86.91%
01.303.004.1210.05.22	SUPPLIES	\$2,500.00	\$4,612.30	\$4,612.30	(\$2,112.30)	\$292.99	(\$2,405.29)	-96.21%
01.303.004.1210.06.36	MISCELLANEOUS	\$1,000.00	\$1,680.18	\$1,680.18	(\$680.18)	\$0.00	(\$680.18)	-68.02%
01.303.004.1210.06.37	TRAVEL & CONFERENCES	\$3,000.00	\$1,548.51	\$1,548.51	\$1,451.49	\$27.26	\$1,424.23	47.47%
01.303.004.1220.01.02	ASST SUPT CURRICULUM	\$23,375.79	\$16,015.76	\$16,015.76	\$7,360.03	\$10,037.36	(\$2,677.33)	-11.45%
01.303.004.1220.02.02	CLERICAL, CURRICULUM	\$9,240.58	\$5,795.97	\$5,795.97	\$3,444.61	\$3,473.66	(\$29.05)	-0.31%
01.303.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$29,958.02	\$18,398.01	\$18,398.01	\$11,560.01	\$11,181.43	\$378.58	1.26%
01.303.004.1410.03.02	FINANCE OFFICE STAFF	\$33,552.15	\$20,888.31	\$20,888.31	\$12,663.84	\$17,022.56	(\$4,358.72)	-12.99%
01.303.004.1420.03.02	HUMAN RESOURCES	\$13,963.48	\$8,568.86	\$8,568.86	\$5,394.62	\$1,071.11	\$4,323.51	30.96%
01.303.004.1435.04.01	LEGAL SETTLEMENT-CONTRACTED S	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.303.004.1450.04.27	COMPUTER SERVICES	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
01.303.004.1450.05.21	ADMINISTRATIVE TECHNOLOGY	\$1,000.00	\$81.90	\$81.90	\$918.10	\$0.00	\$918.10	91.81%
01.303.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.004.4130.04.15	TELEPHONE	\$4,000.00	\$974.95	\$974.95	\$3,025.05	\$160.75	\$2,864.30	71.61%
01.303.004.4230.04.27	MAINTENANCE OF EQUIPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.004.5300.04.21	COPIER RENTAL	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$199,768.91	\$115,458.18	\$115,458.18	\$84,310.73	\$62,414.10	\$21,896.63	10.96%
01.303.007.2210.01.02	PRINCIPAL	\$128,368.90	\$93,352.87	\$93,352.87	\$35,016.03	\$34,393.13	\$622.90	0.49%
01.303.007.2210.02.09	CLERICAL	\$47,270.82	\$22,946.42	\$22,946.42	\$24,324.40	\$14,399.50	\$9,924.90	21.00%
01.303.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$1,153.80	\$1,153.80	\$346.20	\$846.20	(\$500.00)	-33.33%
01.303.007.2210.03.08	CAFE LUNCH MONITOR	\$24,705.58	\$13,343.40	\$13,343.40	\$11,362.18	\$9,785.05	\$1,577.13	6.38%
01.303.007.2210.04.33	ASSOCIATION DUES	\$800.00	\$454.00	\$454.00	\$346.00	\$0.00	\$346.00	43.25%
01.303.007.2210.05.23	SUPPLIES COPYING	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
01.303.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$8,129.21	\$8,129.21	(\$629.21)	\$44.47	(\$673.68)	-8.98%
01.303.007.2210.05.25	POSTAGE	\$1,100.00	\$1,486.88	\$1,486.88	(\$386.88)	\$0.00	(\$386.88)	-35.17%
01.303.007.2210.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$395.00	\$395.00	\$605.00	\$0.00	\$605.00	60.50%
01.303.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$907.75	\$907.75	\$1,592.25	\$1,422.08	\$170.17	6.81%
01.303.007.5260.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.303.007.5300.04.28	COPIER RENTAL	\$16,100.00	\$12,365.39	\$12,365.39	\$3,734.61	\$2,834.61	\$900.00	5.59%
	Dept: SCHOOL ADMINISTRATION - 007	\$235,945.30	\$154,534.72	\$154,534.72	\$81,410.58	\$63,725.04	\$17,685.54	7.50%
01.303.010.2305.01.03	TEACHERS	\$898,487.00	\$526,207.25	\$526,207.25	\$372,279.75	\$380,678.75	(\$8,399.00)	-0.93%
01.303.010.2324.03.34	LONG TERM SUBS CENTER - OTHER	\$0.00	\$1,707.30	\$1,707.30	(\$1,707.30)	\$0.00	(\$1,707.30)	0.00%
01.303.010.2325.03.34	SUBSTITUTES - CENTER	\$36,894.00	\$30,229.80	\$30,229.80	\$6,664.20	\$0.00	\$6,664.20	18.06%
01.303.010.2351.04.03	TUITION REIMBURSEMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
01.303.010.2356.06.37	TRAVEL & CONFERENCES TEACHERS	\$7,500.00	\$869.00	\$869.00	\$6,631.00	\$0.00	\$6,631.00	88.41%
	Dept: CLASSROOM TEACHERS - 010	\$946,381.00	\$559,013.35	\$559,013.35	\$387,367.65	\$380,678.75	\$6,688.90	0.71%

# Mattapoisett Public Schools

## 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
01.303.013.2305.01.03	TEACHERS	\$294,360.00	\$171,630.85	\$171,630.85	\$122,729.15	\$125,129.15	(\$2,400.00)	-0.82%
01.303.013.2430.05.23	KINDERGARTEN SUPPLIES	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: KINDERGARTEN - 013	\$296,760.00	\$171,630.85	\$171,630.85	\$125,129.15	\$125,129.15	\$0.00	0.00%
01.303.016.2305.01.03	TEACHERS	\$48,608.00	\$28,422.86	\$28,422.86	\$20,185.14	\$20,660.15	(\$475.01)	-0.98%
01.303.016.2430.05.23	SUPPLIES & MATERIALS ART	\$2,400.00	\$1,453.66	\$1,453.66	\$946.34	\$0.00	\$946.34	39.43%
	Dept: ART - 016	\$51,008.00	\$29,876.52	\$29,876.52	\$21,131.48	\$20,660.15	\$471.33	0.92%
01.303.022.2305.01.03	TEACHERS	\$213,278.00	\$123,020.00	\$123,020.00	\$90,258.00	\$89,408.00	\$850.00	0.40%
01.303.022.2430.05.23	READING SUPPLIES	\$2,400.00	\$2,500.49	\$2,500.49	(\$100.49)	\$1,332.30	(\$1,432.79)	-59.70%
	Dept: READING - 022	\$215,678.00	\$125,520.49	\$125,520.49	\$90,157.51	\$90,740.30	(\$582.79)	-0.27%
01.303.024.2305.01.03	TEACHERS	\$20,683.00	\$7,407.01	\$7,407.01	\$13,275.99	\$7,407.09	\$5,868.90	28.38%
01.303.024.2356.06.37	TRAVEL & CONFERENCES ELL	\$0.00	\$28.74	\$28.74	(\$28.74)	\$61.26	(\$90.00)	0.00%
01.303.024.2430.05.23	ELL SUPPLIES	\$2,400.00	\$4,419.44	\$4,419.44	(\$2,019.44)	\$0.00	(\$2,019.44)	-84.14%
	Dept: ELL PROGRAM - 024	\$23,083.00	\$11,855.19	\$11,855.19	\$11,227.81	\$7,468.35	\$3,759.46	16.29%
01.303.025.2430.05.23	ENGLISH SUPPLIES	\$2,400.00	\$2,189.33	\$2,189.33	\$210.67	\$0.00	\$210.67	8.78%
	Dept: ENGLISH - 025	\$2,400.00	\$2,189.33	\$2,189.33	\$210.67	\$0.00	\$210.67	8.78%
01.303.037.2305.01.03	TEACHERS	\$36,388.00	\$20,993.10	\$20,993.10	\$15,394.90	\$15,394.90	\$0.00	0.00%
	Dept: MATHEMATICS - 037	\$36,388.00	\$20,993.10	\$20,993.10	\$15,394.90	\$15,394.90	\$0.00	0.00%
01.303.040.2330.01.03	LIBRARIAN	\$0.00	\$300.00	\$300.00	(\$300.00)	\$0.00	(\$300.00)	0.00%
01.303.040.2340.01.03	LIBRARIAN	\$53,082.00	\$30,480.00	\$30,480.00	\$22,602.00	\$22,352.00	\$250.00	0.47%
01.303.040.2430.05.23	SUPPLIES LIBRARY	\$2,400.00	\$1,971.84	\$1,971.84	\$428.16	\$204.00	\$224.16	9.34%
01.303.040.4230.04.29	MAINTENANCE OF EQUIPMENT LIBRA	\$0.00	\$1,114.00	\$1,114.00	(\$1,114.00)	\$0.00	(\$1,114.00)	0.00%
	Dept: MEDIA SERVICES - 040	\$55,482.00	\$33,865.84	\$33,865.84	\$21,616.16	\$22,556.00	(\$939.84)	-1.69%
01.303.043.2305.01.03	TEACHERS	\$36,781.30	\$21,854.70	\$21,854.70	\$14,926.60	\$16,026.80	(\$1,100.20)	-2.99%
01.303.043.2430.05.23	SUPPLIES MUSIC	\$2,400.00	\$986.50	\$986.50	\$1,413.50	\$0.00	\$1,413.50	58.90%
	Dept: MUSIC - 043	\$39,181.30	\$22,841.20	\$22,841.20	\$16,340.10	\$16,026.80	\$313.30	0.80%
01.303.049.2305.01.03	TEACHER	\$63,758.40	\$24,784.00	\$24,784.00	\$38,974.40	\$17,881.60	\$21,092.80	33.08%
01.303.049.2430.05.23	SUPPLIES PHYS ED	\$2,400.00	\$1,239.39	\$1,239.39	\$1,160.61	\$0.00	\$1,160.61	48.36%
	Dept: PHYSICAL EDUCATION - 049	\$66,158.40	\$26,023.39	\$26,023.39	\$40,135.01	\$17,881.60	\$22,253.41	33.64%
01.303.052.2305.01.03	TEACHER	\$63,128.40	\$67,027.20	\$67,027.20	(\$3,898.80)	\$48,933.29	(\$52,832.09)	-83.69%
01.303.052.2305.01.04	TECHNOLOGY LAB INSTRUCTOR	\$53,332.00	\$500.00	\$500.00	\$52,832.00	\$0.00	\$52,832.00	99.06%
01.303.052.2430.05.23	SUPPLIES	\$2,400.00	\$1,569.74	\$1,569.74	\$830.26	\$0.00	\$830.26	34.59%
	Dept: SCIENCE - 052	\$118,860.40	\$69,096.94	\$69,096.94	\$49,763.46	\$48,933.29	\$830.17	0.70%
01.303.055.2430.05.23	SUPPLIES SCIENCE	\$2,400.00	\$3,661.84	\$3,661.84	(\$1,261.84)	\$0.00	(\$1,261.84)	-52.58%
	Dept: SOCIAL STUDIES - 055	\$2,400.00	\$3,661.84	\$3,661.84	(\$1,261.84)	\$0.00	(\$1,261.84)	-52.58%
01.303.061.2351.04.03	CORE PROGRAM & DEVELOPMENT	\$50,000.00	\$232.52	\$232.52	\$49,767.48	\$2,666.67	\$47,100.81	94.20%
01.303.061.2351.05.23	SUPPLIES	\$4,200.00	\$4,704.63	\$4,704.63	(\$504.63)	\$0.00	(\$504.63)	-12.02%
01.303.061.2358.04.35	CONSULTANT SERVICES	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
01.303.061.2415.06.37	TRAVEL & CONFERENCES	\$2,800.00	\$600.00	\$600.00	\$2,200.00	\$600.00	\$1,600.00	57.14%
01.303.061.2430.05.23	ACADEMIC SUPPLIES	\$0.00	\$454.00	\$454.00	(\$454.00)	\$0.00	(\$454.00)	0.00%
01.303.061.2455.04.23	Academic Instructional Softwar	\$0.00	\$1,250.00	\$1,250.00	(\$1,250.00)	\$0.00	(\$1,250.00)	0.00%

# Mattapoissett Public Schools

## 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: CURRICULUM DEVELOPMENT - 061	\$61,000.00	\$7,241.15	\$7,241.15	\$53,758.85	\$3,266.67	\$50,492.18	82.77%
01.303.076.3200.01.11	NURSE	\$93,882.00	\$54,316.55	\$54,316.55	\$39,565.45	\$39,465.45	\$100.00	0.11%
01.303.076.3200.05.23	SUPPLIES NURSE	\$2,400.00	\$2,198.81	\$2,198.81	\$201.19	\$105.00	\$96.19	4.01%
	Dept: HEALTH SERVICES - 076	\$96,282.00	\$56,515.36	\$56,515.36	\$39,766.64	\$39,570.45	\$196.19	0.20%
01.303.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$397,000.00	\$249,032.79	\$249,032.79	\$147,967.21	\$147,967.21	\$0.00	0.00%
01.303.079.3300.06.41	REGULAR EDUCATION - FUEL ADJUS	\$22,000.00	\$0.00	\$0.00	\$22,000.00	\$0.00	\$22,000.00	100.00%
01.303.079.4140.00.00	REVENUE MCKINNEY VENTO	\$0.00	(\$17,960.00)	(\$17,960.00)	\$17,960.00	\$0.00	\$17,960.00	0.00%
	Dept: TRANSPORTATION - 079	\$419,000.00	\$231,072.79	\$231,072.79	\$187,927.21	\$147,967.21	\$39,960.00	9.54%
01.303.085.3520.06.36	STUDENT ACTIVITY EXTRACURRICUL	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: MISCELLANEOUS - 085	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
01.303.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$19,153.87	\$11,412.80	\$11,412.80	\$7,741.07	\$7,133.00	\$608.07	3.17%
01.303.088.4110.03.10	CUSTODIAL SUPERVISOR	\$56,024.11	\$40,892.75	\$40,892.75	\$15,131.36	\$15,065.65	\$65.71	0.12%
01.303.088.4110.03.11	CUSTODIAL CONTRACT SERVICES	\$115,727.00	\$69,056.08	\$69,056.08	\$46,670.92	\$46,670.92	\$0.00	0.00%
01.303.088.4110.03.34	CUSTODIAL SUBSTITUTES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
01.303.088.4115.03.34	SUBSTITUTES,P/T, OVERTIME	\$0.00	\$1,105.50	\$1,105.50	(\$1,105.50)	\$0.00	(\$1,105.50)	0.00%
01.303.088.4120.04.17	HEAT (GAS) Center/OHS	\$132,000.00	\$89,578.19	\$89,578.19	\$42,421.81	\$13,427.54	\$28,994.27	21.97%
01.303.088.4130.04.15	TELEPHONE	\$12,500.00	\$5,034.26	\$5,034.26	\$7,465.74	\$3,665.74	\$3,800.00	30.40%
01.303.088.4130.04.16	ELECTRICITY - Center/OHS	\$194,005.40	\$104,069.76	\$104,069.76	\$89,935.64	\$74,349.88	\$15,585.76	8.03%
01.303.088.4130.04.19	WATER	\$34,750.00	\$8,550.10	\$8,550.10	\$26,199.90	\$6,949.90	\$19,250.00	55.40%
01.303.088.4210.04.32	MAINTENANCE OF GROUNDS	\$7,500.00	\$932.99	\$932.99	\$6,567.01	\$29,230.35	(\$22,663.34)	-302.18%
01.303.088.4220.04.26	LIGHTING	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.303.088.4220.04.32	MAINTENANCE OF BUILDING	\$66,000.00	\$152,714.56	\$152,714.56	(\$86,714.56)	\$49,333.05	(\$136,047.61)	-206.13%
01.303.088.4220.05.26	CHEMICALS	\$12,750.00	\$10,529.01	\$10,529.01	\$2,220.99	\$1,970.99	\$250.00	1.96%
01.303.088.4220.05.27	PAPER	\$15,500.00	\$0.00	\$0.00	\$15,500.00	\$0.00	\$15,500.00	100.00%
01.303.088.4220.05.28	CUSTODIAL SUPPLIES	\$1,000.00	\$7,443.59	\$7,443.59	(\$6,443.59)	\$1,056.41	(\$7,500.00)	-750.00%
01.303.088.4220.06.37	TRAVEL	\$1,700.00	\$0.00	\$0.00	\$1,700.00	\$0.00	\$1,700.00	100.00%
01.303.088.4230.04.32	MAINTENANCE OF EQUIP CAP	\$6,550.00	\$1,564.84	\$1,564.84	\$4,985.16	\$0.00	\$4,985.16	76.11%
01.303.088.7400.04.30	REPLACEMENT OF EQUIPMENT CS	\$0.00	\$8,736.93	\$8,736.93	(\$8,736.93)	\$0.00	(\$8,736.93)	0.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$682,160.38	\$511,621.36	\$511,621.36	\$170,539.02	\$248,853.43	(\$78,314.41)	-11.48%
01.303.093.2130.03.04	NETWORK TECHNICIANS	\$76,239.32	\$41,188.35	\$41,188.35	\$35,050.97	\$25,742.69	\$9,308.28	12.21%
01.303.093.2356.06.37	TRAVEL AND CONFERENCES	\$500.00	\$940.61	\$940.61	(\$440.61)	\$234.04	(\$674.65)	-134.93%
01.303.093.2430.05.23	SOFTWARE TECHNOLOGY	\$38,000.00	\$41,204.70	\$41,204.70	(\$3,204.70)	\$1,651.57	(\$4,856.27)	-12.78%
01.303.093.2430.05.24	SUPPLIES & MATERIALS TECHNOLOG	\$26,000.00	\$1,030.32	\$1,030.32	\$24,969.68	\$0.00	\$24,969.68	96.04%
01.303.093.2450.05.23	EDUCATIONAL EQUIPMENT TECHNOL	\$0.00	\$6,031.75	\$6,031.75	(\$6,031.75)	\$0.00	(\$6,031.75)	0.00%
01.303.093.4130.04.35	TELECOMMUNICATIONS	\$11,000.00	\$13,978.03	\$13,978.03	(\$2,978.03)	\$0.00	(\$2,978.03)	-27.07%
01.303.093.4230.04.29	MAINTENANCE OF EQUIPMENT	\$3,500.00	\$1,468.00	\$1,468.00	\$2,032.00	\$0.00	\$2,032.00	58.06%
	Dept: COMPUTER PROGRAM - 093	\$155,239.32	\$105,841.76	\$105,841.76	\$49,397.56	\$27,628.30	\$21,769.26	14.02%
01.303.100.1435.04.36	LEGAL SETTLEMENTS - SPED	\$5,000.00	\$9,417.00	\$9,417.00	(\$4,417.00)	\$4,583.00	(\$9,000.00)	-180.00%
01.303.100.2110.01.02	DIRECTOR, STUDENT SERVICES	\$23,588.35	\$12,250.10	\$12,250.10	\$11,338.25	\$11,319.46	\$18.79	0.08%
01.303.100.2110.02.09	ADMINISTRATIVE ASST STUDENT SV	\$12,301.61	\$7,681.53	\$7,681.53	\$4,620.08	\$4,654.04	(\$33.96)	-0.28%
01.303.100.2110.06.37	TRAVEL/CONFERENCES	\$6,200.00	\$1,100.36	\$1,100.36	\$5,099.64	\$0.00	\$5,099.64	82.25%
01.303.100.2415.04.33	ASSOCIATION DUES	\$200.00	\$973.53	\$973.53	(\$773.53)	\$0.00	(\$773.53)	-386.77%
01.303.100.4130.04.15	TELEPHONE	\$200.00	\$53.46	\$53.46	\$146.54	\$8.91	\$137.63	68.82%
01.303.100.4230.04.31	SOFTWARE LICENSES	\$3,300.00	\$4,380.93	\$4,380.93	(\$1,080.93)	\$0.00	(\$1,080.93)	-32.76%
	Dept: SPECIAL NEEDS ADMINISTRATION - 100	\$50,789.96	\$35,856.91	\$35,856.91	\$14,933.05	\$20,565.41	(\$5,632.36)	-11.09%

# Mattapoissett Public Schools

## 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
01.303.102.2305.01.03	TEACHERS	\$105,314.00	\$61,011.90	\$61,011.90	\$44,302.10	\$44,302.10	\$0.00	0.00%
01.303.102.2330.03.08	PARAPROFESSIONALS	\$64,506.04	\$38,924.96	\$38,924.96	\$25,581.08	\$26,674.93	(\$1,093.85)	-1.70%
01.303.102.2351.06.37	TRAVEL PROJ GROW	\$200.00	\$0.00	\$0.00	\$200.00	\$200.00	\$0.00	0.00%
01.303.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.102.2430.05.23	SUPPLIES & MATERIALS	\$600.00	\$489.99	\$489.99	\$110.01	\$36.94	\$73.07	12.18%
	Dept: PROJECT GROW - 102	\$171,120.04	\$100,426.85	\$100,426.85	\$70,693.19	\$71,213.97	(\$520.78)	-0.30%
01.303.103.2305.01.03	TEACHERS	\$313,478.00	\$182,246.90	\$182,246.90	\$131,231.10	\$132,181.10	(\$950.00)	-0.30%
01.303.103.2330.03.08	PARAPROFESSIONALS	\$184,942.92	\$112,123.20	\$112,123.20	\$72,819.72	\$84,967.06	(\$12,147.34)	-6.57%
01.303.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$225.00	\$225.00	\$275.00	\$0.00	\$275.00	55.00%
01.303.103.2430.05.24	SUPPLIES & MATERIALS	\$750.00	\$40.25	\$40.25	\$709.75	\$0.00	\$709.75	94.63%
01.303.103.2450.05.24	EDUCATIONAL EQUIPMENT CS	\$2,500.00	\$53.29	\$53.29	\$2,446.71	\$0.00	\$2,446.71	97.87%
	Dept: LEARNING SUPPORT CENTER - 103	\$502,170.92	\$294,688.64	\$294,688.64	\$207,482.28	\$217,148.16	(\$9,665.88)	-1.92%
01.303.118.2305.01.03	TEACHERS	\$106,664.00	\$61,960.00	\$61,960.00	\$44,704.00	\$44,704.00	\$0.00	0.00%
01.303.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$45.00	\$455.00	91.00%
01.303.118.2430.05.24	SUPPLIES	\$800.00	\$130.18	\$130.18	\$669.82	\$0.00	\$669.82	83.73%
01.303.118.2800.04.35	THERAPY	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$0.00	0.00%
	Dept: SPEECH - 118	\$127,964.00	\$72,090.18	\$72,090.18	\$55,873.82	\$54,749.00	\$1,124.82	0.88%
01.303.121.2110.02.02	SPECIAL NEEDS SECRETARY	\$0.00	\$8,917.50	\$8,917.50	(\$8,917.50)	\$6,539.50	(\$15,457.00)	0.00%
01.303.121.2110.02.09	CLERICAL	\$14,976.72	\$0.00	\$0.00	\$14,976.72	\$0.00	\$14,976.72	100.00%
01.303.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
01.303.121.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.121.2415.05.24	SUPPLIES	\$750.00	\$400.00	\$400.00	\$350.00	\$0.00	\$350.00	46.67%
01.303.121.2440.04.35	EXTENDED YEAR SERVICES	\$35,000.00	\$65,084.25	\$65,084.25	(\$30,084.25)	\$40.00	(\$30,124.25)	-86.07%
01.303.121.2710.04.03	SPECIALIZED INSTRUCTION	\$25,000.00	\$12,468.60	\$12,468.60	\$12,531.40	\$10,793.61	\$1,737.79	6.95%
01.303.121.2800.04.35	THERAPY	\$100,000.00	\$50,162.18	\$50,162.18	\$49,837.82	\$35,565.96	\$14,271.86	14.27%
	Dept: SUPPORT SERVICES - 121	\$184,226.72	\$137,032.53	\$137,032.53	\$47,194.19	\$52,939.07	(\$5,744.88)	-3.12%
01.303.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.303.127.2710.01.03	ADJUSTMENT COUNSELOR	\$96,716.00	\$56,297.75	\$56,297.75	\$40,418.25	\$40,918.25	(\$500.00)	-0.52%
01.303.127.2800.01.03	PSYCHOLOGIST	\$48,630.54	\$27,505.95	\$27,505.95	\$21,124.59	\$20,171.05	\$953.54	1.96%
01.303.127.2800.05.24	SUPPLIES	\$750.00	\$241.00	\$241.00	\$509.00	\$0.00	\$509.00	67.87%
01.303.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,300.00	\$8,422.00	\$8,422.00	(\$122.00)	\$2,109.00	(\$2,231.00)	-26.88%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$154,896.54	\$92,466.70	\$92,466.70	\$62,429.84	\$63,198.30	(\$768.46)	-0.50%
01.303.130.3300.06.43	SPED TRANSPORTATION - COLLABOR	\$161,425.00	\$73,823.76	\$73,823.76	\$87,601.24	\$88,896.24	(\$1,295.00)	-0.80%
01.303.130.3300.06.44	SPED TRANSPORTATION - DAY SCHO	\$82,800.00	\$19,709.92	\$19,709.92	\$63,090.08	\$8,490.08	\$54,600.00	65.94%
01.303.130.3300.06.45	SPED TRANSPORTATION - PRESCHO	\$29,000.00	\$10,575.00	\$10,575.00	\$18,425.00	\$31,725.00	(\$13,300.00)	-45.86%
01.303.130.3300.06.46	SPED TRANSPORTATION - MCKINNEY	\$10,000.00	\$5,144.94	\$5,144.94	\$4,855.06	\$9,888.00	(\$5,032.94)	-50.33%
	Dept: SPED TRANSPORTATION - 130	\$283,225.00	\$109,253.62	\$109,253.62	\$173,971.38	\$138,999.32	\$34,972.06	12.35%
01.303.133.9300.06.13	SPED - TUITION PRIVATE SCHOOLS	\$152,000.00	\$0.00	\$0.00	\$152,000.00	\$16,034.19	\$135,965.81	89.45%
01.303.133.9400.06.13	SPED - TUITION COLLABORATIVES	\$35,944.00	\$20,511.00	\$20,511.00	\$15,433.00	\$59,191.00	(\$43,758.00)	-121.74%
	Dept: PROGRAM WITH OTHERS SPED - 133	\$187,944.00	\$20,511.00	\$20,511.00	\$167,433.00	\$75,225.19	\$92,207.81	49.06%
01.304.004.5300.04.28	CONTRACTED SERVICE	\$6,750.00	\$0.00	\$0.00	\$6,750.00	\$0.00	\$6,750.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$6,750.00	\$0.00	\$0.00	\$6,750.00	\$0.00	\$6,750.00	100.00%

# Mattapoisett Public Schools

## 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
01.304.007.2210.01.02	PRINCIPAL	\$125,000.00	\$88,423.15	\$88,423.15	\$36,576.85	\$32,576.85	\$4,000.00	3.20%
01.304.007.2210.02.09	CLERICAL	\$45,680.50	\$28,910.53	\$28,910.53	\$16,769.97	\$18,136.51	(\$1,366.54)	-2.99%
01.304.007.2210.03.03	HEAD TEACHERS	\$1,500.00	\$1,153.80	\$1,153.80	\$346.20	\$846.20	(\$500.00)	-33.33%
01.304.007.2210.03.08	PARAPROFESSIONALS	\$33,929.50	\$19,606.80	\$19,606.80	\$14,322.70	\$14,158.31	\$164.39	0.48%
01.304.007.2210.04.33	ASSOCIATION DUES	\$1,000.00	\$608.00	\$608.00	\$392.00	\$0.00	\$392.00	39.20%
01.304.007.2210.04.35	ADMINISTRATION MENTORING SERVI	\$0.00	\$1,755.00	\$1,755.00	(\$1,755.00)	\$1,245.00	(\$3,000.00)	0.00%
01.304.007.2210.05.22	SUPPLIES ADMINISTRATION	\$4,000.00	\$4,811.73	\$4,811.73	(\$811.73)	\$1,447.92	(\$2,259.65)	-56.49%
01.304.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$7,500.00	\$5,302.02	\$5,302.02	\$2,197.98	\$577.21	\$1,620.77	21.61%
01.304.007.2210.05.25	POSTAGE	\$1,000.00	\$34.07	\$34.07	\$965.93	\$0.00	\$965.93	96.59%
01.304.007.2210.06.37	TRAVEL & CONFERENCES	\$900.00	\$2,168.20	\$2,168.20	(\$1,268.20)	\$0.00	(\$1,268.20)	-140.91%
01.304.007.2250.05.22	PRINCIPALS TECHNOLOGY	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.304.007.5260.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Dept: SCHOOL ADMINISTRATION - 007	\$223,110.00	\$152,773.30	\$152,773.30	\$70,336.70	\$68,988.00	\$1,348.70	0.60%
01.304.010.2305.01.03	TEACHERS	\$560,109.00	\$327,361.55	\$327,361.55	\$232,747.45	\$237,058.45	(\$4,311.00)	-0.77%
01.304.010.2324.01.34	LONG TERM SUBS OHS-PROFESSION.	\$0.00	\$0.00	\$0.00	\$0.00	\$452.34	(\$452.34)	0.00%
01.304.010.2324.03.34	LONG TERM SUBS OHS - OTHER	\$0.00	\$7,027.25	\$7,027.25	(\$7,027.25)	\$196.51	(\$7,223.76)	0.00%
01.304.010.2325.03.34	SUBSTITUTES - OHS	\$30,655.00	\$29,566.00	\$29,566.00	\$1,089.00	\$0.00	\$1,089.00	3.55%
01.304.010.2351.04.03	TUITION REIMBURSEMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
01.304.010.2356.06.37	CONFERENCES TEACHERS	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
	Dept: CLASSROOM TEACHERS - 010	\$601,764.00	\$363,954.80	\$363,954.80	\$237,809.20	\$237,707.30	\$101.90	0.02%
01.304.016.2305.01.03	TEACHERS	\$48,608.00	\$28,422.85	\$28,422.85	\$20,185.15	\$20,660.14	(\$474.99)	-0.98%
01.304.016.2430.05.23	SUPPLIES & MATERIALS ART	\$2,400.00	\$1,280.17	\$1,280.17	\$1,119.83	\$0.00	\$1,119.83	46.66%
	Dept: ART - 016	\$51,008.00	\$29,703.02	\$29,703.02	\$21,304.98	\$20,660.14	\$644.84	1.26%
01.304.022.2305.01.03	TEACHERS	\$77,372.80	\$44,638.20	\$44,638.20	\$32,734.60	\$32,734.60	\$0.00	0.00%
01.304.022.2430.05.23	SUPPLIES READING	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: READING - 022	\$79,772.80	\$44,638.20	\$44,638.20	\$35,134.60	\$32,734.60	\$2,400.00	3.01%
01.304.025.2305.01.03	TEACHERS	\$106,164.00	\$60,960.00	\$60,960.00	\$45,204.00	\$44,704.00	\$500.00	0.47%
01.304.025.2430.05.23	SUPPLIES READING	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
	Dept: ENGLISH - 025	\$108,564.00	\$60,960.00	\$60,960.00	\$47,604.00	\$44,704.00	\$2,900.00	2.67%
01.304.037.2305.01.03	TEACHERS	\$105,314.00	\$61,011.90	\$61,011.90	\$44,302.10	\$44,302.10	\$0.00	0.00%
	Dept: MATHEMATICS - 037	\$105,314.00	\$61,011.90	\$61,011.90	\$44,302.10	\$44,302.10	\$0.00	0.00%
01.304.040.2305.01.03	PROFESSIONAL SALARIES	\$475.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00	100.00%
01.304.040.2330.01.03	LIBRARIAN	\$2,850.00	\$300.00	\$300.00	\$2,550.00	\$0.00	\$2,550.00	89.47%
01.304.040.2340.01.03	MEDIA CENTER	\$53,082.00	\$30,480.00	\$30,480.00	\$22,602.00	\$22,352.00	\$250.00	0.47%
01.304.040.2430.05.23	MEDIA SERVICE SUPPLIES	\$2,525.00	\$288.96	\$288.96	\$2,236.04	\$0.00	\$2,236.04	88.56%
01.304.040.2430.05.24	MEDIA BOOKS & MAGAZINES	\$0.00	\$2,012.26	\$2,012.26	(\$2,012.26)	\$0.00	(\$2,012.26)	0.00%
01.304.040.2430.05.25	MEDIA AV MATERIALS	\$0.00	\$89.99	\$89.99	(\$89.99)	\$0.00	(\$89.99)	0.00%
01.304.040.2440.05.23	MEDIA RESOURCE MATERIALS	\$0.00	\$33.00	\$33.00	(\$33.00)	\$0.00	(\$33.00)	0.00%
01.304.040.4230.04.29	MAINTENANCE OF EQUIPMENT LIBRA	\$0.00	\$1,373.36	\$1,373.36	(\$1,373.36)	\$177.08	(\$1,550.44)	0.00%
	Dept: MEDIA SERVICES - 040	\$58,932.00	\$34,577.57	\$34,577.57	\$24,354.43	\$22,529.08	\$1,825.35	3.10%
01.304.043.2305.01.03	TEACHERS	\$87,434.10	\$50,654.70	\$50,654.70	\$36,779.40	\$57,752.35	(\$20,972.95)	-23.99%
01.304.043.2330.04.09	ACCOMPANIST	\$850.00	\$525.00	\$525.00	\$325.00	\$0.00	\$325.00	38.24%
01.304.043.2430.05.23	SUPPLIES MUSIC	\$2,400.00	\$1,593.77	\$1,593.77	\$806.23	\$0.00	\$806.23	33.59%
	Dept: MUSIC - 043	\$90,684.10	\$52,773.47	\$52,773.47	\$37,910.63	\$57,752.35	(\$19,841.72)	-21.88%

# Mattapoisett Public Schools

## 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
01.304.049.2305.01.03	TEACHERS	\$67,090.80	\$50,508.76	\$50,508.76	\$16,582.04	\$36,599.84	(\$20,017.80)	-29.84%
01.304.049.2430.05.23	SUPPLIES PHYS ED	\$2,400.00	\$959.39	\$959.39	\$1,440.61	\$0.00	\$1,440.61	60.03%
	Dept: PHYSICAL EDUCATION - 049	\$69,490.80	\$51,468.15	\$51,468.15	\$18,022.65	\$36,599.84	(\$18,577.19)	-26.73%
01.304.052.2305.01.03	TEACHERS	\$95,417.60	\$55,344.70	\$55,344.70	\$40,072.90	\$40,072.81	\$0.09	0.00%
01.304.052.2430.05.23	SUPPLIES SCIENCE	\$2,400.00	\$1,659.18	\$1,659.18	\$740.82	\$92.46	\$648.36	27.02%
	Dept: SCIENCE - 052	\$97,817.60	\$57,003.88	\$57,003.88	\$40,813.72	\$40,165.27	\$648.45	0.66%
01.304.055.2305.01.03	TEACHER - STEM	\$104,714.00	\$60,911.90	\$60,911.90	\$43,802.10	\$44,302.10	(\$500.00)	-0.48%
01.304.055.2430.05.23	STEM SUPPLIES SCIENCE	\$2,400.00	\$557.07	\$557.07	\$1,842.93	\$0.00	\$1,842.93	76.79%
	Dept: SOCIAL STUDIES - 055	\$107,114.00	\$61,468.97	\$61,468.97	\$45,645.03	\$44,302.10	\$1,342.93	1.25%
01.304.076.3200.01.11	NURSE	\$74,071.00	\$47,233.21	\$47,233.21	\$26,837.79	\$31,337.79	(\$4,500.00)	-6.08%
01.304.076.3200.05.23	SUPPLIES NURSE	\$2,400.00	\$2,778.93	\$2,778.93	(\$378.93)	\$335.47	(\$714.40)	-29.77%
01.304.076.3202.01.11	NURSE	\$0.00	(\$4,500.00)	(\$4,500.00)	\$4,500.00	\$0.00	\$4,500.00	0.00%
	Dept: HEALTH SERVICES - 076	\$76,471.00	\$45,512.14	\$45,512.14	\$30,958.86	\$31,673.26	(\$714.40)	-0.93%
01.304.085.3520.06.36	EXTRACURRICULAR	\$2,400.00	\$200.00	\$200.00	\$2,200.00	\$0.00	\$2,200.00	91.67%
	Dept: MISCELLANEOUS - 085	\$2,400.00	\$200.00	\$200.00	\$2,200.00	\$0.00	\$2,200.00	91.67%
01.304.088.4110.03.10	CUSTODIAL SUPERVISOR	\$57,673.82	\$43,498.84	\$43,498.84	\$14,174.98	\$15,987.68	(\$1,812.70)	-3.14%
01.304.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$115,727.00	\$70,566.55	\$70,566.55	\$45,160.45	\$45,160.45	\$0.00	0.00%
01.304.088.4115.03.34	SUBSTITUTES, P/T, OVERTIME	\$0.00	\$9,996.27	\$9,996.27	(\$9,996.27)	\$0.00	(\$9,996.27)	0.00%
	Dept: OPERATION AND MAINTENANCE - 088	\$173,400.82	\$124,061.66	\$124,061.66	\$49,339.16	\$61,148.13	(\$11,808.97)	-6.81%
01.304.093.2356.06.37	TRAVEL AND CONFERENCES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.093.2430.05.23	SOFTWARE TECHNOLOGY	\$30,000.00	\$72.47	\$72.47	\$29,927.53	\$0.00	\$29,927.53	99.76%
01.304.093.2450.05.23	EDUCATIONAL EQUIPMENT OHS	\$0.00	\$16,800.00	\$16,800.00	(\$16,800.00)	\$0.00	(\$16,800.00)	0.00%
01.304.093.2451.05.23	EDUCATIONAL EQUIPT TECHNOLOGY	\$2,000.00	\$936.38	\$936.38	\$1,063.62	\$0.00	\$1,063.62	53.18%
01.304.093.4130.04.35	TELECOMMUNICATIONS	\$10,000.00	\$7,623.18	\$7,623.18	\$2,376.82	\$0.00	\$2,376.82	23.77%
01.304.093.4230.04.29	MAINTENANCE OF EQUIPT TECHNOLC	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Dept: COMPUTER PROGRAM - 093	\$46,000.00	\$25,432.03	\$25,432.03	\$20,567.97	\$0.00	\$20,567.97	44.71%
01.304.103.2305.01.03	TEACHERS	\$273,244.00	\$159,217.60	\$159,217.60	\$114,026.40	\$116,026.40	(\$2,000.00)	-0.73%
01.304.103.2330.03.08	PARAPROFESSIONALS	\$229,235.82	\$84,005.68	\$84,005.68	\$145,230.14	\$70,158.26	\$75,071.88	32.75%
01.304.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.304.103.2430.05.23	SUPPLIES	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
01.304.103.2450.05.24	EDUCATIONAL EQUIPMENT OHS	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
01.304.103.3300.02.12	BUS MONITOR	\$12,000.00	\$15,176.85	\$15,176.85	(\$3,176.85)	\$0.00	(\$3,176.85)	-26.47%
	Dept: LEARNING SUPPORT CENTER - 103	\$518,229.82	\$258,400.13	\$258,400.13	\$259,829.69	\$186,184.66	\$73,645.03	14.21%
01.304.118.2305.01.03	TEACHERS	\$98,581.64	\$56,297.75	\$56,297.75	\$42,283.89	\$40,918.25	\$1,365.64	1.39%
	Dept: SPEECH - 118	\$98,581.64	\$56,297.75	\$56,297.75	\$42,283.89	\$40,918.25	\$1,365.64	1.39%
01.304.121.2110.02.02	SPECIAL NEEDS SECRETARY	\$0.00	\$8,917.50	\$8,917.50	(\$8,917.50)	\$6,539.50	(\$15,457.00)	0.00%
01.304.121.2110.02.09	CLERICAL	\$14,976.72	\$0.00	\$0.00	\$14,976.72	\$0.00	\$14,976.72	100.00%
01.304.121.2415.05.24	SUPPLIES	\$0.00	\$1,450.00	\$1,450.00	(\$1,450.00)	\$0.00	(\$1,450.00)	0.00%
	Dept: SUPPORT SERVICES - 121	\$14,976.72	\$10,367.50	\$10,367.50	\$4,609.22	\$6,539.50	(\$1,930.28)	-12.89%
01.304.127.2710.01.03	ADJUSTMENT COUNSELOR	\$106,808.28	\$60,411.90	\$60,411.90	\$46,396.38	\$44,302.10	\$2,094.28	1.96%

# Mattapoissett Public Schools

## 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
01.304.127.2800.01.03	PSYCHOLOGIST	\$48,630.54	\$27,505.95	\$27,505.95	\$21,124.59	\$20,171.05	\$953.54	1.96%
	Dept: PSYCHOLOGICAL SERVICES - 127	\$155,438.82	\$87,917.85	\$87,917.85	\$67,520.97	\$64,473.15	\$3,047.82	1.96%
Grand Total:		\$8,064,433.31	\$4,701,866.85	\$4,701,866.85	\$3,362,566.46	\$3,074,534.64	\$288,031.82	3.57%

End of Report



# MATTAPOISETT PUBLIC SCHOOLS VOUCHER

Voucher No: 3569

Voucher Date: 02/12/2025

Prepared By:

*Michelle Charette*

Printed: 02/12/2025 10:09:35 AM

MATTAPOISETT PUBLIC SCHOOLS is hereby authorized to draw warrants against MATTAPOISETT PUBLIC SCHOOLS funds for the sum of \$205,783.58 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 Bulfinch*

Ms. Carly Lavin

Chairperson

Mr. James Muse

Vice Chairperson

Mr. Jack LeBrun

School Committee Member

Ms. Cristin Cowles

School Committee Member

Ms. Amanda Hastings

School Committee Member

MATTAPOISETT PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND MATTAPOISETT	\$181,160.96
11	CIRCUIT BREAKER	\$22,785.74
23	GRANTS	\$533.33
24	FY24 FEDERAL GRANTS	\$318.46
45	FY25 PRIVATE GRANTS	\$985.09
		<b>\$205,783.58</b>

# MATTAPOISETT PUBLIC SCHOOLS VOUCHER

Voucher No: 3570

Voucher Date: 02/26/2025

Prepared By:

*Michelle Charette*

Printed: 02/26/2025 12:38:37 PM

MATTAPOISETT PUBLIC SCHOOLS is hereby authorized to draw warrants against MATTAPOISETT PUBLIC SCHOOLS funds for the sum of \$68,508.89 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.

*Henri B...*

Ms. Carly Lavin

Chairperson

Mr. James Muse

Vice Chairperson

Mr. Jack LeBrun

School Committee Member

Ms. Cristin Cowles

School Committee Member

Ms. Amanda Hastings

School Committee Member

MATTAPOISETT PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND MATTAPOISETT	\$64,652.96
11	CIRCUIT BREAKER	\$2,335.00
20	SPECIAL REVENUE REVOLVING	\$29.76
24	FY24 FEDERAL GRANTS	\$396.00
25	FY25 GRANTS	\$672.02
45	FY25 PRIVATE GRANTS	\$423.15
		<b>\$68,508.89</b>

# MATTAPOISETT PUBLIC SCHOOLS VOUCHER

Voucher No: 3571

Voucher Date: 03/12/2025

Prepared By:

*Michelle Charette*

Printed: 03/12/2025 11:33:15 AM

MATTAPOISETT PUBLIC SCHOOLS is hereby authorized to draw warrants against MATTAPOISETT PUBLIC SCHOOLS funds for the sum of \$150,150.29 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 Baul*

Ms. Carly Lavin

Chairperson

Mr. James Muse

Vice Chairperson

Mr. Jack LeBrun

School Committee Member

Ms. Cristin Cowles

School Committee Member

Ms. Amanda Hastings

School Committee Member

MATTAPOISETT PUBLIC SCHOOLS

Fund		Amount
01	GENERAL FUND MATTAPOISETT	\$138,369.22
11	CIRCUIT BREAKER	\$7,408.38
25	FY25 GRANTS	\$1,463.19
45	FY25 PRIVATE GRANTS	\$2,909.50
		<b>\$150,150.29</b>



# Old Rochester Regional School District Massachusetts Superintendency Union #55

*"Serving the towns of Marion, Mattapoisett, & Rochester"*

Food Service Director's Report: March 2025  
Center School

## Directors Update:

- Meal participation continues to be strong.
- Had repair work done to the Walk-in Cooler; replaced the evaporator coil and condenser unit.
- 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.
- 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.

Students Receiving Free and Reduced Meals:									
Free:						49		22 %	
Reduced:						3		1 %	
Student Meal Participation									
SY 24						SY 25			
Month	SY 25 Days	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	3	75	16%	146	32%	69	11 %	257	40 %
September	20	1085	24%	2,310	51%	1,078	25 %	2,477	58 %
October	22	1145	25%	2,427	52%	1,257	27%	2,803	60 %
November	17	1020	26%	2,209	56%	986	27 %	2,251	63 %
December	15	742	21%	1,991	57%	779	25 %	1,980	63 %
January	21	957	22%	2,536	58%	1,045	25 %	2,704	63 %
February	15	693	22%	1,811	59%	763	25 %	1,963	65 %
March	21	1019	23%	2,627	60%				
April	17	789	22%	2,186	62%				
May	21	899	19%	2,850	61%				
June	8	241	22%	722	67%				

Jill Henesey  
Director of Food and Nutrition Services  
Office: 508-758-2772 x1543  
Mobile: 774-320-0801  
Email: [jillhenesey@oldrochester.org](mailto:jillhenesey@oldrochester.org)  
<https://www.facebook.com/ORRnutrition4kids>



# Old Rochester Regional School District Massachusetts Superintendency Union #55

*"Serving the towns of Marion, Mattapoisett, & Rochester"*

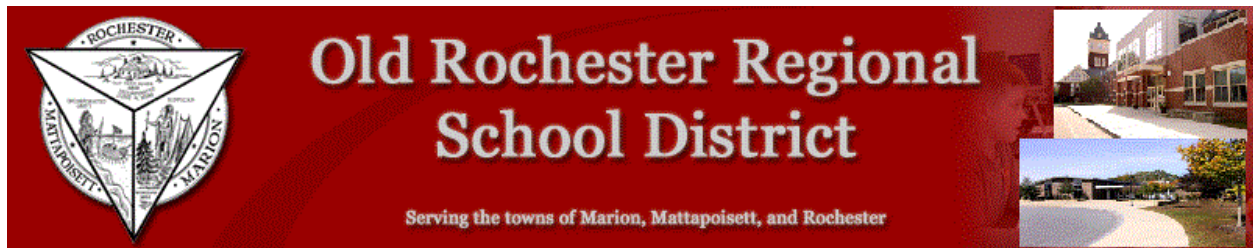
Food Service Director's Report: March 2025  
Old Hammondtown School

## Directors Update:

- Meal participation continues to be strong.
- 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.
- 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.

Students Receiving Free and Reduced Meals:									
Free:						27		17 %	
Reduced:						6		4 %	
Student Meal Participation									
SY 24						SY 25			
Month	SY 25 Days	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%
August	3	43	13%	166	49%	96	21 %	268	58 %
September	20	819	25%	2,098	64%	891	30 %	2,018	67 %
October	22	927	27%	2,208	64%	968	30 %	2,228	68 %
November	17	922	32%	1,925	66%	801	32 %	1,763	70 %
December	15	732	29%	1,755	69%	655	28 %	1,555	67 %
January	21	976	29%	2,275	68%	841	27 %	2,130	69 %
February	15	731	30%	1,653	68%	564	26 %	1,495	68 %
March	21	1,035	31%	2,356	70%				
April	17	886	32%	1,980	72%				
May	21	1,170	32%	2,457	68%				
June	8	311	36%	576	67%				

Jill Henesey  
Director of Food and Nutrition Services  
Office: 508-758-2772 x1543  
Mobile: 774-320-0801  
Email: [jillhenesey@oldrochester.org](mailto:jillhenesey@oldrochester.org)  
<https://www.facebook.com/ORRnutrition4kids>



## **Facilities Director's Report: March 2025**

### **Center Elementary School**

- Completed one snow/ice removal operation.
- Solicited quotes for a roof leak during heavy rainfall.
- Replaced failed walk in cooler compressor/condenser.
- Completed fire sprinkler and ANSUL suppression system inspection.
- Conducted routine maintenance on all facility systems.

### **Old Hammondtown Elementary School**

- Completed one snow/ice removal operation.
- Completed fire sprinkler and ANSUL suppression system inspection.
- Completed routine maintenance on all facility systems.

Sincerely,

Gene Jones

Director of Facilities

Office: 508-758-2772 x1954

Cell: 508-509-6763

E-Mail: [eugenejones@oldrochester.org](mailto:eugenejones@oldrochester.org)



# Superintendent's Newsletter

February 2025

## Message of the Month

Dear School Community,

I hope that our students and their families enjoyed the recent school vacation in February. Although winter is still here - we are starting to see signs that spring is just around the corner. I know that our faculty, staff members, and students are looking forward to warmer days and more opportunities to spend time outside.

During the past month our students have continued to shine in their classrooms, extra-curricular activities, and in athletics. We are excited about the teaching and learning that will happen in the month ahead.

It is also important to note that we are currently in budget development season. The school department is working hard to develop school budgets for the 2025-2026 school year that meet our students needs, in a challenging financial climate.

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

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**National School Resource Officer Appreciation Day was February 15th!**



We thank Officer Lima, Officer Myers, Officer Tracy and Norman for their on-going support of our students and staff!



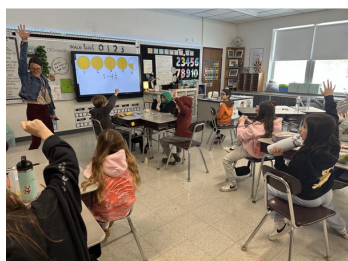
Dr. Fedorowicz, Officer Myers and Superintendent Nelson



Officer Tracy, Norman and Officer Lima

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## Pictures of Superintendent School Visits



Ms. Mare's 4th Grade Class



Ms. Williams' 2nd Grade Class



Ms. Anderson's Art Class

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## Office of Teaching and Learning

February 12th was Marion Occupational Day for Grade 5 and 6 students at Sippican Elementary School. This year, students had the exciting opportunity to meet with experts and explore careers in law enforcement, finance, marine science, engineering, surgery, speech and physical therapy, education, nursing, and more, thanks to the generosity of VASE parent volunteers and community members. Occupational Career Day was designed to be a meaningful and purposeful experience. Dr. Fedorowicz and Ms. Cunningham were also able to share their experiences in education and human resources, enjoying the opportunity to connect with students and discuss career pathways in these fields. It was incredible to see students engaged and inspired as they connected with professionals, asked thoughtful questions, and discovered new possibilities for their futures. A heartfelt thank you to VASE and all of our dedicated parent volunteers,





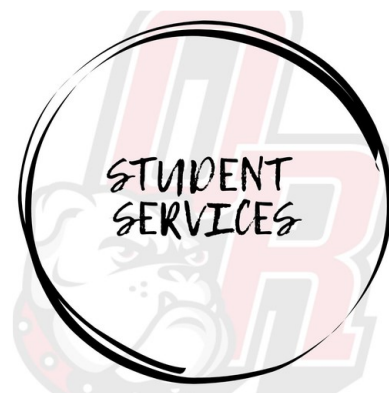
especially Ms. Hermenegildo, for making this event such a success. Your time and effort truly made a difference in creating a valuable learning experience for our students.

Sincerely,  
Shari Fedorowicz  
Assistant Superintendent of Teaching and Learning

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## Office of Student Services

The Old Rochester Regional School District & Superintendency Union #55 is pleased to continue their partnership with the Southeastern Massachusetts Educational Collaborative to provide Community Talks. The upcoming presentation titled, *The New IEP- A Session for Parents*, has been rescheduled for March 24, 2025 at 6:30pm via zoom. This event provides the opportunity to gain valuable insights into the new document and its contents, which can significantly impact your child's education. Click [here](#) to register. A zoom link will be sent to all registrants.



### Cape Cod Challenger Club Bowling

Free bowling with the Challenger Club at Ryan Family Amusements in Buzzards Bay every Sunday in March (2nd, 9th, 16th, 23rd, 30th) from 1pm-2:30pm! Contact Andrew at [andrew@capecodchallenger.org](mailto:andrew@capecodchallenger.org) to register! All ages and abilities are welcome! To learn more about the Cape Cod Challenger Club's Mission, please visit their [website](#).

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](mailto:jaimecurley@oldrochester.org) or 508-758-2772, ext 1942.

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## Update Emergency Contacts in PowerSchool

It is extremely important for all of our schools to have the correct emergency contact information on file for each student. Be sure to update the emergency contacts for your student(s) in [PowerSchool](#). Please note - parents/guardians are automatically emergency contacts, so there is no need to check the box for yourself. Please add additional individuals for your student(s) and check the emergency contact box for them.



# Caregiver's Professional Development Survey

As part of our Professional Development planning process, we invite you to provide your input to shape next year's Professional Development days for educators. This survey follows the District Strategic Plan, Vision 2028, and was developed with the collaboration of The Instructional Council Team, consisting of administrators and teachers. As we work toward preparing the 2025-2026 District-Wide Professional Development Plan, it is important to know the priorities of parents and guardians as we move forward. Your input is appreciated and valued as we begin looking at the next school year. [Please complete this short survey by March 7th.](#)



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## District Report Cards

Each year, the Massachusetts Department of Elementary and Secondary Education releases a report card for every school and district in the state. Similar to how a student's report card reflects their performance in various subjects, these school and district report cards are designed to provide families and the community with an overview of how schools are performing across different areas. The report cards highlight both the strengths of a school or district and areas that may require attention to ensure all students' needs are being met. [View district report cards here.](#)



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## Policy Updates

The Joint School Committee recently approved updates and revisions to the following policies:

[ADDA](#) - Background Checks

[ADDA-R](#) - DCJIS Model CORI Policy

[BDE](#) - Subcommittees of the School Committee

[BEDH](#) - Public Comment

[IJNDB-E-1](#) - Acceptable Use Elementary

[IJNBD-E-2](#) - Acceptable Use Secondary

[IJNBD-E-3](#) - Acceptable use Staff

[IJNDC](#) - Internet Publication

As always, the full policy manual is available [online here.](#)

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## Kindergarten Registration Open

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](#).



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## Project Grow Preschool Registration Open

All schools across the district are accepting Project GROW applications for the 2025-2026 school year. Project GROW offers high quality preschool education to Marion, Mattapoisett and Rochester children ages 3-5 years old, including children with special needs. If you are interested in learning more about Project GROW, please refer to the [Early Childhood Website](#). The link to the Project GROW application is [here](#).



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## 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](mailto: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](mailto:chris carrig@oldrochester.org)

**OLD ROCHESTER REGIONAL HS**

## 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 SUPERINTENDENT UNION #65 School Calendar 2025-2026															
2025					2025					2026					
Day	M	T	W	T	F	Saturday	Sunday	Day	M	T	W	T	F	Saturday	Sunday
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15	20	21	22	23	24			15	20	21	22	23	24		
16	25	26	27	28	29			16	25	26	27	28	29		
17	30	31						17	30	31					
9/1-Independence Day      9/2 Labor Day      9/3-9/5 Early Dismissal for Students & Teachers      9/6-9/7 Early Dismissal for Students & Teachers															
October					November					December					
Day	M	T	W	T	F	Saturday	Sunday	Day	M	T	W	T	F	Saturday	Sunday
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4	6	7	8	9	10			4							
5	11	12	13	14	15			5							
6	16	17	18	19	20			6							
7	21	22	23	24	25			7							
8	26	27	28	29	30			8							
10/1-10/2 Early Dismissal for Students & Teachers      10/3-10/5 Early Dismissal for Students & Teachers      10/6-10/7 Early Dismissal for Students & Teachers															
November					December					January					
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11/1-11/2 Early Dismissal for Students & Teachers      11/3-11/5 Early Dismissal for Students & Teachers      11/6-11/7 Early Dismissal for Students & Teachers															
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1/1-1/2 Early Dismissal for Students & Teachers      1/3-1/5 Early Dismissal for Students & Teachers      1/6-1/7 Early Dismissal for Students & Teachers															
February					March					April					
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2/1-2/2 Early Dismissal for Students & Teachers      2/3-2/5 Early Dismissal for Students & Teachers      2/6-2/7 Early Dismissal for Students & Teachers															
March					April					May					
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## In the School Community

Two talented artists from ORRHS are being celebrated for their artwork in the Emerging Young Artists and Designers 2025 Juried Exhibition. Works by juniors Alexis Barber and Dayvie



Zuckerman were among 103 entries chosen from 800 pieces submitted by high school students around New England. [Read more.](#)



During the week before February Vacation, all Junior High Latin and Spanish students celebrated World Language week by participating in various learning games and activities to recognize and honor a number of world cultures. [Read more.](#)



Old Hammondtown School also won a Feinstein Foundation Golden Ticket! Congratulations to 5th grader Thomas Cooney. OHS will receive \$5,000 and Thomas decided to donate the \$500 to the Breast Cancer Research Foundation to honor his "Yaya". [Read more.](#)



ORRHS senior Michael Hogan achieved a perfect score of 300 in a game of bowling at Wonder Bowl in New Bedford on Feb. 18 during school vacation. He rolled 12 consecutive strikes, a feat few bowlers accomplish, while his father, Jim Hogan, cheered him on and captured the final moments on video. [Read more.](#)



[Click here to view all the news across our schools!](#)

## School Committee Happenings

Recently, our school committees have been working on the FY2026 budget proposals for each town. They have approved many grants and donations from organizations such as the Mattapoissett

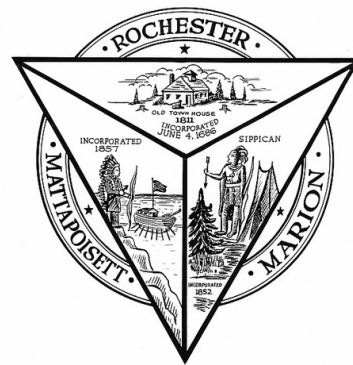
Land Trust, Cape Cod 5 and the Feinstein Foundation. [Click here for the complete schedule, meeting resources and minutes.](#) Upcoming meetings (subject to change):

March 11th - Marion School Committee

March 13th - Mattapoisett School Committee

March 20th - Rochester School Committee

March 27th - ORR School Committee



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## 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](#)



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## 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](#)



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## 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.olderochester.org](http://www.olderochester.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.

# Center School Principal's Report

March 24, 2025



Thank you, Mattapoisett PTA, for funding the **New Bedford Youth Ballet performance at Center School**. Our K-3 students were enchanted by the dancing, beautiful costumes, and changing sets of the Snow Queen. We are so fortunate to have high-quality enrichment programs for our students through community partnerships.



This year, Mrs. Anderson was awarded a grant from Cape Cod 5 to purchase **large-format art books to inspire multicultural art projects**.

**Artists in Grade 1 created these watercolor fans inspired by the style of Japanese fans known as Uchiwa.** Students learn about other cultures and explore artwork from around the world.



Thank you Mrs. Amoruso for **hosting second graders at the Mattapoisett Free Public Library last week!** Students learned about all the wonderful resources the town library offers!

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## Artist-in-Residence at Center School

We were delighted to host artist Elizabeth James-Perry, who taught students in grades 1 through 3 about the traditional artwork of the Eastern Woodlands and Algonquian peoples. The two-day residency immersed students in a unique hands-on experience, engaging them in a process combining personal creativity with cultural education and providing them with a deeper appreciation of Native American art, heritage, and history.



"I enjoy teaching corn husk weaving to cultivate proficiency in the arts and inspire appreciation for the environment and natural materials," James-Perry said. "This was an excellent opportunity to share with the students at Center School, and it was wonderful to see how they embraced the experience. Their enthusiasm and creativity remind us of the importance of preserving and teaching these traditions to future generations."

Thank you to Mrs. Greta Anderson and all the parent volunteers for their support!



**Thank you to our first-grade students, teachers, and Dr. Leahy for a wonderful first-grade concert on 2/12!**



First graders memorized lyrics and hand motions for many terrific songs about explorers such as Edmond Hillary (Mountaineer), Jacques Cousteau (Undersea Researcher), Amelia Earhart (Aviation Pioneer), and Neil Armstrong (Astronaut)

## New Bedford Symphony Orchestra Classroom Lessons in Second Grade

- The New Bedford Symphony Orchestra worked with second graders to help them discover the connectivity of living parts in a salt marsh ecosystem and among musical parts in a piece of music.
- Children interacted with the NBSO Salt Marsh Model to explore various disruptions and solutions to salt marsh conservation.
- Funds for NSBO programs were provided by the Mattapoisett PTA and in part by a grant from the Mattapoisett Cultural Council, a local agency that is supported by the Mass Cultural Council, a state agency. Thank you!



Center School students painted and signed buoys for the tree lighting at Shipyard Park on December 14.



Thank you to all the families and volunteers for making Bingo at OHS on 1/29/2025 a huge success. We had over 60 winners!



### **Collaborative butter making in kindergarten.**

Kindergarteners learn about solids and liquids in science. Shaking the cream causes the fat molecules to separate from the liquid. The more the cream is shaken, the more these fat molecules clump together, forming a solid, which is the butter.



**Second-grade engineers test and modify their designs to build seed dispersal mechanisms with long flight times.** One design had the longest 10-second flight time from the staircase balcony!

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There will be a **Kindergarten School-Based Orientation** at Center School:

- **Date: Thursday, March 27th, 6:00 PM**
  - This is a wonderful opportunity for parents and guardians to meet key staff members, learn about your child's daily schedule, and gain valuable insights into what to expect during your student's transition to Kindergarten.
  - Please bring the following with you if not submitted already:
    - **Original Birth Certificate** (We will make a copy in the office)
    - **Proof of Residency - 2 Forms** (Mortgage, tax bill, utility bill, etc)
    - Most recent Medical Records w/Immunizations
    - Copy of photo ID
  - This orientation is geared towards parents and guardians.
- 

### **2025-26 Project GROW Preschool Program Registration**

he 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.

Center School, Mattapoisett (8:45 a.m. – 12:45 p.m.)

The program consists of two classes:

- Tuesday and Thursday (\$2,520/year)
- Monday, Wednesday, Friday (\$3,780/year)

All classes follow the ORR public school calendar.

This four-hour program is open to all children residing in Mattapoisett who will be 3 years of age before Sept. 1, 2025.

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## Important Dates:

March 25 - Center/OHS Art Show 4-6 pm - @ Center School

March 27 - Kindergarten Information Night at Center School @ 6:00 pm

April 2 - PTA @ 7:00 - 8:00 pm via Zoom

April 3 - 3:15 - 4:00 School Council

April 8 - Grade 3 ELA MCAS

April 9 - Grade 3 ELA MCAS

April 16 - Grade 2 Winter Concert @ 9:00 am for families

April 17 - Mattapoisett School Committee Meeting @ 6:30 pm

April 21 - No School - Patriot's Day

April 21 - 25 - Vacation Week

May 1 - 3:15 - 4:00 School Council

May 5 - 9 - Center School Book Fair

May 6 - Spring Photos

May 7 - PTA @ 7:00 - 8:00 pm via Zoom

May 13 - Grade 3 Math MCAS

May 14 - Grade 3 Math MCAS

May 19 - Incoming K Screening

May 21 - Kindergarten Concert 9:30 for families

May 22 - Grade 2 Field Trip to Heritage Museum and Gardens

May 23 - Incoming K Screening

May 26 - No School - Memorial Day

May 28

- K- 3 Early Release @ 12:20 pm, lunches served
- Project Grow Early Release @ 11:30 am, No lunches served

May 29 - Center Field Day

June 2 - Center Field Day Rain Date

June 5 - Grade 3 Famous American Presentations - 1:30 pm

June 6 - Grade 3 visit to OHS

June 5 - Mattapoisett School Committee Meeting @ 6:30 pm

June 11 - Tentative Last Day of School - 180th Day

- K- 3 Early Release @ 12:20 pm, No lunches served
- Project Grow Early Release @ 11:30 am, No lunches served



**Linda Ashley**

Linda is using Smore to create beautiful newsletters



READS Collaborative - [www.readscollab.org](http://www.readscollab.org)  
Quarterly Report Overview - February/March 2025

- READS Strategic Plan Priorities- 2024 - 2029 ([www.readscollab.org](http://www.readscollab.org))
  - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
    - READS Academy has recently purchased Yondr pouches for the safe-keeping of student cell phones while school is in session. The READS administration is currently reviewing cell phone policies and seeking input from stakeholders in an effort to implement a “No Cell Phone Use Policy” for the beginning of the 25-26 school year.
    - READS Academy is exploring added security measures for screening visitors.
    - The READS DHH Program is exploring an improved emergency management system to alert Deaf staff and students of emergencies.
  - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
    - READS Executive Director submitted an application for Fund Code: 0253 Teacher Diversification Grant in December 2024. A READS Collaborative PLC was created in support of Fund Code: 0253. This PLC has been attending MA DESE Teacher Diversification PLC meetings as well as our own READS Collaborative meetings.
  - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
    - The Executive Director is conducting walkthroughs with program directors during the 24-25 school year.
  - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to Ensure that READS is the Preferred Provider for its 20 Member Districts.
    - READS Administration has been actively exploring space options for the READS Deaf and Hard-of-Hearing (DHH) Program to ensure long-term space security for its programming. Currently, READS Collaborative is exploring the potential purchase of a building to house a portion of the DHH program with potential for further expansion. *(Please see the attached letter from the READS Executive Director to the Board of Director School Committees.)*
- Fiscal Update
  - The FY26 budget along with tuition and fees will be presented to the Board of Directors on 2/6/2024.
  - READS Collaborative Deaf and Hard of Hearing (DHH) Program is currently experiencing classroom space shortages within our Norton Public School programming. Administration is researching different options to move the program or purchase property to continue the program and services for our Deaf and hard of hearing students. Administration will work with the Board of Directors to determine next steps in the upcoming months.
  - The most recent financial projection update as presented by our Business Manager, shows READS Collaborative will end the fiscal year in a surplus. This surplus figure cannot be determined yet until a decision about the DHH program has been decided.
- Legislation/Compliance
  - READS FY25 Annual Report and FY25 Financial Audit were submitted to DESE and sent to all member districts by January 1 as required. Both documents are posted on the website.
  - READS is scheduled for its DESE Collaborative Financial Review in March 2025. Preparations have begun to gather the necessary information.
- Programmatic Information
  - READS Academy Program Director, Mrs. Erinn Fauteux, has provided notice of her resignation effective June 30, 2025. This open position was posted on February 3, 2025.

*Dina Medeiros, M.Ed. C.A.G.S.  
Executive Director*



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***READS Collaborative***  
*105 East Grove Street, Middleboro, MA 02346*

January 31, 2025

Dear READS Collaborative School Committee Members:

Thank you for your continued membership and support for the READS Collaborative.

I would like to take this opportunity to provide you with an update regarding the READS Collaborative Deaf and Hard-of-Hearing (DHH) Program. The READS DHH program stands out as the only program in southeastern Massachusetts that provides a wide range of services from substantially separate support to full inclusion opportunities for Deaf and hard-of-hearing students preschool - grade 12. Our mission is to continue providing our member districts and beyond with the highest quality of instruction and educational experience for students who are Deaf and hard-of-hearing.

Currently, the READS Collaborative DHH Program is housed within two different communities. We have a small number of students who attend the Bristol Plymouth Regional Technical High School (BP) in Taunton with the majority of our program students embedded within the host district of Norton Public Schools in Norton, MA. Our current enrollment as of 1/31/2025 is 53 students in grades preschool - 12. Both host communities have a long and positive relationship with READS Collaborative. DHH students successfully access classroom inclusion with interpreters, when appropriate based on student needs, as well as participate in sports and extracurricular activities for both districts. The Norton community has hosted the DHH program for over 10 years with program students attending BP for over 30 years.

This year, READS Collaborative's host district contract with Norton Public Schools includes 10 classroom spaces (including administrative office space) along with 6.5 additional spaces for specialists' services (speech, literacy, counseling, OT/PT) for a total of 16.5 rooms. Based on DHH student enrollment needs, two additional classrooms will be needed for FY26. Specifically, DHH will require an additional preschool classroom. A need for a transition classroom

addressing the needs for DHH students ages 18-22 has also become apparent. Norton Public Schools has been experiencing a steady increase in their enrollment numbers. In addition, Norton Public Schools has increased their own specialized programming. Norton Public Schools, although continuing to be invested in the positive working relationship with the READS DHH program, can no longer accommodate the DHH space needs.

Alternate space options have been explored with the priority goal of continuing to ensure high quality continuity of education that allows for inclusive opportunities. Space within other READS member districts has been requested, but other districts are also experiencing high student enrollment numbers and space shortages. The next potential solution that allows for the DHH program to maintain programming continuity of services for students preschool - grade 12 would be for the READS DHH program to secure its own building or space. This would allow READS to create a “home base” for its DHH programming while still coordinating with a local district for inclusive opportunities. To that end, READS Collaborative has recently become aware of a property available in Norton. This property has the potential to house 7 DHH classrooms and administrative and specialists’ spaces while keeping the door open for inclusive opportunities within Norton Public Schools. This building also has the potential for future expansion allowing for continued growth of the DHH program.

The READS Collaborative Board of Directors has been made aware of the DHH program space needs as well as the desire for READS Collaborative to purchase a building that will house the DHH Program. The Board of Directors has voted to allow READS Collaborative to enter into a **non-binding** letter of intent with the seller of a property located in Norton, MA. This allows READS Collaborative to explore the potential of purchasing the property before entering a commitment to buy. All contingencies needed to make such a purchase will be reviewed and secured prior to next steps.

Should the purchase go through, it will allow Norton Public Schools to immediately access their spaces within the JCS Elementary School and Norton High School. The DHH program would continue to have the opportunity of inclusion for its students and be part of Norton’s educational community.

The projected costs for securing the building space, if the purchase goes through, will result in an increase in tuition for students enrolled within the READS DHH program **only**. Those projected increases have been communicated to all of our member district superintendents and special education directors. In addition, communication has also been shared with non-member district superintendents and special education directors who currently have a student enrolled within the DHH program.

READS Collaborative is making every effort to minimize the financial impact on districts accessing the DHH program. Given the potential increase, the READS DHH program will still present as the most cost effective option offering the most comprehensive educational experience for students who are Deaf and hard-of-hearing within southeastern Massachusetts.

The alternatives to potentially purchasing a building for DHH would mean having many DHH classrooms scattered throughout various districts that may be able to provide a single classroom or two. This option will significantly impact the quality and continuity of programming. Students will be less comfortable being included as it will be more difficult to establish a sense of belonging. It is anticipated that this scenario would be detrimental leading to reduction in program referrals and the eventual potential closing of the DHH program.

We are seeking the support from our Board of Directors along with their School Committees as we explore the option of purchasing a building for the DHH Program. Please know that I will make myself available to meet with your school committee to address any questions or concerns you may have regarding the future of the READS DHH Program if requested.

Respectfully,

A handwritten signature in blue ink that reads "Dina Medeiros". The signature is fluid and cursive, with a small dot above the 'i' in Medeiros.

Dina Medeiros, M.Ed. C.A.G.S.  
Executive Director



**READS Collaborative Proposed Purchase for a DHH Building**  
**Questions and Answers:**  
**March 6th, 2025**

**1. Why apply for a 5-year mortgage and not something that is extended over a longer time?**

- \$1.2 million is feasible to pay off within 5 years and makes the most financial sense due to interest savings.
- See below grid for interest cost for 5, 10 and 15 year mortgage for \$1.2m. (80% of loan)

Mortgage - \$1,200,000			<u>5 Years</u>	<u>10 years</u>	<u>15 years</u>
Principal			\$1,200,000	\$1,200,000	\$1,200,000
Interest - 6.75% interest			\$217,209	\$453,467	\$711,404
Total			\$1,417,209	\$1,653,467	\$1,911,404

\*\* Also, this pay plan will **NOT** impact the purchase plan already in place with the READS Academy lease. That is separate and will not be disrupted.

**2. Did READS consider leasing rather than buying? If so, what is the financial difference?**

- Leasing was considered. A yearly lease cost analysis is displayed in the grid below.

	<u>Annual cost</u>	<u>5 Years</u>	<u>10 years</u>	<u>15 years</u>
Monthly lease per month (assuming 2.5% increase annually)	\$121,596	\$655,127	\$741,216	\$838,618
Real Estate Taxes - 2.5% annual increase assumption	\$15,595	\$15,985	\$16,384	\$16,794
Total	\$137,191	\$671,112	\$757,601	\$855,412
Lost equity		\$746,097	\$895,866	\$1,055,992

In 5 years we could own the same property for a difference of \$746,097 that it would cost to lease. Leasing does **not** provide any space security as leases are renewed annually. The owner could end up with an opportunity to sell to someone else and we are right back where we started with no space for our programming and no return on the money spent leasing.

**3. Does the building need to be renovated? To what extent?**

Yes, the building will need some renovation to be fully accessible for the September 2025 start date

- HVAC Upgrades - \$50k
- Sprinkler System Installation - \$150k - building does not have sprinkler system
- Minor construction needs to accommodate shared office spaces - \$20k
- Installation of one external vestibule for security purposes and an additional smaller vestibule at the rear of the building for weather control purposes - \$40k
- Cosmetic updates (painting, replacement of some flooring, deep cleaning) - \$50k
- Building Security system - \$30k
- Playground installation - \$60k
- Furniture - \$50k
- Moving costs - \$20k
- Landscaping - \$10k
- Paving needs - \$25k
- General exterior upgrades - \$15k

These expenses would be addressed through access of up to \$520k from fund balance pending Board approval. As of 6/30/2024, the undesignated cumulative surplus for READS Collaborative is \$2,740,802, which is 19.13% of the 25% maximum per DESE.

**4. What is the plan for ongoing maintenance?**

- READS Collaborative has an existing 5 year Capital Maintenance Plan which is fiscally responsible and priority based to ensure READS properties are well maintained and safe for students and staff.
- We would revise this Capital Maintenance Plan to include the potential property. This plan would be presented to the Board of Directors.
- A part-time maintenance/custodial staff member will be hired to address day-to-day maintenance needs at the DHH building site.

READS Collaborative currently incorporates a capital maintenance fund with a capital plan that addresses larger maintenance needs for the READS Academy and the READS Administration Building as part of our annual budget. The DHH Building needs would be included in the plan and have access to this funding.

**5. What school districts have you reached out to for potential contracted DHH space?**

- The Executive Director has reached out to each Board member to ask if they had classroom spaces needed for DHH within their district buildings or other spaces. Each member district responded that they would not be able to accommodate the classroom space needs for the DHH Program for the 25/26 school year.
- Non-member districts contacted included North Attleboro, Attleboro, Mansfield, Foxboro, Easton, and Stoughton Public Schools. These districts were contacted due to their location to maximize access for Southeastern MA. A response was

received by 3 out of the 6 indicating support for the work of READS Collaborative, but no space is available for the 25/26 school year. The remaining non member districts have yet to respond.

**6. What other options are there besides leasing or buying a property?**

- We may be able to limp along within Norton Public Schools for just one more year. This means moving the high school space to the Henri A. Yelle (HAY) Elementary School and having to transport students to and from the Norton High School for inclusion needs. The preschool classrooms would need to be moved to the HAY as well with no preschool playground access or access to peer models with developing ASL skills.
- Leasing modular classrooms was explored as a potential option. This is a very expensive option with no long term financial benefit. It would require placement on a property that we do not own, if allowed. Modular classrooms are inferior to the general facilities of a building. That being said, there could be a potential civil rights violation that just the students identified with a special need are housed in a modular classroom.
- Programming might be able to be sprinkled throughout multiple communities (potentially single classroom spaces). This will not allow for curriculum continuity for those included as well as inability to truly become part of the DHH school community. DHH administrators would not be able to effectively monitor and support programming scattered throughout a variety of districts. Staff and students would, inevitably, feel a diminished sense of belonging. This would result in fewer students trying out for sports or participating in extracurricular activities. It would result in low staff morale due to feeling less supported and greater difficulty arranging for coverage for staff absences. Some substantial changes to staff traveling commutes will further add to reduced retention of staff. (Currently, DHH staff express generally high satisfaction with their work and environment based on recent survey results. The program is actually currently fully staffed, which is quite remarkable given the highly specialized skills needed for DHH staff.)
- Having the DHH program sprinkled throughout a variety of districts will lead to reduced enrollment and the subsequent closure of the DHH Program. There is no other DHH program in Southeastern Massachusetts that provides educational services for grades preK - 12+ with inclusive opportunity from K-12.
- Closing the DHH program will lead to increased costs to districts due to private school education rates and increased travel costs to programs farther away.

7. **What are the costs for sending students to other DHH programs in the state?**

SCHOOL	Address	Daily Rate	Sample Transportation cost from Southeastern MA to other DHH Programs
Beverly School for the Deaf	6 Echo Avenue <b>Beverly, MA 01915</b>	\$499.44 (FY26) (Similar to Tier I level of need)	Ex: Hanover - Beverly = <b>\$546 per day</b>
Beverly School for the Deaf - Child Communication Center	6 Echo Avenue <b>Beverly, MA 01915</b>	\$610.94 (FY26) (Intense level of need similar to Tier II/III)	Ex: Hanover - Beverly = <b>\$546 per day</b>
CAPS Collaborative - DHH Program - PreK /Elementary	2 Narrows Rd, <b>Westminster, MA 01473</b>	417.65 (FY25)	
CAPS Collaborative - DHH Program - Middle/High School	2 Narrows Rd, <b>Westminster, MA 01473</b>	444.12 (FY25)	
Clarke School for the Deaf: A Preschool - Grade 1 ONLY School (No ASL, only Oral )	1 Whitman Rd, <b>Canton, MA 02021</b>	\$388.01 (FY25)	
READS Collaborative - DHH Program - PreK-12	64 West Main Street, <b>Norton, MA</b>	\$417 (Tier I) \$516 (Tier II) Member Rates (Original FY26 Rates)	Ex: Rockland - READS = <b>\$224 per day</b>
READS Collaborative - DHH Program - PreK-12	64 West Main Street, <b>Norton, MA</b>	\$456 (Tier I) \$563 (Tier II) Member Rates (FY26 Rates <b>with</b> building purchase)	Ex: Rockland - READS = <b>\$224 per day</b>
SEEM Collaborative Hurd Elementary School , SEEM Middle School and SEEM High School	94 Lebanon Street <b>Melrose MA 02176</b> (Hurd) 260 Fordham Rd., Suite J Wilmington, MA 01887 (SEEM)		

The Learning Center	848 Central St, <b>Framingham, MA</b> 01701	\$511 (FY 25)	Ex: Rockland - TLC = <b>\$428 per day</b>
The Learning Center - Intensive	848 Central St, <b>Framingham, MA</b> 01701	\$566.27 (FY 25)	Ex: Rockland - TLC = <b>\$428 per day</b>
The Learning Center - Walden School	848 Central St, <b>Framingham, MA</b> 01701	\$868.43 (FY 25)	Ex: Rockland - TLC = <b>\$428 per day</b>
Willie Ross School for the Deaf	32 Norway St, <b>Longmeadow, MA</b> 01106	\$462 (FY 25)	

**8. How long do you anticipate this building being fully utilized?**

The potential DHH building can be utilized for many years to come. The DHH program has been in existence since the start of READS Collaborative, over 50 years ago. The need has been consistent and actually continues to rise.

For the September 2025 opening, the building will house grades preK-3 and two high school classrooms, one for grades 9-12 and one for a transitions program for ages 18-22. Students in grades K-3 and 9-12 will be bussed for their inclusive classroom programming following careful schedule coordination with Norton Public Schools (NPS) for those who have inclusion in their respective IEPs (individual education programs).

NPS has agreed to provide a 3 year contract for inclusion access for grades K-12. (Preschool has always been a substantially separate program due to the significant need for language acquisition.) This contract has potential to be extended beyond the three years. If not extended, another school district may have more space availability in 2-3 years due to some districts building a new school or acquiring town properties allowing for restructuring of their classroom spaces.

The proposed DHH building would continue to be utilized by READS as it would be our property. It allows for future potential expansion of DHH services. Having our own building will allow for further development and expansion of substantially separate programming, such as K-12 programming for DHH students who have multiple disabilities. This can support students diagnosed with autism or significant cognitive disability in addition to hearing loss. Potential expansion of programming also provides for future expanded sources of income for the collaborative.

Therefore, the building has the potential to be utilized as long as READS Collaborative is in existence.

**9. Have you looked at other local properties for purchase or lease?**

We have looked at other potential properties. We would need a property to be at least 7,000 sq. ft. with the potential for up to 15,000 sq. ft.

Many of the properties available are under 7,000 sq. ft. The Town of Norton properties were too small for our purposes aside from the current property being considered and the one listed below. They were smaller office buildings or small stores.

Some of the current properties in the local area(s) for sale include:

A. Armel Bldg 340 S Worcester St Norton, MA 02766 **\$2,300,000**  
10,900 SF Industrial Building

This is an oversized (in height) open warehouse with no partitions of spaces. (Looks like a huge garage.) This would cost too much and take a considerable amount of time to make it an educational setting.

B. Office Condo Unit 101 Industrial Park Rd Taunton, MA 02780

8,436 SF Located in Myles Standish Industrial Park.

It is made up of small office spaces and not conducive for our classroom space needs. It would require significant renovation. (Must call for pricing.)

C. Flex Building 500 Myles Standish Blvd Taunton, MA 02780

31,205 SF 83% Leased **\$4,600,000** (\$147/SF) 6.55% Cap Rate

Not conducive to turning it into classroom spaces in addition to its very high Cost. Given that it is already leased for 83% of the property space, it would not provide us with minimal space needed.

D. Flex Building 475 Paramount Dr Raynham, MA 02767

37,050 SF Vacant (\$132/SF) **\$4,900,000**

Expensive and layout of spaces would require a significant amount of renovation into classroom spaces.

E. Development Opportunity 106 Oak St Taunton, MA 02780

21,000 SF Industrial Building **\$649,000** (\$31/SF)

This property is in horrible condition, essentially paying for the land it is on.

F. 4-Star Industrial Building 620 Spring St North Dighton, MA 02764

552,720 SF **\$5,000,000** (\$9/SF) 24.75% Cap Rate

Too expensive and would require significant additional cost to make it an educational setting.

Available properties that are at least 7,000 sq ft are all over \$1.5 million with the exception of 106 Oak Street in Taunton which is really a tear-down property. In addition, the layout inside the properties is not easily transferred to classroom spaces.

The current property being pursued is actually conveniently laid out for classroom and office spaces. The building was built in 1999 making it a relatively young building. For \$1.5 million, the property being pursued is a much better option with the least amount of renovation needed.

**In conclusion,** it is not the desire of READS Collaborative to purchase a separate building for our students. Ideally, we would much rather contract with a public school district to house our students with some continuity for curriculum and programming for PreK - 12+. Being embedded within a public school setting with maximum inclusion and access to general education and extracurricular activities is what is best for student growth and development.

However, faced with lack of space, having a building as a home base that allows for those students who require a substantially separate classroom to have their spaces and also allows for close proximity to the public schools our students and staff have come to call home for inclusive access, would be the next best option.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SUPERINTENDENCY UNION #55  
Marion – Mattapoisett – Rochester  
135 Marion Road, Mattapoisett, MA 02739

# **Bullying and Harassment Prevention and Intervention Plan**

**Provided by the:**  
**Marion, Mattapoisett, Old Rochester and Rochester School Districts**

**March 2025**



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## Introduction

The mission of our school system is to inspire all students to think, to learn, and to care.

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

*Our school community will inspire us to:*

**THINK:**

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

**LEARN:**

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

**CARE:**

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

In compliance with M.G.L.c.71,§ 370, the Old Rochester Regional School District and the Massachusetts Superintendency Union #55 have created this Bullying and Harassment Prevention and Intervention Plan.

This Plan is rooted in the belief that bullying and harassment prevention involves a multi-layered approach to:

- create a welcoming and supportive educational community,
- raise awareness of aspects of community and school culture that support bullying behaviors,
- provide educational opportunities for the community, for parents, for all school staff, and for students,
- provide clear policies and guidelines for behavior, and
- establish protocols and action plans to address both the disciplinary and the therapeutic response of the schools to bullying and harassing behaviors.

We believe that involvement of not only community members, but community groups, as well as school personnel, students and parents, in a cohesive and all-inclusive effort to raise awareness of the issues contributing to bullying will be the most effective way to create an environment where all students and staff feel welcome and treated with respect and dignity.

This Plan applies to students and members of a school staff, including, but not limited to educators,

administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

## **I. LEADERSHIP**

Within the Old Rochester, Marion, Mattapoisett and Rochester School Districts (sometimes collectively referred to herein as “the Districts”) leadership at all levels has played a critical role in developing and implementing this Bullying and Harassment Prevention and Intervention Plan (‘the Plan’) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. In the Districts, leadership is defined as all faculty in the role of educating students, which includes but is not limited to, educators, administrators, counselors, school nurses, custodians, bus drivers, paraprofessionals and all other school personnel. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying and harassment. Leaders must involve representatives from the greater school and local community in developing and implementing the Plan.

### **A. Public Involvement in Developing the Plan**

A team of faculty across buildings and levels initially drafted the Plan updates based on the Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan, with suggestions from legal counsel. As required by M.G.L. c. 71, § 370, this Plan has been developed in consultation with parents, community members, law enforcement, teachers, school staff, professional support personnel, administrators, the school resource officer, school committee members and school councils. A draft version of this Plan was provided to all stakeholders through a series of open forum meetings, including School Council meetings, School Committee meetings, Policy Sub-Committee, and through feedback solicited individually, through Superintendent and Principal newsletters and the District website via Google Form.

### **B. Assessing Needs and Resources**

This Plan is the Districts’ blueprint for improving prevention and response to issues of bullying and harassment within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, have assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and behavioral incidents and assessed available resources (including curricula, training programs, and behavioral health services). This ‘mapping’ process has assisted the Districts in identifying resource gaps and the most significant areas of need. Based on these findings, the Districts have revised and developed policies and procedures, established partnerships with community agencies, including law enforcement, and set priorities. The District administers a student survey every four years to assess school climate and the prevalence, nature and severity of bullying in schools. The survey results will be used to assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute. Additionally, building-specific data is regularly collected and analyzed on the prevalence and characteristics of bullying and this information has helped to identify patterns of behaviors and areas of concern, and has informed decision-making for prevention strategies including, but not limited to, adult

supervision, professional development, age-appropriate curricula, and in-school support services.

### **Links to DESE State Students Discipline Data Report**

- [Marion School District Discipline Data Report](#)
- [Mattapoisett School District Discipline Data Report](#)
- [Rochester School District Discipline Data Report](#)
- [Old Rochester Regional Discipline Data Report](#)

#### **C. Planning and Oversight**

Administrators from each respective school are responsible for the following: 1) receiving reports on incidents that could be determined to be bullying or harassment; 2) collecting and analyzing school-wide data on bullying to assess the present problem and trends, and to measure improved outcomes; 3) creating a process for recording and tracking incidents reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law and is responsive to the needs of the Districts' communities; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula, in partnership with central office administration, that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct to ensure compliance with the law; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan every two years, or more frequently if needed, with input from administrators, faculty, and the community.

#### **D. Priority Statements**

The Districts are committed to providing all students with a safe learning environment that is free from bullying and harassment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Districts recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school and districts work to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Districts will not tolerate any unlawful or disruptive behavior, including any form of bullying, harassment, or retaliation in our school buildings, on school grounds, or in

school-related activities. We will promptly investigate reports, including anonymous reports, and complaints of bullying, harassment, and retaliation, and take action to end that behavior, prevent its recurrence, and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent, guardian, or community involvement.

The Plan is a comprehensive approach to addressing bullying and harassment. The Districts are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying and harassment. The school Principals (or administrative designees) are responsible for the implementation and oversight of the Plan except when a reported bullying, harassment incident involves a principal or assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for implementing the Plan, including addressing the safety and support of the alleged target. Throughout this document, the term "Principal/Investigator" is used in describing responsibilities of the school principal which may be taken on by another designated administrator as described in this paragraph.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

The Districts are dedicated to providing ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, custodians, cafeteria workers, bus drivers, paraprofessionals, substitutes, advisors to extracurricular activities, and coaches. Our plan for providing professional development is informed by research and reflects the requirements under M.G.L. c. 71, § 370.

### **A. Annual Staff Training on the Plan**

The Districts have trained faculty representatives from each building to support the implementation of this Plan. Through this "Train-the-Trainer" Model, faculty representatives will serve as liaisons to all staff. Annual Training will be provided as part of Opening Day Faculty Orientation and as part of the Annual Professional Development Plan on one day per school year. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year. In addition, Bullying and Harassment Prevention and Intervention is discussed as an ongoing topic during faculty meetings to assure that faculty has a structured forum to raise issues and concerns related to the implementation of this Plan.

### **B. Ongoing Professional Development**

The Plan includes ongoing professional development to build the skills of all members of school staff to prevent, identify and respond to bullying. The content of such professional development includes:

- developmentally appropriate strategies to prevent bullying incidents;

- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- the complex interaction and power differential that can take place between and among the aggressor, the target, and any witnesses to the bullying or harassment;
- research findings on bullying or harassment, including information about specific categories of students who have been shown to be particularly at risk for bullying or harassment in the school environment;
- the incidence and nature of cyberbullying and harassment; and
- internet safety issues as they relate to cyberbullying and harassment
- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision making; and
- maintaining a safe and caring classroom for all students.

Professional development will also address ways to prevent and respond to bullying, harassment, or retaliation for students with disabilities that must be considered when developing student's Individualized Education Plans (IEPs). This will include a particular focus on the needs of students with autism or students whose disabilities affect social skills development.

C. **Written Notice to Staff**

All District employees will be provided a copy of the Plan. Additionally, staff also receive annual training about the Plan at the beginning of the school year. Portions of the Plan are published in the student handbooks and it is available as an electronic document on the Districts' website at <https://www.olderochester.org/>.

### **III. ACCESS TO RESOURCES AND SERVICES**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. This Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' or Districts' capacity to prevent, intervene early, and respond effectively to bullying and harassment, available services reflect an understanding of the dynamics of bullying and harassment and provide approaches to address the needs of targets and aggressors. This Plan also includes strategies for providing counseling or referral to appropriate services for aggressors, targets and family members of those students.

A. **Resources**

The Districts are well staffed to be able to provide consultation, counseling, and other services and supports for vulnerable populations including but not limited to potential and identified bullying or harassment targets, aggressors, and their families. These resources have been put in place to assist students who are experiencing academic, social- emotional or behavioral concerns.

B. Counseling and Other Services

All schools in the Districts are staffed with a school adjustment counselor or school social worker to provide a variety of services, including but limited to, check ins, individual case management, crisis screening and intervention, consultation for other faculty members, parents/guardians, and other school districts, individual counseling, group counseling, and collaboration with students' service providers outside of the school environment. These professionals, as well as administration and school psychologists, assist in developing safety and support plans for students who have been targets of bullying or retaliation. Additionally, counselors provide social skills programs to prevent bullying and harassment, and offer education and/or intervention services for students exhibiting bullying behaviors. The Districts utilize these services as a means of supporting a positive school environment that focuses on early intervention and prevention of bullying or harassing behavior.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying and/or harassment.

D. Referrals to and/or Collaboration with Outside Services

The Districts have a protocol for referring students and families to appropriate services, in accordance with relevant laws and policies. School based counselors and other staff are available to assist families in identifying and connecting with appropriate community resources.

The Districts collaborate with and refer students to a wide range of community agencies to support students, staff, and parents/guardians. Some of these provide direct services, while others have useful information on ways to prevent and address bullying and harassment. These agencies/resources include but are not limited to, community psychiatrists and counselors, Community Service Agencies (CSA) for Medicaid eligible students, Massachusetts Rehabilitation Commission (MRC), Department of Mental Health (DMH), Department of Children and Families (DCF), Massachusetts Department of Developmental Disabilities (DDS) and Department of Youth Services (DYS)/Probation. School counselors at each level can provide more contact information and referrals as needed.

**IV. ACADEMIC AND NONACADEMIC ACTIVITIES**

A. Specific bullying and harassment prevention approaches

All students participate in social emotional learning curricula that are appropriate to their age and developmental level and are integrated into their school day. All curricula are evidence-based and instruction/implementation includes classroom approaches, whole school initiatives, and focused strategies for bullying and harassment prevention and social skills development.

The Districts utilize the following curricula/resources designed for specific age groups:

Elementary: “The Responsive Classroom” and the MARC K-5 Anti Bullying Curriculum, Second Step, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying | Safe Supportive Learning (ed.gov), supplemented by the Michele Garcia Winner’s Social Thinking Curriculum.

Junior High School and High School: “The Responsive Classroom”, PBIS curriculum, Educators for Social Responsibility, Cyberbullying Research Center - How to Identify, Prevent and Respond, The National Center on Safe Supportive Learning Environments, Bullying/Cyberbullying, Safe Supportive Learning (ed.gov), and the Olweus Bullying Prevention Program.

Curriculum is continually assessed and revised as new, research-based curriculum becomes available. The Old Rochester, Marion, Mattapoisett and Rochester School Districts utilize the Massachusetts Aggression Reduction Center (MARC) as a primary resource for updating its Bullying Prevention and Intervention library.

- A. Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
  - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
  - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
  - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
  - enhancing students' skills for engaging in healthy relationships and respectful communications; and
  - engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender and gender nonconforming students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;



- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- support students' interests and participation in non-academic and extracurricular activities, particularly in their areas of strength.
- communicating with parents/guardians regarding the schools' goals and expectations for students and student safety

## **V. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND/OR HARASSMENT**

### **Reporting Bullying and/or Harassment**

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.

In the Districts, reports of potential bullying and/or harassment may be made by parent/guardians, students, District staff members, or other members of the community, and may be made orally or in writing. Staff members receiving an oral or written report must immediately record it using the Districts' form and forward to their building administration. If a staff member witnesses or becomes aware of any instance of bullying and/or harassment, they are required to immediately report it to the Principal/Investigator. Anonymous reports may also be made by students, families, and other community members using the Anonymous Reporting Form located on the Districts' website, or by mailing a letter to the school or District office. The bullying/harassment report form can be found on each school's web page under the Families and Students section. For example: [Bullying Report Form](#). While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

If an individual is being targeted based upon membership in or identification with a protected class, the Districts' anti-harassment policy applies. All reports of bullying and/or harassment are investigated with consideration to the definitions of bullying and harassment, as there is frequent overlap between and among these behaviors and a report of bullying may actually be found to be harassment, and the other way around. A finding of both bullying and harassment is also possible.

To support the community in reporting bullying and/or harassment incidents, the Districts:

1. Make the bullying and harassment Incident Report Form available in each school's main office, the guidance office, nurse's office, central office, and other locations determined necessary by the school administration;
2. Post the Incident Report Form on the Districts' website; and
3. Make the Incident Report Form available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, the Districts provide the school community, including administrators, staff, students, and parents/guardians with online written notice of its procedures for reporting acts of bullying or harassment. A description of the reporting procedures and resources, including the name and contact information of the Principal/Director, is incorporated into each of the

Student Handbooks, on the Districts' website, and in the information about the Plan made available to parents/guardians. This information is also provided in languages other than English.

### **Responding to a Report of Bullying, Harassment, or Retaliation**

The Districts' Principals/Investigators follow structured checklists for responding when they receive a report of bullying and/or harassment. These steps are described briefly below.

1. Restore Sense of Safety for Target

The first response to a report of alleged bullying, harassment, or retaliation is to inform the alleged target's parent/guardian about the report and set up a meeting or phone conference to restore the student's sense of safety. 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. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged target; and altering the alleged aggressor's schedule and access to the alleged target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved. These steps take place prior to an investigation, as restoring safety is the first priority. Parents/guardians have input in developing the Support Plan and/or interim measures and they receive a written copy in their primary language.

2. Notify appropriate parties

a. Notice to parents/ guardians

The next step is to formally notify parents/ guardians of both the alleged target and the alleged aggressor, orally and in writing, that bullying, harassment or retaliation has been reported and an investigation will take place. Notice will be consistent with state regulations at 603 CMR 49.00. If the alleged aggressor is a staff member, the notification goes directly to the employee with copies also forwarded to the Superintendent and Human Resources Director.

b. Notice to Another School or District

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.

c. Notice to Law Enforcement

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.

d. Notice to the Department of Children and Families

If a reported incident results in a mandated reporter having a reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect, the matter will be reported to DCF in a manner consistent with state law and district policy.

3. Investigate

The Principal/ Investigator promptly investigates reports of bullying, harassment or retaliation and, in doing so, considers all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal conducts interviews, beginning with the alleged target. Students, staff, and community witnesses are interviewed, as is the alleged aggressor(s). 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. Relevant documents and other available evidence (e.g. screen shots, emails, etc.) are collected. To the extent practicable, and given their obligation to investigate and address the matter, the Principal/ Investigator maintains confidentiality during the investigation process. The Principal/ Investigator keeps a written record of the investigation. Procedures for investigating reports of bullying, harassment and retaliation are consistent with the Districts' procedures for investigations. As needed, the Principal/ Investigator, in consultation with the Superintendent, consults with the Districts' legal counsel about the investigation.

#### 4. Determinations

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 or designee will: 1) determine what remedial action is required, if any, and 2) determine what actions and/or disciplinary action is necessary.

Depending on the circumstances, the Principal or designee may consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents/guardians, to identify any underlying social or emotional concern(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development or counseling.

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. 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/ Investigator informs the parent/ guardian of the target about the [Department of Elementary and Secondary Education's Problem Resolution System](#) and the process for seeking assistance or filing a claim through that system, regardless of the outcome of the bullying, harassment, or retaliation determination. This information will be made available in both hard and electronic formats.

Following the determination and the ordering of safety, remedial, and/or disciplinary measures, the Principal/ Investigator ensures ongoing contact with the target to determine whether the prohibited conduct recurs and whether additional supportive measures are needed.

The Principal/Investigator ensures the protection from bullying, harassment or retaliation for anyone who: reports bullying, harassment or retaliation; witnesses bullying, harassment or retaliation; provides information during an investigation; has reliable information about a

reported act of bullying, harassment or retaliation.

## 5. Responses to Bullying or Harassment

### 1. Teaching Appropriate Behavior Through Skill-building

Upon the Principal/Investigator's determination that bullying, harassment or retaliation has occurred, the law requires that the schools or Districts use a range of responses balancing the needs for safety, accountability, and education. The first priority in developing a response to ensure that the bullying or harassment stops. A Safety Plan may be developed with administration, parents and school guidance counselors. If a Safety plan is developed, it will be shared with parents and all teachers, specialists, staff, and extended day staff who work with the students to ensure implementation.

Skill building approaches that the Principal/Investigator may consider include but are not limited to the following:

- offering individualized skill-building sessions based on the school's/district's anti-bullying, harassment curriculum;
- restorative practices, such as mediations or Restorative Circles
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying, harassment curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

### 2. Taking Disciplinary Action

If the Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or investigator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's and district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvements Act (IDEA) and Section 504, which should be read in coordination with state laws regarding student discipline.

If the principal determines that a student knowingly made false allegations of bullying, harassment or retaliation, that student may be subject to disciplinary action.

### 3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time (specific to each situation and in consultation with parents/guardians) following the determination and the ordering of remedial and/or disciplinary

action, the Principal or designee will follow up with the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

#### 4. Addressing School Climate and Culture

If there is a finding of civil rights harassment, the school climate and culture must be considered to determine if these contribute to a hostile school environment for members of protected classes. Steps should be taken to restore a sense of community and inclusion for all students and staff members. These can include but are not limited to professional development for faculty and staff, as well as educational opportunities for students.

RESPONSE PLAN – The Districts’ Response Plan may include the implementation of the below action steps, as appropriate.

<b>Target Safety</b>	<b>Remediation Actions</b>	<b>Disciplinary Actions</b>
<ul style="list-style-type: none"> <li>o Guidelines for avoiding further unnecessary contact with the target</li> <li>o Clarification about who will be notified</li> <li>o Notify appropriate staff about incident and danger of further contact</li> <li>o Strategies to avoid further bullying (e.g., script, role playing, etc)</li> <li>o Identifying trusted adults</li> <li>o Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate)</li> <li>o Periodic check-ins</li> <li>o School-wide or classroom community meetings</li> <li>o Identification and empowerment of bystanders</li> <li>o Education about technology</li> <li>o Increased Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>o Counseling</li> <li>o Education including strategies to prevent repeating behavior.</li> <li>o Revision of IEP, if applicable</li> <li>o Individual Behavior Plan</li> <li>o Referral to Special Education, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>o Admonishment, warning</li> <li>o Loss of privileges</li> <li>o Classroom or administrative detention</li> <li>o In-school suspension during the school week or the weekend</li> <li>o Out-of-school suspension</li> <li>o Legal action</li> <li>o Consequences for repeat offenses</li> </ul>

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**Bullying and Harassment Prevention & Intervention Incident Process**

<b><i>Initial Actions</i></b>
Receipt of Report of Bullying (verbal OR written)
Notify the Civil Rights and Title IX Coordinator (verbal AND written)
Restore a sense of safety for the alleged target and protect the alleged target from possible further incidents
Notify Parents of Alleged Target and Request Meeting (verbal AND written)
Notify Parents of Alleged Aggressor(s) – (verbal AND written)
Develop Support Plan for Target and Safety Plan for alleged Aggressor, as needed
<b><i>Investigation Process</i></b>
Interview Alleged Target
Interview Alleged Aggressor(s)
Interview Student Witness(es)
Interview Adult/Staff Witness(es)
Review of All Applicable Documentation/Evidence (Incident Reports, Witness Statements, Screen Shots, Social Media etc.)
Draft Investigation Report: <ul style="list-style-type: none"> <li>● Statement of Allegations</li> <li>● Summary of Interviews</li> <li>● Summary of Documents Reviewed</li> <li>● Findings and Conclusions</li> </ul>
<b><i>Follow Up Actions</i></b>
Notify Parents of Alleged Target of Findings
Notify Parents of Alleged Aggressor(s) of Findings
Take Necessary Actions and/or Implement Consequences. These may include: <ul style="list-style-type: none"> <li>● Support Plan</li> <li>● Safety Plan(s)</li> <li>● Ongoing Monitoring</li> <li>● Education, Teaching, Training</li> <li>● <b>Discipline (FOLLOW DISCIPLINE PROCESS)</b></li> </ul>
<b><i>Special Considerations/Circumstances</i></b>
If Aggressor(s) are Staff – <b>NOTIFY HUMAN RESOURCES</b>
Is the Bullying alleged based on one or more Protected Class? <ul style="list-style-type: none"> <li>● Race/Color</li> <li>● Religion/Creed</li> <li>● National Origin</li> <li>● Sexual Orientation</li> <li>● Sex</li> <li>● Gender Identity</li> <li>● Age</li> <li>● Disability</li> <li>● Pregnancy or pregnancy related condition</li> <li>● Veteran's Status</li> </ul>

- Citizenship

**If YES, FOLLOW CIVIL RIGHTS PROCESS**

**VI. COLLABORATION WITH FAMILIES**

- A. Parent education and resources. Old Rochester, Marion, Mattapoisett and Rochester School Districts provide community forums on topics related to a positive, inclusive school culture in collaboration with local Parent-Teacher Organizations (PTOs), PTA, School Councils, Special Education Parent Advisory Council (SEPAC), and other similar organizations. In addition, principals will notify parents when students are receiving curriculum instruction around this topic. For individual students who may be identified as a bullying or harassment target or aggressor, families are informed and have an opportunity to partner with the school. School counselors may recommend connections with community-based organizations if a family is in need of additional support services. Additional resources are available to families online: [Bullying Prevention and Intervention Resources](#).
- B. Notification requirements. At the beginning of each school year, parents/guardians are informed about the anti-bullying curricula that are being used through communication from the Building Principal. This notice includes information about how they can support their children at home, the dynamics of bullying and harassment, including cyberbullying and online safety, as well as the student-related sections of the Plan and the Districts' Internet policy. The Old Rochester, Marion, Mattapoisett and Rochester School Districts will post the Plan and related information on its website. Additionally, portions of the Plan are published in the Student Handbook, which is updated regularly and housed on the Districts' website.

**VII. PROHIBITION AGAINST BULLYING and RETALIATION**

Acts of bullying or harassment, which include cyberbullying and retaliation, are prohibited:

- A. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether 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; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- B. At a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any



non-school related activities, functions, or programs.

### **Bullying and Harassment via technology**

All district policies and procedures concerning bullying and harassment continue to apply in full during any part of the school year that students are engaged in online learning. Cyber-bullying and harassment includes bullying or harassment through the use of technology or any electronic communication and is prohibited under Massachusetts' anti-bullying, harassment law. Similarly, harassment is not dependent on the means by which the harassment is carried out and includes forms of electronic communication.

## **VIII. DEFINITIONS**

**Aggressor** is a student who engages in conduct that constitutes bullying, harassment, cyberbullying, or retaliation under state law or district policy.

**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

**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. Harassment as described above may include, but is not limited to:

- **Cyberbullying/harassment** is bullying or harassment 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.
- **Sexual Harassment** is unwelcome conduct of a sexual nature determined by a reasonable person to be subjectively and objectively offensive and is so severe or pervasive, that it effectively denies a person equal access to the district's education program or activity. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment.

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- **Gender-based Harassment** is unwelcome conduct based on a student's actual or perceived sex, gender identity, and sexual orientation. It includes slurs, taunts, stereotypes, or name-calling, as well as gender-motivated physical threats, attacks, or other hateful conduct.

**Hostile environment**, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying or harassment causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

**Target** is a student against whom bullying, harassment, cyberbullying/harassment, or retaliation has been perpetrated.

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Districts, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§, 37H3/4, 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## **X. PROBLEM RESOLUTION SYSTEM**

Any parent/ guardian wishing to file a claim or concern, or who is seeking assistance outside of the Districts may do so by contacting the Department of Elementary and Secondary Problem Resolution System (PRS). More information about PRS can be found at <http://doe.mass.edu/prs>.

The PRS specialist assigned to the Districts can be found at <https://www.doe.mass.edu/prs/intake/default.html> or an email can be sent to the general PRS mailbox at [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu).

For complaints involving federal civil rights laws, parents/guardians may contact:  
Administrative agencies with jurisdiction in these matters include:  
The Massachusetts Commission Against Discrimination ("MCAD")

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Boston, MA 02109-3921  
(617) 289-0111

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

OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SUPERINTENDENCY UNION #55  
Marion - Mattapoisett - Rochester  
135 Marion Road, Mattapoisett, MA 02739  
Tel. (508) 758-2772 FAX (508) 758-2802  
www.oldrochester.org

## BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

### I. INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** This line may be left blank if an anonymous report is being made  
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) \_\_\_\_\_  
☐ Parent ☐ Administrator ☐ Other (specify) \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

4. If student, state your school: \_\_\_\_\_ Grade: \_\_\_\_\_

5. If staff member, state your school or work site: \_\_\_\_\_

### 6. Information about the Incident:

Name of Alleged Target (of behavior): \_\_\_\_\_

Name of Alleged Aggressor (Person who engaged in the behavior): \_\_\_\_\_

Date(s) of Incident(s): \_\_\_\_\_

Time When Incident(s) Occurred: \_\_\_\_\_

Location of Incident(s) (Be as specific as possible): \_\_\_\_\_

### 7. Witnesses (List people who saw the incident or have information about it):

Name: \_\_\_\_\_ • Student • Staff • Other \_\_\_\_\_

Name: \_\_\_\_\_ • Student • Staff • Other \_\_\_\_\_

Name: \_\_\_\_\_ • Student • Staff • Other \_\_\_\_\_

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on the back if necessary.

### FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_  
(Note: Reports may be filed anonymously.)

10: Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

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II. INVESTIGATION

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_
2. Interviews:
- |  |             |             |
|--|-------------|-------------|
| <input type="checkbox"/> Interviewed alleged aggressor | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed alleged target    | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed witnesses         | Name: _____ | Date: _____ |
|  | Name: _____ | Date: _____ |
3. Any prior documented incidents by the alleged aggressor? ☐ Yes ☐ No
- If yes, have incidents involved alleged target or target group previously? ☐ Yes ☐ No
- Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ YES ☐ NO
- ☐ Conduct based on protected class \_\_\_\_\_
- ☐ Bullying ☐ Incident documented as \_\_\_\_\_
- ☐ Retaliation ☐ Discipline referral only \_\_\_\_\_
2. Contacts:
- ☐ Target's parent/guardian Date: \_\_\_\_\_ ☐ Aggressor's parent/guardian Date: \_\_\_\_\_
- ☐ Assistant Supt. of Student Services Date: \_\_\_\_\_ ☐ Law Enforcement Date: \_\_\_\_\_
3. Action Taken:
- ☐ Loss of Privileges ☐ Detention ☐ Suspension ☐ Referral
- ☐ Community Service ☐ Education ☐ Other \_\_\_\_\_
4. Describe Safety Planning: \_\_\_\_\_
- Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_
- Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to Principal: Date \_\_\_\_\_ Report forwarded to Superintendent: Date \_\_\_\_\_  
(If principal was not the investigator)

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_